

MICHIGAN
ADULT
EDUCATION



Hospitality & Retail

CAREER PREPARATION

Contextual Education for the GED

Table of Contents

Introduction to the Michigan Adult Education Student.....	i
Exploring the Hospitality and Retail Industries.....	1
Unit 1, Lesson 1: I'm Not Sure What I Want to Do! – Melanie and Bill	3
Unit 1, Lesson 2: Is the Hotel Industry Right for Me? – Melanie and Bill.....	5
Unit 1, Lesson 3: Is a Restaurant in My Future? – Melanie and Xavier.....	7
Unit 1, Lesson 4: How May I Help You? – Melanie and Elise.....	9
Unit 1, Lesson 5: I Need a Little Help Here! – Melanie	11
Unit 1, Lesson 6: Writing a Resume When You Have Been Out of the Workforce – Melanie.....	13
It's All About Customer Service	15
Unit 2, Lesson 1: Customer Service and the Bottom Line – Drew	17
Unit 2, Lesson 2: Face-to-Face – Interacting with Customers – Alana (Part 1).....	19
Unit 2, Lesson 3: Face-to-Face – Interacting with Customers – Alana (Part 2).....	21
Unit 2, Lesson 4: What Did You Say? – Alika	23
Unit 2, Lesson 5: Why Did You Write It Like That? – Ben.....	25
Unit 2, Lesson 6: In My Opinion You Should . . . – Faith.....	27
Communication Skills in the Workplace	29
Unit 3, Lesson 1: What Are You Really Telling Someone? – Dale	31
Unit 3, Lesson 2: Staying on Top of Things – Nita.....	33
Unit 3, Lesson 3: It's All in the Details – Nita.....	35
Unit 3, Lesson 4: Please, I Can't Hear What He Is Saying! – Tamika.....	37
Unit 3, Lesson 5: I Heard What You Said – I Understand What You Mean – Teresa.....	39
Unit 3, Lesson 6: Building Rapport – Claire.....	41
Working in the Hotel Industry.....	43
Unit 4, Lesson 1: Excelling in the Back of the House Jobs – Calista	45
Unit 4, Lesson 2: Moving to the Front Desk – Steven	47
Unit 4, Lesson 3: Stepping Up Security – Elise	49
Unit 4, Lesson 4: What Kind of Planner Are You? – Bridget.....	51
Unit 4, Lesson 5: Selling Your Business – Mahmoud.....	53
Unit 4, Lesson 6: Managing the House – Terry.....	55
Working in the Restaurant Industry.....	57
Unit 5, Lesson 1: How Many People Are In Your Party? – Stella.....	59
Unit 5, Lesson 2: Job Shadowing – Bart	61
Unit 5, Lesson 3: It's Not as Easy as It Looks – Bart.....	63
Unit 5, Lesson 4: Good Service = Good Pay – Bart.....	65
Unit 5, Lesson 5: Order Up – Philippe.....	67
Unit 5, Lesson 6: Handling Customer Complaints – Sherry.....	69

Working in the Retail Industry..... 71
Unit 6, Lesson 1: Getting Your Foot in the Door – Beshair..... 73
Unit 6, Lesson 2: Supplementing Your Income – Rita..... 75
Unit 6, Lesson 3: It’s All About Customer Service – Bill 77
Unit 6, Lesson 4: Taking Inventory – Beatrice..... 79
Unit 6, Lesson 5: Communicating with Co-Workers – Felicia..... 81
Unit 6, Lesson 6: Making the Move to Management – Felicia 83

Glossary 85

Introduction to the Michigan Adult Education Student

Overview

“Exploring the Hospitality & Retail Industries” was developed with two goals in mind. First, to provide Pre-GED students with real-world material that will help learn skills needed to pass the GED Test. Second, the topics the workbook were also chosen to provide students with content that will assist each with understanding career opportunities in hospitality and retail fields. The economic crisis which began in 2008 helped all of us focus on our career choices. Michigan’s recent history of severe unemployment in manufacturing has led to more interest in service industries. Each of us needs the right information when faced with complicated career choices. This course is designed to help you with the twin goals stated above.

Organization of the Scenarios

This workbook is divided into six units. There are several reading selections called “**Scenarios**” in each unit. Each selection begins with a list career objectives for the lesson. Another feature is the list of “**Vocabulary**” words to review before reading the selection. If you are unsure of the meaning or definition of one or more of the vocabulary words check the “**Glossary**” in the back of the book. The readings are stories of people faced with personal choices while at work. At the end of the reading there are several “**Think About It!**” questions. The questions are designed to help you think about different ways to solve the issue faced by the person in the reading.

Classroom Activities

Your instructor has been provided with several different activities for each lesson. Several of the classroom activities contain worksheets designed to improve your knowledge of specific opportunities within the hospitality and retail industries while you complete GED preparation exercises. These activities are often designed to be completed in small groups. The group exercises guide you and your fellow students through discussion of issues first raised in the lesson scenario. The old saying “Two heads are better than one” applies here.

Summary

Thank you for choosing to enroll in this course. The Michigan Department of Adult Education hopes that your participation will provide you with information that will make you to understand employment opportunities available to you in the hospitality and retail fields while you advance in the skills necessary to pass the GED Test. Attainment of both goals is our hope for each student who uses this material.



Exploring the Hospitality and Retail Industries

- I'm Not Sure What I Want to Do
- Is the Hotel Industry Right for Me?
- Is a Restaurant in My Future?
- How may I Help You?
- I need a Little Help Here
- Writing a Resume That Works

Unit 1, Lesson 1: I'm Not Sure What I Want to Do! — Melanie and Bill

Advancing Your GED Skills

In this lesson, you will:

- Explore your personal career interests.
- Take a Career Interest Inventory.

Vocabulary

- Hospitality Industry
- Retail Industry

Scenario 1.1: Melanie and Bill

Melanie and Bill have been married for almost eight years and have two children. Talia is now in kindergarten, and Mel is in first grade. With both children in school, Melanie wants to get a job so that they can save money and buy their own home. Bill has been employed by a large hotel chain for the past two years. His job provides health care and a retirement plan. Bill knows it will take time, but he feels confident that he will slowly, but surely move up the corporate ladder. In the meantime, having a second income would help them save for the future and buy the home they have always wanted.

There is only one problem; Melanie is not sure what type of job she would like to have. There are some job openings at the same hotel chain in which Bill works. In fact, Bill's boss said recently that all Melanie needs to do is put in an application, and they would find a position for her. However, Melanie is not sure that is where she really wants to be. Before their children were born, Melanie worked in retail sales for a local department store. She enjoyed the work, but is not sure if that is what she wants to do at this point in her life.

Melanie decides that she will do a little research on the Internet before heading out to put in job applications. As she searches the web, she comes across an article with the following title:

Is Your Job the Right One for You? As she scans the article, she learns about the importance of being able to match what you are interested in with potential employment. In the article she finds a reference to a free career interest inventory from the U.S. Department of Labor. Melanie thinks to herself, "What do I have to lose other than a little time taking the inventory?"

1.1

Think About It!

1. Why is it important for Melanie to take the career interest inventory?
2. Why should or shouldn't Melanie just apply at the hotel where her husband works?
3. What would be the next steps for Melanie after she takes the interest inventory?
4. What advantage would Melanie have in seeking employment at the hotel?

Unit 1, Lesson 2: Is the Hotel Industry Right for Me? — Melanie and Bill

Advancing Your GED Skills

In this lesson, you will:

- Explore careers in the hospitality industry.
- Learn about career pathways in the hotel industry.

Vocabulary

- Career pathway

Scenario 1.2: Melanie and Bill

Melanie is still not sure of the type of job that she would like to pursue. She has decided to talk with friends and family and find out more about the different jobs that they have. Melanie's husband Bill works for a hotel in town. Currently he is employed as a front desk agent. Although Bill has talked some about his job, he really hasn't given Melanie a lot of details.

At dinner, Melanie asks Bill to tell her more about his day-to-day responsibilities. Bill explains that as the front desk agent, he spends much of his time working with people who are checking in and out of the hotel. He discusses how he has been getting more and more responsibility for handling guest relations problems, just one more step toward moving up to a management position. However, now he has to deal with a growing amount of paperwork and scheduling. He explains that desk agents are now required to take on more of the responsibility for booking reservations for customers.

To learn more about the hotel industry, Melanie asks Bill to talk about other types of jobs that are available where he works. They talk through the evening about the different types of positions, from sales to housekeeping. Each piece of information provides Melanie with a more complete picture of the industry. Melanie thinks about all she had learned that evening. As she listened, she began to rule out certain jobs and give more consideration to others. However, she still isn't sure that working for the hotel industry is really what she wants to do. Somehow, it just didn't 'speak' to her.

Think About It!

1. What advantage did Melanie have in being able to visit Xavier's restaurant rather than just doing research about jobs available in the industry?
2. What should Melanie do next, if she is interested in seeking employment in a restaurant?
3. Melanie had a chance to visit a full-service restaurant. What differences might she find if she visited a fast-food restaurant?
4. Melanie doesn't have restaurant experience. Would that prevent her from getting a job in a local restaurant?
5. If you were interested in working in a restaurant, what would you do next?

Unit 1, Lesson 3: Is a Restaurant in My Future? — Melanie and Xavier

Advancing Your GED Skills

In this lesson, you will:

- Explore some of the careers in the restaurant industry.
- Learn about career pathways in the restaurant industry.

Vocabulary

- Front of the House (FOH)
- Back of the House (BOH)

Scenario 1.3: Melanie and Xavier

Melanie thought of all she had learned so far about her own desire to find the right job. She had talked with Bill, her husband, about what he did at the hotel and the many different jobs available in the hotel industry. However, she still wanted to check out a few other possibilities. Xavier, Bill's best friend, is the manager of a local restaurant. Checking out job openings, Melanie found a number of openings in local restaurants. Since she didn't have any experience working in a restaurant, she decided to call Xavier and ask him about the types of things that he did and other jobs at the restaurant he managed.

Xavier recommended the Melanie come in and take a look around the restaurant so she could see the different types of jobs available and the qualifications she would need for each one. Xavier had recommended that she come in about an hour after the lunch rush began so she could get a real feel for the hustle and bustle of a popular restaurant at one of its busiest times.

As Melanie walked through the door, she was greeted by the hostess at the front desk. She noticed how easily the hostess handled requests from different customers and even the wait staff as they notified her about the open tables. Xavier came through and recommended that they start in the back of the house (BOH) so Melanie could see what was happening in the kitchen, food prep area, and dishwashing areas. After he pointed out each of the BOH areas and answered her questions, he moved to the main dining area (called the front of the house or FOH) and talked about the different positions available and skills that would be needed to handle certain jobs such as being a hostess, wait person, or bartender.

After the tour, Xavier talked with Melanie about his own experience in the restaurant industry. He explained how he had started out as a host, trained and moved up to become a waiter. He talked about continuing

1.3

his education and how he took a course to be a bartender, and finally getting certification as a restaurant manager. Three hours after her tour began, Melanie thanked Xavier for this up-close look at working in a restaurant and thought about the skills that she had that would allow her to be successful in this demanding industry.

Think About It!

1. Why did the instructor have Phillipe and Marta work separately on their lists of wants and needs?
2. Why is it important that family members communicate with each other about their individual financial goals?
3. What did Phillipe and Marta mean when they said they had more goals than they would ever have resources to reach?
4. How are short-term and long-term goals the same? Different?
5. What would be the next steps for Phillipe and Marta to take in developing their financial plan?

Unit 1, Lesson 4: How May I Help You? — Melanie and Elise

Advancing Your GED Skills

In this lesson, you will:

- Explore some of the careers in the retail industry.
- Learn about career pathways in the retail industry.

Vocabulary

- Department Store
- Boutique
- Big Box Store

Scenario 1.4: Melanie and Elise

Melanie is still doing her research to determine the right job for her. After talking with Bill about jobs in the hotel industry and their friend Xavier about jobs in the restaurant industry, Melanie has one more area that she wants to research – retail sales. Before Melanie married Bill, she worked part-time in a department store. She knows that things have changed in the retail industry, but wonders if it might still be the career for her.

Melanie's friend, Elise, works in a clothing boutique in town. Elise, just like Melanie, loves meeting new people, and she enjoys the challenges of working in a small store that caters to people who are her friends and neighbors. Melanie called Elise and asked her to meet for coffee to talk about working in a retail establishment.

Melanie explained to Elise what she is doing to find the right job now that her children are in school. Melanie asked Elise to describe her workday and what she finds most interesting and most challenging in the work that she does. Elise explained that as the assistant manager in the boutique, she has a lot more responsibility than back in the day when she worked as a sales clerk in a department store. Elise discussed how her job not only includes interacting with customers and helping them find what they wanted, but also tracking and ordering inventory, scheduling and supervising the part-time employees working in the boutique, and any other duties that the manager needs her to do.

After their meeting, Melanie went back to the shop with Elise to watch her and learn more about being an assistant manager. After a long afternoon, Melanie headed home filled with information about working in a specialty store rather than the more impersonal big box store or department store in which she had worked years before.

1.4

As Melanie got closer to home, she was excited for the first time since she had started the process. An afternoon with Elise had made all the difference. Melanie knew what she wanted to do. Now she just needed to get her foot in the door.

Think About It!

1. What advantage would Melanie have in applying for a job in the retail industry rather than the hospitality industry?
2. What advantages might Melanie have in seeking a job in a large retail chain store versus a small neighborhood store?
3. What should Melanie do next, if she is interested in seeking employment in the retail industry?
4. What may Melanie have to do to get started working in retail?

Unit 1, Lesson 5: I Need a Little Help Here! — Melanie

Advancing Your GED Skills

In this lesson, you will:

- Learn about local resources available to assist in finding employment opportunities.
- Learn about online resources available to assist in finding employment opportunities.

Vocabulary

- Michigan Talent Bank
- Michigan Works!

Scenario 1.5: Melanie

After several weeks of research, Melanie has finally decided on the career field in which she is most interested. She wants to find a position in the retail industry, preferably in a position that will allow her to use her strongest skills. Melanie knows that she is very good at interacting with customers. She also has very strong organization skills – an essential with two young children that she believes will be an asset to an employer. Melanie would like to work in a small local shop rather than a large department store.

Now that she has made her decision, Melanie starts her job search by daily reading the want-ads in the paper. After a few days of searching, she still hasn't found the type of position for which she has been looking. All of the advertisements are from large, retail stores and the hours are not what she really wants.

Frustrated, Melanie decides to call a few of her friends and find out what they did to locate their jobs. First, she calls Alexa who had been laid off for more than six months when she finally found a clerical position in the office of a local grocery store. Melanie knows what a struggle Alexa had experienced trying to find employment. After talking with Alexa, she calls Frederica who has recently found a part-time job at an automotive supply store.

Alexa recommends that Melanie expand her job search from the newspaper to the Internet. Alexa explains how she found her position using Michigan's Talent Bank, a website created by the Michigan Department of Career Development. Alexa posted her resume on the site and spent time searching through the job lists. It took a few weeks, but Alexa found a job that was right for her.

1.5

Frederica recommends using a commercial site, such as Career Builders or Monster.com and to consider going through the local Michigan Works! Frederica used several resources to search for jobs, but eventually found her position through a friend of a friend.

Melanie wasn't anxious to start searching the Internet again, but figured that since the newspaper wasn't providing anything useful, she might as well try her friends' suggestions. Time was passing, and she really wanted to find a job so she and her husband could start saving money to buy a home for their family.

Think About It!

1. What would you do if you were Melanie and had not been able to find any job possibilities through the newspaper?
2. Which of the internet sites that were recommended to Melanie would you use? Why?
3. What other resources might Melanie use to find a job?
4. What should Melanie do next if she can't find a position through Michigan's Talent Bank?

Unit 1, Lesson 6: Writing a Resume When You Have Been Out of the Workforce — Melanie

Advancing Your GED Skills

In this lesson, you will:

- Learn about the importance of writing an effective resume.
- Identify skills to include in a resume when you have been unemployed for a long period of time.

Vocabulary

- Resume
- Qualifications

Scenario 1.6: Melanie

It's been six long weeks, but Melanie has finally decided on the type of work that she wants to pursue. She has even found some possible job openings using Michigan's Talent Bank and a few other online resources. Now, Melanie has to put together a resume. There is only one problem; Melanie hasn't been employed for more than six years. Things have changed in the workplace, and she is not sure what is expected any more when you are applying for a job.

Melanie's friend Max works in Human Resources for a large company located in Grand Rapids. Melanie calls Max and asks him if she really needs a resume if she is only applying for jobs in local stores. Max explains that most employers like to see a resume so they can learn more about a job applicant before they take time to interview them or even have them complete an application.

Melanie discusses with Max her concern about being out of the workforce for so long and how that will look on any resume. As Melanie talks with Max, she reminds him that she had been a stay-at-home mom for more than six years and really doesn't know how to work that information into a resume. Max recommends that Melanie sit down and think about all of the things that she has done over the past six years. He also tells her not to forget the volunteer work that she has done at the church and community center.

After her conversation with Max, Melanie takes out a piece of paper and draws two columns. She labels one column – Skills I Use at Home. She labels the second column – Volunteer Activities. Once she starts, she quickly begins adding items to her list. Now she just needs to turn her lists into a resume that will interest local employers.

1.6

Think About It!

1. Why is it often more difficult to get a job when you have been unemployed for a long period of time?
2. What are some skills that Melanie uses at home with her family that would easily transfer to the workplace?
3. Why did Max recommend that she include information in her resume about her volunteer activities?
4. What other information should Melanie include in her resume?

UNIT 2



It's All About Customer Service

- Customer Service and the Bottom Line
- Face-to-Face — Interacting with Customers — Positive
- Face-to-Face — Interacting with Customers — Negative
- What Did You Say?
- Why Did You Write Like That?
- In My Opinion You Should

Unit 2, Lesson 1: Customer Service and the Bottom Line — Drew

Advancing Your GED Skills

In this lesson, you will:

- Learn about the importance of customer service.
- Understand how customer service can impact the success of a business.

Vocabulary

- Bottom Line
- Commotion

Scenario 2.1: Drew

Drew looked at the financial report again and knew that he was going to have to do something, or his sports-themed restaurant was going to close. Drew had invested his savings, taken out loans, and was still in serious financial trouble. Once again, the restaurant was almost empty on a Friday night when it should have been bustling with customers.

Drew knew that his customers loved the food, but as he looked across the restaurant only three of 24 tables were filled. Some of the wait staff had already resigned because they weren't making enough money.

As Drew looked at the report, he heard a commotion in the front of the house. He walked out of his office and saw two couples waiting to be seated. Leslie, the hostess, was nowhere to be found. One gentleman told him that they had been waiting almost ten minutes for someone to acknowledge that they were even there. He walked to the couple, apologized for their wait, and led them to a table.

Drew looked for Ryan, the waiter responsible for the table, but didn't see him. Annoyed, Drew walked back toward the kitchen and motioned for Eric to take the groups orders. Ryan, like Leslie, was nowhere to be found. On top of that, two tables still had dirty dishes and glasses on them. He had explained repeatedly that the tables needed to be cleaned immediately after the customers left.

One of his regular customers motioned for Drew to come to his table. Drew walked over and asked if he could help him. The customer looked at Drew and said, "It's not what you can do for me, but rather what I can do for you. Sit down for a few minutes, and I will tell you how to turn this place around. I've been coming to your restaurant for the past few months, and you should know that your numbers are down because of poor service." The customer further explained that he loved the food. In

2.1

fact, he thought it was some of the best in town, but the service provided in the restaurant was some of the worst that he had ever encountered.

Think About It!

1. Why did it take a customer to point out to Drew what was going on in his own restaurant?
2. What would you do next if you were Drew?
3. What problems were Leslie and Ryan causing for the restaurant?
4. How long would you wait for someone to come and seat you in a restaurant?
5. Would you talk with a business owner about a problem at his/her business? Why? Why not?

Unit 2, Lesson 2: Face-to-Face — Interacting with Customers — Alana (Part 1)

Advancing Your GED Skills

In this lesson, you will:

- Learn about the importance of good customer service.
- Understand the importance of actively listening to the customer.

Vocabulary

- Hurriedly
- Flitting
- Imaginary

Scenario 2.2: Alana (Part 1)

Alana saw the man as he hurriedly entered the shop. He looked like a man on a mission. As he walked down one of the aisles, Alana approached him and asked him if she could be of assistance. He turned to her with a frown on his face, and said, “I need a gift for my niece. She will be five on Thursday, and I don’t have a clue what to get a little girl. I am down to the wire on getting her gift. I am afraid that whatever I get is going to be late getting there. Fact is, I blew it this time.”

Alana smiled and said, “Don’t worry, we’ll figure this out together.” As they walked down the aisle, she asked him to tell her about his niece. The customer smiled and said that his niece was a princess, who loved anything that was either pink or purple. He laughed as he described how she looked like a butterfly flitting around in her playhouse, pouring make-believe tea, and playing with imaginary friends. He also told Alana that his niece, Lisbet, loved it when he read to her or when he made up stories just for her.

Taking in all of the information, Alana took the customer first to the book section of the store and helped him pick out two books. From there she led him over to the costume section where she put together several costumes to turn a little girl into a princess – complete with a little tiara and magic wand.

After ringing up the sale, Alana took the shipping information, selected wrapping paper and bows, and told the customer she would make sure it went out immediately so it would arrive in time for Lisbet’s birthday. As the customer rushed out the door, he smiled at Alana and said, “You are an angel.”

2.2

Think About It!

1. On what did Alana base her opinion that the customer really didn't know what to do when he came through the door?
2. What did Alana do to provide a positive experience for her customer?
3. How do you think the customer felt when he left the store?
4. Do you think this customer will come back to this store again?

Unit 2, Lesson 3: Face-to-Face — Interacting with Customers — Alana (Part 2)

Advancing Your GED Skills

In this lesson, you will:

- Understand the importance of actively listening to the customer.
- Learn about dealing with difficult customers.

Vocabulary

- Defective
- Disclaimer
- Refund

Scenario 2.3: Alana (Part 2)

Alana loved her work – most days. However, today was different. It seemed as if everyone who came through the door had a problem or was in a bad mood. It appeared that it was going to take all of her training, skill, and experience to just deal with the customers who came into the store today.

Alana heard the bell over the door as another customer came in looking angry and upset. Alana went forward to greet the customer. She said, “Good afternoon, my name is Alana. How may I help you?” The customer turned toward her and said, “You better do something; I am furious about the merchandise I bought here. I can’t believe that you sell such junk. My son was so upset when he opened his gift in front of his friends only to find that it wouldn’t work.” Alana took a deep breath and reminded herself that as long as she remained calm and listened carefully to what the customer said she could solve the customer’s problem.

Alana calmly said, “I understand that you are upset over the game that you purchased. I am so sorry that we sold you a defective product. I can offer you a full refund or exchange the game. Which would you prefer?” The customer stopped her rant and stated, “I don’t have my receipt, and I am sure that you will need it to refund my money.” Alana responded, “The receipt is not necessary. I remember when you purchased the game. You were so excited to buy the game for your son. I can pull up the records and refund your money without the receipt.”

Bewildered, the customer looked at Alana and said, “Are you for real? In most stores, I would have been turned away if I didn’t have the receipt or told to read their disclaimer. You have been so nice, and I was so nasty to you when I came in. Thank you, thank you.”

Smiling at the customer, Alana said, “It is my pleasure to serve you in the

2.3

best way possible. If I do, then chances are that you will shop in our store again, and you will tell your friends about our store and they will shop here as well. We want to please our customers. You allow us to keep our doors open.”

Think About It!

1. In your opinion, what was the most important thing that Alana did to turn a difficult customer into a happy customer?
2. What active listening skills to Alana display as she worked with the customer?
3. Why did Alana care how the customer felt?
4. How do you think the customer felt when she left the store?
5. Do you think this customer will come back to this store again?
6. What do you think the customer will tell other people about the store?

Unit 2, Lesson 4: What Did You Say? — Alika

Advancing Your GED Skills

In this lesson, you will:

- Understand the importance of your vocal tone when responding to customers on the phone.
- Role play responding appropriately to different situations on the phone.

Vocabulary

- Cubicles
- Dependable
- Disgruntled
- Professionally
- Vocal tone

Scenario 2.4: Alika

Alika walked through the phone bank listening to the conversation going on all around her. Alika had just been promoted to floor supervisor and wanted to make sure that everything was under control. She also wanted to make sure that the technical support representatives working the phones would know that she was there in case they had any problems. Most of all, she wanted to make sure that calls were being handled efficiently and professionally.

As she walked through the second row of cubicles, she heard Lincoln answer the phone with a disgruntled, “Yo.” Alika couldn’t hear the caller’s voice, but as she listened, Lincoln said, “What’s your problem? Nope. What? What’s your problem? Slow down man. What? Can’t help you.” By the time she got to Lincoln’s cubicle, he was off the phone and sitting back with an iPad in his hands playing an online game.

When Alika stepped in the cubicle, he quickly shoved the iPad into the desk and picked up his headset. Alika asked him what he was doing. Lincoln responded that he was on a call helping a customer solve a technical problem. Alika asked him to come to the office immediately after he completed the call.

As she walked back to her office, Alika thought about how to handle the situation. Lincoln had always been a dependable worker and in the past had received positive customer reviews. However, the telephone encounter she had heard was far from positive.

2.4

Think About It!

1. In your opinion, what should Alike do?
2. How would you feel if a customer service agent answered the phone in the same manner as Lincoln?
3. How do you think the customer felt?
4. Why do you think Lincoln responded the way he did to the customer on the phone?
5. What do you think the customer will tell other people about technical support for this company?

Unit 2, Lesson 5: Why Did You Write It Like That? — Ben

Advancing Your GED Skills

In this lesson, you will:

- Understand how audience and purpose impacts the format and tone that should be used in business writing.
- Recognize how to use tone in business writing.

Vocabulary

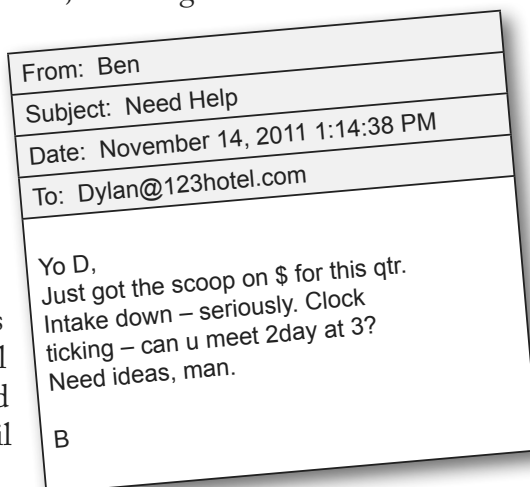
- Audience
- Format
- Purpose
- Quarter
- Registry
- Revenue

Scenario 2.5: Ben

Ben shook his head as he read the report and thought, “What am I going to do now?” Ben knew that with a struggling economy, the company’s revenue was not where it had been six months earlier. All he had to do was walk over to the hotel’s restaurant at lunch time, and he could see how many tables were empty. Plus, he had just looked at the hotel’s guest registry and noticed a 25% drop-off in overnight rooms booked during the last month. Combine this hotel with the other four owned by the company, and there was no doubt about it, the company was not having a good quarter.

He thought for a minute, “I wish I had some ideas on how to get these reservations back up and the company in the black.” Ben knew that he needed to meet with his boss about the financial situation in the company, but he really didn’t look forward to that meeting. As the newly appointed division manager for hotel operations, it would be his responsibility to make suggestions to his boss about how to address the problem. As he looked at the figures one last time, he thought about his friend Davis in the Strategic Planning Division. Davis always had ideas. Maybe he should check in with him first, before his meeting with Dylan, his boss.

Ben sat down, wrote a quick email, and hit send. Just as the computer signaled “mail sent”, he noticed that he had punched in Dylan’s email address, not Davis’s.



2.5

Think About It!

1. To whom did Ben intend to send the email?
2. How do you think his boss will respond to the email?
3. What should Ben have done before sending the email?
4. What do you think Ben should do at this point?
5. Is there anything within the note that might give Ben's boss concern about Ben's ability to do his job?

Unit 2, Lesson 6: In My Opinion You Should . . . — Faith

Advancing Your GED Skills

In this lesson, you will:

- Understand the importance of being a good problem solver in the workplace.
- Learn how to use a basic four-step method for problem solving that can be used at home or in the workplace.

Vocabulary

- Entry Level
- Housekeeping
- Turn Over
- Recruitment

Scenario 2.6: Faith

Faith has worked in the housekeeping department for the Serenity chain of hotels for more than ten years. Yesterday, she was promoted to Executive Director of the Division of Housekeeping and Customer Relations for the hotel chain. During her ten years of service, Faith has worked at different hotels within the chain, in a wide range of different positions, and under many different kinds of situations. Faith believes that she can make a difference, especially in the housekeeping portion of her division.

Over the past three years, Faith has seen an alarming increase in the turn-over rate for new hires in the housekeeping department at each of the hotels within the chain. When she first started working in housekeeping, most of the people in her department had been on the job for at least two or more years. At that point in time, there were several long-term employees working in the department who had been there more than five years.

Today, the data shows that more than 63% of the entry-level housekeepers leave within three months. Faith's job is to identify strategies that will reduce the turn-over rate and cut recruitment and training costs for the hotel chain. Based on the data that Faith received when she accepted her current position, it costs the chain roughly \$1,500 per new hire. With more than 80 new hires every quarter, the costs are adding up. Now it's up to Faith to solve the problem.

2.6

Think About It!

1. What is the problem that Faith has to solve?
2. What should Faith do first?
3. What would you do if you were Faith?
4. Is there any additional information that would be helpful to Faith at this point? If so, what information does she need?
5. What do you think explains the high turn-over rate in housekeeping?

UNIT 3



Communication Skills in the Workplace

- What Are You Really Telling Someone
- Staying on Top of Things
- It's All in the Details
- Please, I Can't Hear What He is Saying
- I Heard What You Said — I Understand What You Mean
- Building Rapport

Unit 3, Lesson 1: What Are You Really Telling Someone? — Dale

Advancing Your GED Skills

In this lesson, you will:

- Understand how body language can impact what you are saying to someone.
- Learn how to recognize nonverbal cues when working with others.

Vocabulary

- Body language
- Nonverbal cues

Scenario 3.1: Dale

As Dale walked from his apartment to the diner, Dale thought about the years and the hard work it had taken to get to this point. He thought about his first day on the job, working as a busboy at his grandfather's diner back in North Dakota. His grandfather told him long ago that if he wanted something, he could have it – it wouldn't always be easy, but he could fulfill his dream. Fifteen years had passed since his first days as a busboy. Yesterday, he signed the papers, making The Village Vue his restaurant. Margaret and Peter, the previous owners, were thrilled to know that he planned to keep the “Vue,” as they called it, a restaurant that would still cater to families living in the area.

Today, Dale is meeting with the restaurant staff. He isn't sure what type of welcome he will receive, but he is ready for it. As Dale opens the door, Margaret and Peter beam at him, turn, and gesture for him to come into the main dining area. Peter takes the lead in introducing the new owner of the “Vue” to the staff. As Dale looks around the room, he notices that the BOH staff – chef, assistants, bussers, and dishwashers are gathered on one side of the room. The FOH staff – waiters, waitresses, hostesses, and bartenders are settled on the other of the dining room.

As he listens to Peter talk about the long history of the restaurant, Dale notices the chef standing with his arms crossed and legs apart. Dale thinks to himself, “Ah, he already expects that I am going to want to change things, and he is not going to give an inch.” As he looks at the chef's assistants, he sees something a little different – both are leaning forward as if to say they are ready for a few changes. One of the hostesses is picking at her nails and keeping her gaze on the floor; she hasn't looked up since he came in. Dale thinks, “She must be worried about keeping her job.” Looking at each person, Dale notices the nonverbal cues given off through their body language.

3.1

When Peter wrapped up his welcome, Dale says, “I am so pleased to be here and have a chance to meet each one of you. I look forward to getting your input on how we can build on the traditions that have been established here and continue to serve the families of this commy. I know you don’t know me or my plans for “the Vue”, but let’s start getting to know each other today and work on that vision together.”

Think About It!

1. Why was Dale concerned about the welcome he would receive as the new owner?
2. Why do you think the staff members from the back of the house and the front of the house gathered in different areas of the main dining room?
3. What did the verbal cues tell Dale about the attitudes and concerns of different staff members?
4. Why was it important for Dale to watch for nonverbal cues during Peter’s welcome speech?
5. Why do you think Dale said he wanted the staff’s input?

Unit 3, Lesson 2: Staying on Top of Things — Nita

Advancing Your GED Skills

In this lesson, you will:

- Understand the importance of maintaining some method for organizing a variety of tasks in the workplace.
- Learn how different formats of writing to handle various tasks.
- Recognize the importance of proofreading written texts in the workplace.

Vocabulary

- Liaison
- Logistics
- Prospective

Scenario 3.2: Nita

As Nita left the meeting, she went through a mental checklist of all the things that she had to do when she got back to her office. As the assistant to the sales and special events manager for the hotel, she was responsible for handling the logistics for special events at the hotel. As she walked, she mentally noted that she needed to:

- Contact the head of the catering staff to work up some prospective menus for their new client
- Follow-up with the client's event liaison and provide a contact list of the hotel staff members who would be able to provide assistance in each area
- Notify the sales and special events staff of the new event that would be taking up much of their time over the next three months

As Nita walked into the office, she noticed that Erin was not at her desk; Jerald apparently wasn't back from lunch; and no one was answering the phone which currently was ringing off the wall. All other thoughts shoved to the back of her mind, she picked up the phone and spent ten minutes calming down a young woman who was planning a wedding reception at the hotel and was worried that everything wouldn't be perfect. Adding the need to send the bride a calming follow-up note to her mental checklist, she heard the phone start ringing again. Since it was an internal call, she let it roll over to voice mail. She would just have to get back to that particular caller later.

3.2

As she moved to her desk, she added two more things to her mental checklist – finding out who was supposed to be covering the phones in Erin’s absence and why Jerald once again was taking an extended lunch break. Nita shook her head and thought of all the things that she needed to do. Overwhelmed and tired before the day was even half over, her first thought was, “Now what all do I need to do?”

Think About It!

1. What should Nita do next? Why?
2. Why did Nita allow the second phone call to go to voicemail when she was concerned about the fact that no one was answering the phones?
3. If you were in Nita’s position, in what order would you handle each of the items on her mental checklist? Why?
4. Why was Jerald’s extended lunch break a problem in the office?
5. Which of the items on Nita’s checklist will require written communication and which can be done verbally?

Unit 3, Lesson 3: It's All in the Details — Nita

Advancing Your GED Skills

In this lesson, you will:

- Understand the importance of paying attention to the details when reading workplace text.
- Recognizing the importance of admitting to and correcting a mistake in the workplace.

Vocabulary

- Contingencies
- Expedite
- Logistical
- Temperamental

Scenario 3.3: Nita

As Nita hung up the phone, she was so upset that she was shaking. For the past three days, she had worked with the head chef in the catering division at the hotel to put together lunch and dinner menus that would be included in the upcoming three-day conference. She had worked closely with the Simmons Corporation event liaison, trying to make sure that all contingencies were covered. She knew this was the biggest event ever hosted at the hotel, and she wanted to make sure it was a success.

The event liaison had demanded to know why the menus included items that just would not work for some employees who would be attending the event. Nita had explained to her that had she known there was a need for special meals she would have included them in the samples. Nita had insisted that there was no mention of special meals in any communications that she had received, just a reference to food allergies.

After hanging up the phone, Nita pulled up and read through the email that she had received from the event liaison. She just knew there was nothing about special meals in that email.

3.3

From: Delia Hooper, Events Liaison, Simmons Corporaton
Subject: Menus for Annual Conference
Date: November 15, 2011 8:10:23 AM
To: Nita Evans, Assistant Manager, Sales and Special Events
Ms. Evans, I would first like to thank you for the contact information that you provided in an earlier email. I have worked closely with the Audio-Visual technician and the Shipping/Receiving clerk to handle some of the logistical details for the conference. They have been extremely helpful. Since we are only a few weeks out from the conference, I would like to go ahead and plan the menus for the luncheons on Tuesday, Wednesday, and Thursday and the awards dinner on Wednesday evening. To expedite the process, I thought it would be helpful if you could send me some sample menus for each of these events. Please keep in mind that we do have a number of employees with food allergies, so we will need to avoid certain foods, including nuts, tomatoes, and shellfish. We will also need several special meals for employees who require gluten-free, diary-free, and/or kosher diets. Again, thank you for the assistance you have provided to date. I look forward to receiving the sample menus within the next few days. If you have any questions, please contact me at: 555-201-2040. Delia Hooper

There it was - the last sentence in the second paragraph. She couldn't believe that she had overlooked something that was right there in black and white. Now she had a client who was not happy, a temperamental chef who was going to be upset, and a deadline that was rapidly approaching.

Think About It!

1. Should Nita call Delia and apologize to her or just have the chef prepare the special menu and not worry about it?
2. Why do you think Nita missed the information about the need for special meals?
3. Have you ever read something, but missed specific details that resulted in a problem for you at work or at home? How did you handle it?
4. What should Nita do to avoid this problem in the future?
5. How would you feel if you were Delia?

Unit 3, Lesson 4: Please, I Can't Hear What He Is Saying! — Tamika

Advancing Your GED Skills

In this lesson, you will:

- Understand the importance of active listening.
- Recognize problems in the workplace that impact listening.
- Discuss ways to handle difficult situations in the workplace.

Vocabulary

- Active listening
- Commission
- Promotional materials

Scenario 3.4: Tamika

Tamika tried to focus on what her boss was saying, but Rory kept whispering to Jason. As Justin, her boss, talked about the upcoming sales event at the store, Tamika knew that she needed to hear the details so she could start thinking about how she would prepare her department. There were so many details, but Rory and Jason just kept on whispering behind her. She couldn't follow a word that Justin was saying. She thought about telling them to be quiet, but she really didn't think it was her place – she wasn't their boss.

Justin finally stopped talking, turned to Rory and Jason and asked them if they had any specific ideas about how to handle the sales event that they wanted to share with the rest of the group. Rory blushed and Jason looked at the floor, but neither of them responded.

Tamika raised her hand and asked Justin if he would briefly review the different products that were going to be featured during the sale, as well as the promotional materials that would be used in the media. As Justin patiently reviewed the information, Tamika made notes and thought about a few of her special customers that she could contact. She knew three customers who would be very interested in some of the electronics that would be on sale. With big ticket items like electronics, she could expect that with a little advance work, she would be able to make a nice commission on those sales.

When the meeting wrapped up, Tamika got up and started walking toward the door. Rory stopped her and asked if Tamika would be willing to fill her in on the products that were going to be featured during the sale. Rory continued talking and said, "Can you believe that Justin just stopped and made a big deal about my conversation with Jason?"

3.4

Think About It!

1. Have you ever been in a situation like the one in which Tamika has found herself?
2. How would you handle the situation?
3. If you were Justin, what would you do next?
4. What advantage will Tamika have over Rory or Jason when the sales event begins?
5. Would you provide Rory with information about the products that are going to be on sale? Why or why not?

Unit 3, Lesson 5: I Heard What You Said — I Understand What You Mean — Teresa

Advancing Your GED Skills

In this lesson, you will:

- Understand the importance of active listening.
- Make inferences about messages that you hear.
- Recognize the importance of taking the initiative to complete a task or solve a problem.

Vocabulary

- Inference
- Initiative

Scenario 3.5: Teresa

As Teresa sat down with Louise, she thought carefully about what she wanted to say. Teresa desperately wanted the new position that had been advertised on the bulletin board at the store. For three years, Teresa had worked in various areas of the department store. From shoes to men's clothing, from housewares to travel and leisure, Teresa had spent some time in each department. While she liked the travel and leisure department, her real passion was for housewares. Teresa loved helping people find new things for their homes, and she was really good at helping them pull together pieces that would work in unique and different ways.

Teresa looked at Louise and said, "Thank you for meeting with me today. I am very interested in the new full-time position in housewares. The time that I spent there was the best time of my three years with the company. I hated to leave that area and go back to men's clothing. It was just not the same. I think that I can help this company the most by working in housewares."

Louise replied, "Teresa, I appreciate your interest in moving into the housewares department on a full-time basis. Your sales record for the time that you were in that department was very good, although there seemed to be a little friction between you and some of the other employees in that department. I have been impressed with your hard work. This position could be a good fit for you and for the company. However, there are a number of excellent applicants. In addition, to sales the person who gets the position will be responsible for managing part-time employees and assisting the buyer in selecting, ordering, and inventorying the merchandise. You do know that position requires some technology skills, don't you?"

3.5

Teresa replied, “I know that I can handle the job because I really feel passionate about the products that we sell, and I have a good handle on working with customers in that area. I can learn all that other stuff, it isn’t near as important as knowing the products and the customers.”

As she looked through Teresa’s employee record, Louise added, “Some training might improve your chances for getting the position.”

Think About It!

1. What did the salesperson say to get Teresa to purchase the video game player?
2. What should Teresa do before she signs the installment plan contract?
3. Based on the information in the scenario, was using the installment purchase plan a good choice for Teresa? Why or why not?
4. What other options did Teresa have for buying a birthday gift for her son?

Unit 3, Lesson 6: Building Rapport — Claire

Advancing Your GED Skills

In this lesson, you will:

- Understand the importance of rapport with your co-workers.
- Recognize the different roles and expectations of co-workers.
- Learn the importance of asking for help.

Vocabulary

- Expectations
- Mundane
- Rapport

Scenario 3.6: Claire

As Claire drove to work, she was a bundle of nerves. First day. New job. It felt like being back in elementary school. She had met two people briefly after her interview, but right now she couldn't even remember their names. She knew how to do the job. She had worked security at two hotels. This job was a step-up from the mundane tasks that she had performed at the Cloister Inn. There she had walked around the hotel at regular intervals, sat behind the security desk and viewed the security monitors when she wasn't making rounds, and covered the parking lot when needed.

This job was different. For one thing, the hotel had more than 400 guest rooms and a huge conference center. She was going to be working with a staff that consisted of more than twenty people, in some cases highly trained security personnel. She was going to be working closely with a five-person team who would handle security issues for special events in the conference center. As she parked her car, she thought back to her conversation with her mom about starting a new job and getting to know the people with whom you worked.

Her mother had said, "Take a personal interest in the people around you. Learn their names and something about each one. Remember, your place within the team and what that means when you communicate with others. Different people will have different expectations about how you should relate to them. Be yourself and let others see your willingness to work hard, to ask for help when you need it, and to take the initiative and to give help when someone helps need it."

Taking one last deep breath, Claire walked to the security entrance and opened the door.

3.6

Think About It!

1. What should Claire do first when she arrives at her new job?
2. What did Claire's mom mean when she said that different people would have different expectations?
3. Have you ever been in a similar situation?
4. What questions might Claire want to ask her boss?
5. How might Claire *break the ice* with her team members?

UNIT 4



Working in the Hotel Industry

- Excelling in the back of the House Jobs
- Moving to the Front Desk
- Stepping Up security
- What Kind of Planner Are You?
- Selling Your Business
- Managing the House

Unit 4, Lesson 1: Excelling in the Back of the House Jobs — Calista

Advancing Your GED Skills

In this lesson, you will:

- Understand the skills that allow an individual to excel in entry-level positions.
- Use background knowledge and experience to understand the importance of soft skills.
- Learn how to use an entry-level position as a springboard to higher-level employment.

Vocabulary

- Consistently
- General Manager

Scenario 4.1: Calista

As Calista walked into work, she thought about the fact that one month ago she had been searching for work and wasn't sure whether or not she could pay the bills or buy food for her family. Looking back to that first week on the job, she thought she would not survive. Working in housekeeping for a large hotel was often extremely physical work, but it also gave her an opportunity to interact with the hotel's guests and to make their stay a little better.

She thought about that first day when Elena showed her the proper way to change bed and bath linens (tucking the sheets in just the perfect manner), washing, dusting, and polishing every surface in the room, cleaning bathrooms, and vacuuming and cleaning floors. Elena was fast and Calista didn't think she could keep up – but she learned. Now, Calista had a system for cleaning each room that was both fast and effective. Yesterday, Marquesa, her supervisor, had complimented her on her work in front of the big boss – the hotel general manager.

Today, work wouldn't begin until after the monthly staff meeting. This was her first meeting, and she wasn't sure what to expect. As she walked into the room, she noticed that the floor supervisors, front desk manager, and even the general manager were all present. Calista took out a small notepad and prepared to take a few notes for future reference. Marquesa asked Calista to please come to the front of the room for a special presentation. Calista looked around thinking that maybe there was another Calista working in the hotel, thinking that surely the supervisor didn't mean her.

Calista walked to the front of the room as the general manager announced that Calista was being recognized as Employee of the Month for the hotel. He explained that in the short month that Calista had been working, she had managed to impress not only her supervisor and other

4.1

hotel staff, but most importantly the hotel's guests. He explained that it wasn't just about cleaning rooms – although she was certainly good at that. It was also her outgoing nature, her dedication to getting the job done and done right, and the way that she interacted with guests. It was the guests who stayed on her floor that consistently praised the work that she had done and how she had helped them when they had questions or needed something for their rooms.

Calista couldn't believe what she was hearing. She had always done a good job for her employers, but here in this hotel, she had been given the opportunity to do a great job and to provide the type of customer service that she herself expected. Thanking the general manager for his kind words, she took special delight in the \$200 bonus that she received and thought about doing something special for her children.

Think About It!

1. Why did Calista's boss emphasize the fact that hotel guests consistently praised Calista's work?
2. What did Calista do that went beyond the normal requirements for the job?
3. Have you ever been in a similar situation where you went beyond your job requirements? Why?
4. As a hotel guest, what would you expect from an employee responsible for cleaning your room?
5. Have you ever praised an employee at a store, hotel, or restaurant for providing excellent customer service? How did they respond?
6. Have you ever provided positive feedback to a supervisor about the service you received? Why or why not?

Unit 4, Lesson 2: Moving to the Front Desk — Steven

Advancing Your GED Skills

In this lesson, you will:

- Identify skills that would be useful in working the front desk at a hotel.
- Discuss the importance of organization when working in a position that includes multiple tasks.
- Share your own ideas about prioritizing tasks to be completed.

Vocabulary

- Prioritize

Scenario 4.2: Steven

Steven had worked in various positions in the hotel since being hired eight months ago. Today, he was finally going to move into the position that he had wanted from the beginning – working the front desk. Steven had proven to his supervisor and to the general manager that he had the organizational and communication skills necessary to be a good front desk clerk. Steven hoped that in time he would be able to take over as the front desk manager. However, that would have to wait until he proved himself.

Maxine, Steven's co-worker and trainer, was waiting on him as he walked in the front door. She looked at him and asked, "Are you really ready for this?" Steven wasn't sure what to make of Maxine's question, but he was ready to get started. Maxine took the first thirty minutes to talk about the general duties that he would be expected to perform. Working the front desk, Steven's primary responsibility would be to check in and check out guests. However, he would also be expected to

- handle the tax-exempt forms that some travelers used,
- answer the phones when the operator was on break,
- set up reservations for returning guests and for those who used the 800 number,
- make sure that housekeeping had a list of "rewards" guests who would need water and snacks placed in their rooms prior to check-in,
- recognize and provide additional support to frequent travelers and members of the hotel's rewards program,
- store luggage for guests whose rooms were not yet ready for occupancy,

4.2

- check regularly with housekeeping to see which rooms were ready for occupancy, and
- solve any problems the guests might have with their rooms

Maxine explained that today would be among the busiest of the month. There were several conferences in town and guests would be arriving throughout the day for the opening of those conferences. More than 40% of the guests checking in would be “rewards” members who expected a higher level of customer service. In addition, the hotel had been full last night so it would be a few hours before most of the rooms were clean and ready for the next round of guests.

As the first guest walked up to the desk, Steven took a deep breath and said, “Welcome to the Desert Inn. How may I help you today?” The guest quickly gave his name and said he wanted to check in. Steven looked at the clock and noted that it was only 11:00 a.m. and normally check-in did not start until 2:00 p.m. The guest impatiently said, “I’ve had a long trip, and I don’t need any hassle in getting checked in. Make it happen. I should get something since I am a Gold Rewards traveler.” Maxine gave Steven a sympathetic smile, but before she could say anything, the hotel phone lit up like a Christmas tree with multiple calls coming from both guests and callers outside the hotel.

Think About It!

1. Why do you think that Maxine asked Steven if he was “really ready for this”?
2. What should Steven do first?
3. What would you say to the guest?
4. What would you expect if you were the guest who wanted to check in early?
5. Why do you think Maxine smiled sympathetically at Steven?
6. Of the tasks that Maxine reviewed, which do you think are the three most important? Why?

Unit 4, Lesson 3: Stepping Up Security — Elise

Advancing Your GED Skills

In this lesson, you will:

- Identify skills that would be useful in a position as a hotel security guard.
- Discuss the importance of problem sensitivity especially when working as a hotel security guard.
- Recognize the importance of continuing education.

Vocabulary

- Intuition
- Observation
- Problem sensitivity

Scenario 4.3: Elise

Elise has been working as a hotel security guard at the Montreat Inn and Conference Center for six months. Elise believes at this point that she could write a book – and it would be a best seller. As a hotel security guard, she has responded to everything from people being locked out of their rooms to intoxicated, under-aged teenagers to an attempted robbery in the hotel restaurant. Elise loves her job, and is currently working on earning her certification as a Certified Lodging Security Officer (CLSO) through the American Hotel and Lodging Education Institute. Elise’s current job doesn’t require certification, but if she can get that certification, she may have a better chance for promotion or in obtaining positions in larger hotels and conference centers.

Elise’s job requires that she possess what her boss calls problem sensitivity. She just calls it gut instinct. Elise has keen observation skills, and she is rarely wrong in determining that something just doesn’t seem right. She also has an eye for detail. She remembers the smallest detail about a person or a situation. Last night, she had a funny feeling that the occupant of Room 511 was going to be a problem, and sure enough in the middle of the night he was roaming up and down the hall, knocking on doors, and disturbing other guests. There was just something about him that made her take notice and watch for potential problems.

Elise is also a good listener. When she makes her rounds, she listens to the conversations that are going on around her. In fact, by listening to others, she has been able to step in and prevent situations that could have gone very, very bad.

As she monitors the parking garage, Elise notices a late model SUV parked on the fourth level. She knows that there shouldn’t be any cars on that level since the entrance has been blocked so that the parking area can be resurfaced. The SUV has heavy mud on the tag, so it is impossible

4.3

to get the number using the garage security cameras. Elise can see that the SUV doesn't have a parking tag that is normally required of guests who use the parking structure. As she looks more closely at the monitor, it appears that there are some containers in the cargo area, but she can't be sure without a closer look. Elise is aware of the Department of Homeland Security's If You See Something, Say Something Campaign. She wonders if this might be a situation that should be reported to the police.

Think About It!

1. What should Elise do next?
2. Should Elise investigate the SUV on her own or have someone go with her?
3. Should Elise report the SUV to the police?
4. Should Elise be listening to other people's conversations?
5. How would you be able to use problem sensitivity in your job or at home?
6. What do you think is the most important skill that you would need to be a good hotel security guard? Why?
7. If you were Elise, would you pursue certification even though your current job did not require it?

Unit 4, Lesson 4: What Kind of Planner Are You? — Bridget

Advancing Your GED Skills

In this lesson, you will:

- Discuss the skills required to be a good event planner.
- Recognize the importance of continuing education to successfully move through your chosen career pathway.

Vocabulary

- Certification
- Legitimate
- Probationary
- Status

Scenario 4.4: Bridget

Bridget has worked as an assistant to the Coordinator of Special Events for a large resort hotel for six months. As Jeffrey's assistant, she sits in on planning meetings, takes notes, keeps the master calendar for each event, and spends a lot of her time on the phone and the computer. After six months, Bridget has decided that becoming an event planner is what she wants to do with her life.

Today is the last day of her probationary period. The hotel requires that all employees in administrative positions complete a 6-month probationary period before being allowed permanent employment status. In her probationary position, Bridget has worked both corporate and social events.

As Jeffrey reviews her employment file, Bridget anxiously awaits his verdict. Has she done all that she could on the job? Will she be able to move to permanent employment status? Jeffrey starts the meeting by asking Bridget about her personal feelings regarding the past six months. Bridget explains to him that she has enjoyed meeting with clients and helping them to plan memorable events, but was surprised at all of the "desk work" required for the position. She also admits that she prefers social events, such as weddings, anniversaries, and parties. However, she doesn't have a problem working the corporate events.

As Jeffrey makes notes, he asks Bridget if she has ever thought about the future and what she would like to be doing one or two years down the road. Bridget tells Jeffrey that she would like to eventually move to a position as an events coordinator, but isn't sure what she needs to do in order to make that type of move.

Jeffrey explains that more and more hotels and conference centers are looking for employees that have certification in events planning. He

4.4

further explains that there are other skills on which she will need to work, including learning how to use specific software programs that will help her better organize and manage the many details of events planning. He also explains that while she has great ideas, she needs to improve her communication skills to help her be more assertive in laying out those ideas to clients and to improve her ability to negotiate contracts.

As the meeting draws to a close, Jeffrey tells Bridget that he believes she can have a great future as an events planner, but she will need to work hard and be willing to continue her education and build her skills. Jeffrey stands and extends his hand to Bridget and says, “Welcome aboard. We are pleased to have you as a new permanent member of our staff.”

Think About It!

1. What should Bridget do at this point?
2. Jeffrey has indicated that Bridget will need to continue her education in order to reach her goal of becoming an events planner. Where should she start her search for appropriate courses that would help her achieve that goal?
3. There are many continuing education opportunities available online. What should Bridget do to ensure that these online courses are legitimate?
4. Based on Jeffrey’s comments, what types of continuing education should Bridget pursue other than events planning certification?
5. What can Bridget do to improve her communication skills on the job?

Unit 4, Lesson 5: Selling Your Business — Mahmoud

Advancing Your GED Skills

In this lesson, you will:

- Discuss the skills required to be an effective salesperson in the hotel industry.
- Understand the importance of good communication skills (verbal and written) when working with the public.
- Recognize the importance of proofreading workplace documents.

Vocabulary

- Communication
- Legible
- Lobbied
- Predecessor

Scenario 4.5: Mahmoud

Mahmoud looked at his predecessor's desk. The in-basket was overflowing; all he could see was paper. The calendar on the wall was filled with meetings that had already been scheduled with potential clients – some of which were crossed out and others that were barely legible. Sample marketing materials were scattered across the table behind the desk. Mahmoud had lobbied hard to get this position. Looking around the office, he wondered why.

There was nothing to be done except to get started organizing some of the material. His first priority was to see if there were any meetings scheduled for today. If so, he needed to quickly get up to speed on the “who, what, when, where, and why” of those meetings. He didn't want potential clients to have any doubt about him or the hotel. He also wanted to make sure that his boss knew he was up to handling the task.

As Mahmoud looked at the day's schedule, he breathed a sigh of relief when he saw that he would only need to meet with one company interested in hosting a luncheon meeting at the hotel. He knew he could handle that meeting. He had worked with the catering department in the past, and all he needed was a list of currently scheduled events so he could make sure that there was no overlap that might create a problem. Since the meeting was a few hours away, Mahmoud spent the time going through the in-basket making notes on the issues that needed to be discussed and discarding outdated materials and the junk-mail. He even found the supply of new client brochures.

Thirty minutes before the client was due to arrive; Mahmoud pulled up information on the Internet about the customer, including a little background information on the company, the type of business, and the products that they sold. Mahmoud knew he would need this information in order to work with the client. When his administrative assistant called

4.5

to inform him that the client was in the waiting area, Mahmoud slipped on his jacket, straightened his tie, gathered his materials and went out to meet the client. Extending his hand, he said, “Good afternoon, Mr. Schmidt. My name is Mahmoud Sen. Welcome to the Intercontinental Hotel; we are pleased that you are interested in using our facility for your meeting.”

Think About It!

1. What did Mahmoud do to ensure that he presented a professional image to the new client?
2. Why did Mahmoud take time to research the client’s company?
3. Have you ever been in a situation on a new job? How did you handle it?
4. What advantage did Mahmoud have going into his first meeting with the new client?
5. What should Mahmoud do after his meeting with the new client?
6. How would you take on the task of organizing an office such as Mahmoud’s? What would you do first? Next?

Unit 4, Lesson 6: Managing the House — Terry

Advancing Your GED Skills

In this lesson, you will:

- Discuss the skills required to be a manager in a hotel.
- Understand the basic duties required of a hotel manager.
- Learn about the education and training required to become a hotel manager.

Vocabulary

- Associate Degree
- Hotel Chain
- Mentor
- Tenure

Scenario 4.6: Terry

Terry joined the group of hotel staff members who were patiently waiting for Christine, the hotel manager. Terry and three other staff members had been recommended to participate in an onsite management training program. If things went well over the next year, Terry would work in various departments throughout the hotel learning the fine points of being a hotel manager.

Terry had worked in three different hotels within the Regency chain during her five-year tenure.

Each move within the chain had enabled Terry to develop the skills necessary to become a hotel manager. She had started out working the front desk at a smaller hotel – the 10:00 p.m. to 6:00 a.m. shift. From there she had taken a position supervising housekeeping at a little larger hotel, and then finally moved into the sales office at her current location where she worked as an assistant to an event planner.

Jonathan, the hotel manager at the first hotel, had seen something in Terry. He believed that if Terry was willing to continue her education and build her knowledge of the different areas within the hotel chain, she had the potential to become a good manager.

It hadn't been easy combining family, job, and school. However, in three months she would graduate with an associate degree in Hotel-Lodging Management from Lansing Community College. In a few years, she intended to seek Certified Hotel Administrators certification from the American Hotel and Lodging Education Institute. Now, she was anxious to get this next step underway.

Christine walked up to the group and greeted each of the staff members. As she turned to address the group, Christine said, "Congratulations.

4.6

You are now part of an elite group here at Regency Hotels. Each year, we carefully review the files of our staff to find individuals who have demonstrated a commitment to the Regency and even more importantly to serving our customers. This year, we reviewed the files for more than 60 staff members, and we selected four individuals who we believe have the greatest potential to participate in this program. During this upcoming year, you will be challenged on a daily basis to make smart decisions and effectively solve problems to ensure that Regency continues to provide the highest quality possible to our customers. It won't be easy, but each of you has shown that you don't take the easy way – you set goals, you work hard, and you give 100% every day. I am very pleased to serve as your mentor and leader through this process. Let's get to work.”

Think About It!

1. What do you think were Terry's most important qualities that enabled her to become part of the onsite management training program?
2. What challenges do you believe that Terry faced in juggling family, job, and education?
3. What would you be willing to do in order to be invited to participate in a training program that would enable you to become part of a management team?
4. What would be the advantage to an employee of having worked in different hotels within a chain?
5. Why should Terry seek additional certification after she completes the onsite management training?
6. If you were Christine, what would you expect from the onsite management trainees?

UNIT 5



Working in the Restaurant Industry

- How many People Are in Your Party?
- Job Shadowing
- It's Not as Easy as It Looks
- Good service = Good Pay
- Order Up
- Handling Customer Complaints

Unit 5, Lesson 1: How Many People Are In Your Party? — Stella

Advancing Your GED Skills

In this lesson, you will:

- Discuss the skills required to be a host/hostess in a restaurant.
- Understand the basic duties of a host/hostess.
- Recognize the importance of organization in handling a job in a restaurant.

Vocabulary

- Host/Hostess Station
- Patron
- Shadow

Scenario 5.1: Stella

Stella took a deep breath as she walked in the door of Chez Sera. Today was her first day working alone as the hostess for the restaurant. She had shadowed Jenna for the past week learning how to take and manage reservations, keep track of each server's station, and greet guests. The job didn't seem that challenging; Jenna had handled it with no problem. Jenna had recommended that Stella take notes, but Stella assured Jenna that she would remember everything. Now, Jenna wasn't there for her to ask questions, and the manager and servers were depending on her to keep patrons moving smoothly and efficiently.

As the first guests arrived for the early seating, Stella had no problem assigning them to various servers, always making sure that she was keeping the number of tables balanced so no one server had too many tables to handle. However, as the evening progressed, the crowd steadily grew and some people were still lingering over coffee and dessert from the early seating. People who had reservations for 6:30 p.m. were becoming impatient. On top of everything else, a few of the servers were upset that they didn't have as many active tables as other servers. She just couldn't seem to catch up, and now she didn't even know which tables were available.

As she looked at the growing crowd, she realized that she had forgotten one of the most important functions of her job – keeping track of each station. The blank restaurant layout sat in front of her. She had been so anxious to get people to tables that she had not recorded what tables were in use and how many were seated at each of those tables. As she approached a family of six and asked them to follow her, another

5.1

gentleman stepped up and said, “Why are you taking them? We have been here for almost 45 minutes. We were here first.” Stella had fallen behind in recording the names and party sizes of the guests who were waiting for tables and now everyone was going to be upset.

Seeing Stella’s frustration, the restaurant manager came to the front of the house and quickly began taking names and the number in each party on a master list. He talked easily with the customers and explained that he would get them seated and served as quickly as possible. Although there was some grumbling among the restaurant patrons, most people recognized that the hostess was new and that she was having a difficult time.

At 10:30 as the last of the customers left the restaurant, the manager asked Stella to meet him in his office. Stella, afraid that her first day on her own was going to be her last, burst into tears.

Think About It!

1. Have you ever been in a situation similar to Stella’s, where you thought you were prepared for a job, but weren’t really ready to take over on your own? What did you do?
2. What was Stella’s first mistake?
3. What could Stella have done to better manage the crowd during the restaurant’s busiest times?
4. What would you do if you were the restaurant manager?
5. What should Stella say to the manager when she meets with him in the office?
6. What should Stella do next?

Unit 5, Lesson 2: Job Shadowing — Bart

Advancing Your GED Skills

In this lesson, you will:

- Discuss the skills required to be a waiter/waitress in a restaurant.
- Recognize the importance of job shadowing in learning skills required for a job.

Vocabulary

- Occasions
- Shadow

Scenario 5.2: Bart

Bart waited patiently inside the small office of the restaurant manager. He had filled out all of the paperwork required for new hires and was waiting to meet Jason, an experienced waiter at the Old Mill Inn. For the next few days, Bart would be job shadowing. It would be Jason's job to help Bart learn the ropes at the restaurant.

Jason came through the door, smiled, and extended his hand to Bart. Jason explained that over the next few hours, Bart would have a chance to see the procedures that were followed at the Old Mill Inn. Bart told Jason that he had worked as a waiter at a diner, but expected that working in a fine dining establishment would be different. Jason said, "Our customers expect a high level of service. Many of our customers come to the Old Mill Inn for special occasions, such as anniversaries and birthdays, and to entertain business clients. Our goal is to make sure that they enjoy great food and excellent customer service. You can make very good money here, if you are willing to go above and beyond the call of duty when serving your customers. Watch me, listen to how I interact with customers, and don't hesitate ask questions."

Jason approached the first table and introduced himself to the two couples seated there. Jason also introduced Bart and explained that Bart was a new staff member and would be assisting that evening. Jason asked the couples if they would like to begin with drinks or take advantage of one of the appetizer specials that evening. Both couples ordered drinks, but declined the appetizers. Before leaving the table, Jason repeated their drink orders to check for accuracy and asked the customers if they had any questions. The customers asked that the drinks be brought to the table while they looked over the menu options.

Jason quickly filled their orders, returned to the table, and asked if they had any questions and whether they would like to hear about the special

5.2

menu items. Since both couples were interested in hearing about the specials, Jason gave them brief descriptions of each special, answered their questions, and then gave them time to think about their order.

As they walked away from the table, Bart asked Jason how he remembered all of the special menu items. Bart explained that he always took notes when the chef explained new items on the menu and that he made it a point to memorize the specials and be able to answer questions.

Bart said, “There are some general rules that you need to know if you are going to provide your customers with great service. First, always be clear about their orders. Did you notice how I repeated the drink orders back to the customers? I don’t want to get off on the wrong foot by messing up the first order that I take. Second, know the specials. If you don’t understand what a special sauce is – ask the chef. Think of all the questions you might have if you were a customer. Third, check back often with your tables. You don’t ever want your customer to be left waiting for another cup of coffee or to have a question or a problem with their meal. Serve your customers like you want to be served.”

Think About It!

1. Why was it important that Bart shadow Jason?
2. What service would you expect at a restaurant like the Old Mill Inn?
3. If you were Bart, what questions would you like to ask Jason about being a good waiter/waitress?
4. What are the three most important things that you expect from a waiter/waitress when you go to a local restaurant?

Unit 5, Lesson 3: It's Not as Easy as It Looks — Bart

Advancing Your GED Skills

In this lesson, you will:

- Discuss the skills required to be a good waiter/waitress.
- Understand how good customer service skills can increase earnings as a waiter/waitress.

Vocabulary

- Earnings

Scenario 5.3: Bart

After a week of following Jason around the restaurant, Bart was finally on his own. He had completed the required training as a new waiter at the Old Mill Inn and was ready to handle his own set of tables. Jason had been a good trainer. He had patiently answered Bart's questions, allowed Bart to assist in taking and delivering orders, and had throughout the past week slowly let Bart take more and more responsibility.

Bart was thrilled to be on his own. He had watched the way that Jason greeted new customers, asked the right questions, responded promptly to the customers' needs, and had kept on top of things every evening. Jason's customers didn't wait for tea glasses to be refilled; their orders were taken promptly and filled correctly. Jason worked hard, but every night he earned really excellent tips. It was rare that customers left only 15% at Jason's table; usually those tips were in the 20-25% range. Bart wanted to be able to earn that kind of money each night.

Bart was early for the evening meeting that was conducted by the restaurant manager. Each day, the manager held a short meeting which provided the wait staff with information about any big parties that were due in that evening and any special occasions, such as anniversaries or birthdays. During the meeting, the chef provided the staff with information on the specials for the evening, including descriptions of each. The chef also provided each of the wait staff with samples of the evening specials, so they could better describe them to the customers. After the meeting, Jason walked up and told Bart that he was available should Bart need any assistance.

Bart moved to the first table and calmly greeted the customers. He asked them if they were ready to order or if they preferred to have drinks and appetizers. He wrote down their orders, and moved on to the next table. As his tables slowly filled, Bart took time to explain the specials to the

5.3

customers, carefully writing down their orders and paying close attention to each table. However, as the evening progressed, the restaurant got busier and busier. Bart started taking shortcuts just to try and keep up. He didn't tell customers about the specials unless they asked. He quit writing down orders, preferring to save time on the way back to the kitchen.

As the height of the evening arrived, all of Bart's tables were full, and he had customers clamoring for refills and complaining about mixed up orders. Bart was trying to keep up, but he just couldn't seem to keep the orders straight. He had delivered the wrong meals to Tables 3 and 5, and Table 6 had been waiting to order for 20 minutes. He straightened out the meals, went back and refilled drinks for Tables 1 and 2, and worked his way back to Table 6. Finally, Bart was able to take their order. The table was empty; his customers had given up and left.

As Bart hurried back to the kitchen to pick up meals for Tables 1 and 2, he noticed Jason efficiently working tables and taking care of each customer as if he/she was the only one in the restaurant. All of Jason's tables were filled, their drinks were topped off, and the customers were enjoying their meals or patiently waiting for their meals to arrive. As Bart walked past Jason, he whispered, "It's not as easy as you make it look. I just don't know how you manage everything so well every night."

Think About It!

1. What was one of Bart's first mistakes?
2. How should Bart have handled the customers who had been waiting so long?
3. If you were Bart, how would you handle the situation with customers whose orders had been mixed up?
4. Why do you think Bart did not ask Jason for assistance?
5. If you were in a similar situation, would you ask for help on your first night? Why? Why not?

Unit 5, Lesson 4: Good Service = Good Pay — Bart

Advancing Your GED Skills

In this lesson, you will:

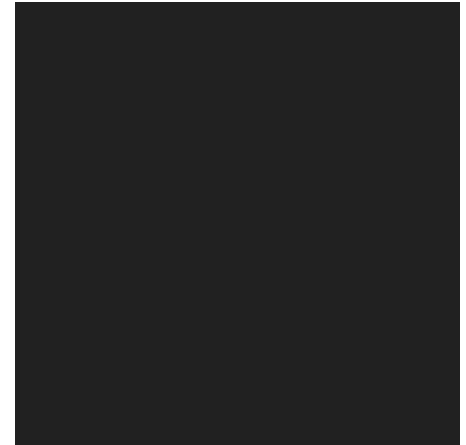
- Discuss the skills required to be a good waiter/waitress.
- Understand how good customer service skills can increase earnings as a waiter/waitress.

Scenario 5.4: Bart

Looking back over the past few weeks, Bart wasn't sure how he had ever managed to keep his job. However, slowly he had moved from trainee to experienced server. Bart silently thanked Jason for the many tips and strategies that Jason had given to him over the weeks. Bart shook his head and thought about that first night on his own and how he had messed up so many orders and just knew he was going to be fired at the end of the night, but here he was.

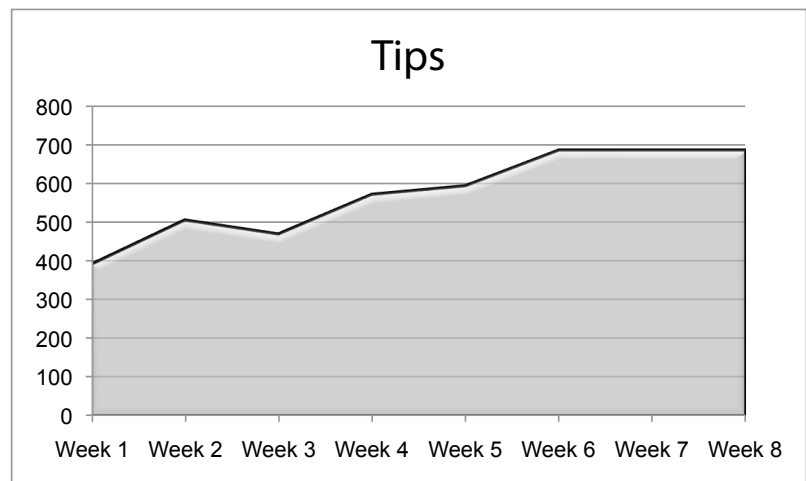
Bart had learned that he had to focus on what he was doing. He had learned painfully that he had to be organized and use the same process for each and every group of guests that he served. He had developed his own short-hand for orders and could now efficiently write down the special requests that customers made. He had gotten to know the regulars who came to the restaurant. He had learned to ask questions at the manager's meeting each afternoon, so he was prepared with the information that his customers needed. However, most importantly he had reached a point where he knew what he was doing, and he projected confidence in his work. No more fumbling around for Bart – now Bart was a pro, and he acted like one.

Over the past six weeks, Bart had kept a chart of his food sales and tips. He could see how each week he had earned more money as he improved the service he provided. To give himself a better visual of his tips, Bart created the following graph.



5.4

Week	Sales	Tips	Average %
1	3900	390	10
2	3600	504	14
3	3900	468	12
4	3800	570	15
5	3700	592	15
6	3800	684	18
7	3900	684	18



Think About It!

1. What do you think caused the dip in Bart's tips during Week 3?
2. What had Bart done to improve customer service?
3. If you were Bart, what would you do to continue and improve customer service?
4. What change do you think made the greatest impact on Bart's tips?

Unit 5, Lesson 5: Order Up — Philippe

Advancing Your GED Skills

In this lesson, you will:

- Discuss the job responsibilities of a short-order cook.
- Identify the types of information needed when applying for a job.

Scenario 5.5: Philippe

Philippe looked through the want ads just as he had every day for the past few months. Philippe had worked in a local diner as a prep-cook and counter man for more than year when the diner closed. Today as he scanned the want ads the following advertisement caught his attention.

WANTED - SHORT ORDER COOK - DIXIE DINER.
Long shifts but good pay for the right person.
Experience in preparing hot/cold foods, working the counter, and ordering supplies a positive. Work schedule: 5 a.m. - 2 p.m. Tuesday - Saturday.
Must be willing to start immediately. Good pay and some benefits. Applications available at the Dixie Diner on 17th Street.

Philippe had experience preparing cold foods, but hadn't worked the grill. However, he knew he was really good at working with customers and knew how to keep orders moving in a smooth and efficient manner. The hours were long, but he had always been willing to work hard. He and his wife, Maxine, would do whatever they had to do in order for him to get a permanent job, especially one with some benefits. Philippe had a temporary job at warehouse in town, but that job was due to end in two weeks, so that wouldn't be a problem.

5.5

Think About It!

1. Do you think that Philippe is qualified for the job as a short-order cook? Why or why not?
2. If you were Philippe what would you do next?
3. How might Philippe's temporary employment impact his ability to get this job?
4. If you were offered the job at the diner, but had to report to work immediately, how would you handle the situation with your temporary employer?

Unit 5, Lesson 6: Handling Customer Complaints — Sherry

Advancing Your GED Skills

In this lesson, you will:

- Discuss the importance of handling customer complaints in a timely manner.
- Recognize the importance of handling customer complaints appropriately.
- Understand the importance of tracking complaints in order to improve business.

Vocabulary

- Complaints
- Overcharging
- Wait time

Scenario 5.6: Sherry

Sherry, manager of the Titan Bar and Grill, looked over the data she had painstakingly gathered regarding customer complaints. As the new manager, it was Sherry's job to get the bar and grill back on track. Titan's had been steadily losing money and customers over the past few months. Sherry had been hired to help turn the place around, but before she could do that she needed to understand what was happening.

Sherry knew that just one unhappy customer who decided to spread the word to his/her friends could mean the loss of 4, 6, or even 10 potential customers. Sherry knew that if a customer had a problem, and she or the staff handled that complaint properly, the customer was very likely to return. She knew it was all in how a problem was handled. Obviously over the last few months, problems had not been handled properly.

To get an idea of the types of complaints, Sherry reviewed the chart that her assistant had prepared.

Type of Complaint	January	February	March	Total
Bar				
Poor quality	2	4	6	12
Overcharging	6	8	8	22
Staff-related	1	0	1	2
Wait time	2	0	0	2
Grill				
Poor quality	6	10	10	26
Overcharging	10	9	10	29
Staff-related	3	2	5	10
Wait time	9	14	16	39

5.6

Think About It!

1. Do you believe that one customer complaint can result in a loss of potential business? Why? Why not?
2. Based on the information in the table, what do you think are the worst problems at Titan's?
3. What would you do to resolve these problems?
4. Why do you think there is a problem with wait time in the grill, but not in the bar?
5. What is the first thing that you would do if you were the manager?

UNIT 6



Working in the Retail Industry

- Getting your Foot in The Door
- Supplementing Your Income
- It's all About Customer Service
- Taking Inventory
- Communicating with Co-Workers
- Making the Move to Management

Unit 6, Lesson 1: Getting Your Foot in the Door — Beshair

Advancing Your GED Skills

In this lesson, you will:

- Discuss the options for getting a first job in the retail industry.
- Recognize the importance of repeat customers to success in the retail industry.

Vocabulary

- Apparel
- Guarantee
- Revitalization

Scenario 6.1: Beshair

Beshair opened the door to Today's Trends and looked around the shop. This was where she always wanted to work, and if luck was with her today maybe she would get a much-needed full-time job. As Beshair walked through the shop, she admired the way the dresses, slacks, and shoes were displayed. She looked at the wide range of apparel, something for everyone. Beshair really wanted a job at Today's Trends. She could imagine herself working with the customers, getting to know them, and what suited them best. She just needed a chance.

A young woman walked up to her and said, "Welcome to Today's Trends. How can I help you?" Beshair took a deep breath and said, "I would like to speak to the owner about job openings that might be available. I have experience working in the retail industry, particularly women's apparel. Is the owner available?" The young woman looked at her and said, "My name is Alyssa Johnson; I am the owner. It's quiet in here now, so let's take a few minutes and talk."

Alyssa asked Beshair to tell her about her retail experience. Beshair told Ms. Johnson about her years of experience working in a variety of retail shops, some large and some small. She also told Ms. Johnson that she was looking for a full-time position in a shop like Today's Trends that served the local community. She emphasized how she wanted to be able to build a customer base and work in a shop that was an important part of the revitalization of the downtown area.

Alyssa explained that she did not have any full-time openings at this point. The shop was fairly new and until she could build a strong customer base, she just wasn't able to hire someone on a full-time basis. However, she did need someone who was willing to work part-time. Alyssa explained that she couldn't provide a part-time employee with a definitive schedule, but could at least guarantee 20-25 hours per week,

6.1

primarily with hours on the weekend. Alyssa also told Beshair, “If a person was willing to take on the job on a part-time basis, provide good customer service, and help out with some of the non-sales tasks, that person would have a good chance at getting a full-time position when it became available.”

Beshair thought about the offer of part-time employment. She told Alyssa, “I am currently working part-time at the ABC Warehouse Store just down the street. I really need a full-time job, but I am very interested in getting back to what I really enjoy doing – working in a women’s clothing store. Would it be possible for me to keep my other part-time position at least temporarily? I work at the warehouse Monday-Thursday from 9 a.m. – 1 p.m. I would be available any other time to work here.”

Alyssa held out her hand and said, “I think we can make this work.”

Think About It!

1. Do you think it was a good idea for Beshair to tell Alyssa about her other part-time job? Why or why not?
2. Would you be willing to accept part-time employment, if it had the potential to lead to a full-time position?
3. What risk is Beshair taking by accepting part-time employment in a shop that has just recently opened?
4. Why is it important that a new shop, like Today’s Trends, build a base of repeat customers?
5. Why do you think Alyssa was willing to hire Beshair?

Unit 6, Lesson 2: Supplementing Your Income — Rita

Advancing Your GED Skills

In this lesson, you will:

- Discuss how part-time work in the retail industry can supplement your income.
- Identify potential part-time employers.

Vocabulary

- Supplement

Scenario 6.2: Rita

Rita looked at her budget and knew that she was going to have to do something soon. Despite working full-time at the local grocery store, her check just didn't cover all of her expenses. Between a rent increase, car repairs, and just the ordinary day-to-day expenses, Rita was running about \$300 short each month. So far, she had been using her credit cards to pay for groceries and some other necessities, but that was just making the financial hole deeper and deeper. She now owed almost \$3,000 on her credit cards and could barely make the minimum monthly payment.

Rita called her friend, Jessica, to see if she had any ideas about what to do. If there was one thing Jessica knew, it was how to make money. Jessica had saved enough money to buy a small fixer-upper and was happily turning the shabby little house into a quaint cottage. Jessica answered the phone, happy to take a break and talk with her best friend.

Rita explained the situation to Jessica and asked her what she thought. Jessica asked Rita if she had any problem with taking a second job. Jessica had a friend who was looking for someone to work part-time in a discount shoe outlet. Jessica's friend had been trying to fill the position for weeks, but just hadn't found anyone who was willing to work on weekends. Jessica gave Rita the outlet manager's name and number.

The next day, Rita called and set up an appointment for an interview. The manager explained that she needed someone who was willing to commit to working for the next six months. A part time employee was needed to work:

- Friday - 6:00 p.m. – 10:00 p.m.
- Saturday - 10:00 a.m. – 6:00 p.m.
- Sunday - 11:00 a.m. – 5:00 p.m.

6.2

The manager talked to Rita about the job itself and what she would be responsible for each day. Rita would need to work the floor, pull merchandise for customers, ring up sales, keep the store in good order (especially when people left merchandise scattered on the floor), and other duties that might come up during the time she was present. The manager was offering a starting salary of \$9.75 per hour with a \$1.25 per hour increase after six weeks. As the meeting wrapped up, the manager asked for three current references and agreed to get in touch with Rita by the end of the week. Rita told the manager that she was very willing to make a six-month commitment and that the hours would fit very well with her schedule.

Think About It!

1. Do you think it was a good idea for Rita to seek part-time employment to supplement her income? Why? Why not?
2. What would you do if you were in Rita's position?
3. Based on the salary quoted by the manager, will the money be sufficient to help Rita meet her current monthly shortfall and begin to pay-off her credit cards?
4. Why do you think Rita turned to her friend Jessica to help solve her problem?
5. Have you ever asked a friend to help you solve a problem? Was it a good or bad thing to do? Why?
6. Rita has a full-time job and now she is considering taking on a part-time job that will require her to work long hours through each weekend. Would you be willing to give up so much personal time in order to make additional money? Why? Why not?

Unit 6, Lesson 3: It's All About Customer Service — Bill

Advancing Your GED Skills

In this lesson, you will:

- Discuss the importance of good customer service to increase the number of repeat customers.
- Determine the need to maintain records on repeat customers.
- Use effective writing skills to communicate with customers.

Vocabulary

- Repeat Customers
- Sales Associate

Scenario 6.3: Bill

As Jeremy entered Bill's store, Bill smiled and greet him. Jeremy was one of the store's most loyal customers. Bill smiled in greeting as Jeremy one of his most frequent customers walked through the door. As Bill extended his hand and welcomed Jeremy back to the store, Bill turned to the man who was with Jeremy. Jeremy introduced Oscar, his father-in-law. Jeremy said, "Bill, Oscar is looking for a new suit to wear to the theatre next week. As soon as he mentioned that he was going to have to break down and go shopping, I knew just the place. Can you help him out? Plus, I need a couple of new shirts while I'm here."

Bill took a minute and appraised Oscar. He nodded at him and asked, "42-long for the suit?" Oscar looked up and said, "That's right. You must be pretty good at this. Usually sales associates try to put me in a 42-regular and the sleeves are too short. It is always a hassle trying to find a jacket or suit that fits me properly, and I really hate shopping in the first place. Jeremy told me that you would take care of everything for me, but I have to be honest, I really didn't expect it."

Bill turned to Jeremy and thanked him for bringing Oscar into the store. As he moved to the suit rack, he briefly stopped at the desk and pulled Jeremy's card. Bill routinely kept cards for all of his repeat customers. That way he was able to look and see what had recently been purchased, favorite colors for casual wear and shirts, sizes, and designer preferences.

After Bill pulled a few suits for Oscar, he went back to the racks and got three shirts for Jeremy. He directed both men to the dressing rooms and told them he would assist them when they were ready. As Oscar walked into the dressing room, he looked at Bill and said, "Have you got a couple of business cards I can give to a few of my buddies? They are just like me – not too thrilled with shopping – I think they would appreciate coming into a store that remembers what good customer service is all about."

6.3

Think About It!

1. What information in the scenario lets you know how well Bill knows his job? Why?
2. Have you ever had the opportunity to work with a sales associate like Bill? What were the circumstances?
3. How much potential business did Bill generate for the store by his previous work with Jeremy?
4. Sales associates don't always have a lot of time to spend with customers. Why did Bill go to the trouble of keeping a card on Jeremy's purchases?
5. What other things did Bill do that make him stand out as a sales associate who believes in good customer service?

Unit 6, Lesson 4: Taking Inventory — Beatrice

Advancing Your GED Skills

In this lesson, you will:

- Recognize that there are different types of jobs available in the retail industry other than direct customer sales.
- Understand the importance of being organized when keeping records in a store.

Vocabulary

- Hectic
- Inventory
- Stock

Scenario 6.4: Beatrice

Beatrice looked down her list one more time. She had a million and one tasks to complete today. However, organization was Beatrice's middle name, and she had been planning this day for the past two weeks.

Today was inventory day. That one day during the year when every item in the store was inventoried and plans developed for purchasing new stock, rotating out items that had not sold well, and identifying what needed to be pulled into the "after inventory sale." Beatrice had the materials ready for the team that would assist her throughout a hectic day. Beatrice knew from past experience that they would need every minute of the day to inventory everything from housewares to linens to small appliances to fine china.

With thirty minutes before the inventory team members were set to arrive, Beatrice pulled a stack of 8"x10" cards from her briefcase. She had labeled each card with a zone number. Working from a blueprint, she had divided the store into 10 zones. Members of the inventory team would be assigned to specific zones and expected to inventory every item in that zone before moving to another part of the store. She laid a folder with charts for recording item names, numbers, and quantities at each zone and included pencils so that each team member would have everything needed.

Near the register, she set up a cooler and filled it with regular and vitamin water. She had bagels, muffins, coffee, and hot tea waiting for the pre-inventory breakfast meeting. As members of the inventory team came through the door, she greeted them with a big smile. Now it was time for her to be the cheerleader, getting the group fired up and ready for a busy and productive day.

6.4

Think About It!

1. What evidence did you find in the scenario that shows that Beatrice takes an organized approach to conducting a storewide inventory?
2. Do you think there are other jobs within the store that would require someone to be organized? What types of jobs?
3. Why is it important that Beatrice be a “cheerleader”?
4. Why do you think that Beatrice organized the store into zones?
5. What do you think Beatrice believed was her primary role in preparing for the inventory?

Unit 6, Lesson 5: Communicating with Co-Workers — Felicia

Advancing Your GED Skills

In this lesson, you will:

- Understand the importance of building rapport with co-workers.
- Discuss the importance of knowing when to ask for help.
- Recognize the need for good communication skills.

Vocabulary

- Outburst
- Rapport

Scenario 6.5: Felicia

Felicia walked in the back door of the shop just as she heard Wally say, “Louise, are you just stupid? You’re never going to learn how to use the new computer system. Did you hear a single thing that I said? I told you that you have to enter the store number first, then your employee and pin number in order to access the cash drawer. I don’t know why I even bother to try and help you.”

Felicia picked up her pace and walked to the sales counter. It sounded like Wally and Louise were at it again. Wally thought he knew everything, and Louise could never seem to do things the way that Wally expected. If things went as usual, Louise would burst into tears, and Wally would storm back to the coffee machine.

As Felicia walked to the counter, she called to both Wally and Louise and asked to speak with them. As the team leader for this shift, it was up to Felicia to resolve the problems between Wally, Louise, and the rest of the staff. Felicia looked at the clock; she had about 20 minutes to meet with Wally and Louise and to see if she couldn’t make a little headway into helping them settle their differences.

Felicia looked at Wally and Louise and said, “Guys, it is time to work on some communication skills. Wally, I heard what you said to Louise. I know you get frustrated when Louise has problems with our new computerized system, but you have to remember we are all learning something new. Louise, I know that you are upset because of the way that Wally spoke to you. Wally, how would you feel if I spoke to you the same way that you spoke to Louise?” Wally mumbled, “Don’t know what was wrong – it was the truth.” Tears formed in Louise’s eyes as she said, “Wally, I’m not stupid; I just can’t seem to get the sequence right. I want to do this right, but I get nervous when you are around, and I make mistakes.”

6.5

Felicia calmly began to talk with Wally and Louise about the importance of being respectful in how they communicated with each other. She emphasized the importance of treating each other as they wanted to be treated and the need for speaking with respect. She also talked about the importance of really listening to what others were saying, even when they might have different opinions about how to do something. As Felicia continued to talk, Wally squirmed in his seat and finally looked at Louise and apologized for his earlier outburst. Wally explained that he felt as if he just didn't know how to help her get used to the new computer system, and he was frustrated because he didn't know what to do. Louise looked at Wally and said she was sorry that it was taking her so long to learn the system. Louise even admitted that she hadn't really been paying attention to what Wally had been trying to show her.

Felicia smiled at both of them and said, "Good, we just took the first step towards building a better team. Let's agree that we will meet each morning for a few minutes before the store opens to discuss any problems that have come up. I believe that if we work together, we can resolve any problems that may come up. Remember, it is all about communication."

Think About It!

1. Do you think it was okay for Wally to call a fellow employee "stupid"? Why or why not?
2. How do you think Wally should have handled the situation with Louise?
3. Louise was known for "bursting into tears" if she got upset. Is this appropriate behavior in the workplace?
4. What else do you think Felicia can do to help Louise learn to use the computer system?
5. How would you handle the situation if you were Louise?

Unit 6, Lesson 6: Making the Move to Management — Felicia

Advancing Your GED Skills

In this lesson, you will:

- Explore some of the responsibilities required to be a store manager.
- Discuss the time and commitment required to become a store manager.
- Discuss the importance of setting the right example for employees.

Vocabulary

- Evaluation
- Delegate
- Mundane

Scenario 6.6: Felicia

Even though she really doesn't have to, Felicia always arrives an hour before the store is due to open. She likes having the time to get some of the mundane tasks required for managing a store completed before employees start arriving. Felicia enjoys having time to just wander through the store and check that everything is in place and ready for customers. It has taken Felicia almost three years to finally become the manager of the store. She started as a part-time sales associate. From there she moved to a full-time position. After one year on the job, she moved up to team leader, responsible for supervising ten part- and full-time sales associates. During that year, she gained a mentor who helped guide her to where she is today – manager. It has taken time, a lot of hard work, and some continuing education courses, but finally Felicia is now responsible for one of the largest stores in town.

Felicia does a quick walk-through of the store, checking to see that clothing is properly displayed and that all the racks and shelves are in good order. She makes a few notes to order more sweaters and light-weight jackets; those have been big sellers over the past few days. She notes that someone has forgotten to return some shoeboxes to the storage area. She will need to tell the sales associates to remember to put those things away in the future. She notices that two of the fluorescent lights are flickering in the children's department. Felicia makes a note to have maintenance replace those lights and check others throughout the store.

As she walks back to her office, Felicia leaves a note for first shift team leader to post this weekend's sale signs. She also makes a note to remind the team leaders that it is employee evaluation time. The team leaders will need to complete evaluations for each of their team members. Felicia has plans to move two or possibly three part-time employees to full-time

6.6

status, but first she needs to know if they are up to the job – her team leaders should know who is ready.

As Felicia walks back to her desk, she makes a mental note to herself to spend some time working the floor – she really misses dealing with customers and wants to make sure that each customer who comes into the store is getting the service they have come to expect. Back at her desk, Felicia hears the buzzer for the backdoor and knows that the first of the sales associates is arriving. Checking her watch, she smiles, pleased that the associates are on time and ready for a busy day.

Think About It!

1. Have you ever gone to work early even though it wasn't required? Why? Why not?
2. How do you think Felicia's supervisors would evaluate her performance?
3. Do you think it is appropriate for Felicia to delegate the responsibility for evaluating employees to the team leaders rather than doing the evaluations herself?
4. What characteristics do you think Felicia will be looking for in an employee that she chooses to move from part-time to full-time?
5. Why do you think Felicia takes the time to do a walk-through each day before the store opens?
6. Why should Felicia try and spend some time each day working with customers?

Glossary

Active listening: *noun* — a communication technique that requires the listener to understand, interpret, and evaluate what they hear.

Apparel: *noun* — clothing of a particular kind.

Associate's Degree: *noun* — a degree that is given to a student who has completed two years of study at a junior college, college, or university in the U.S.

Audience: *noun* — the people who watch, read, or listen to something.

Back of the House (BOH): *noun* — When used in a restaurant setting this phrase refers to the kitchen, prep areas, storage and other areas that are not open to the public.

Big Box Store: *noun* — a large store that is focused on one or few categories of merchandise and offers a wide selection of merchandise in these categories at relatively low prices.

Body language: *noun* — movements or positions of the body that express a person's thoughts or feelings.

Bottom Line: *noun* — a. the most important part of something; the most important thing to consider;
b. a company's profits or losses.

Boutique: *noun* — a small store that sells stylish clothing or other usually expensive things.

Career pathway: *noun* — an integrated collection of programs and services intended to develop students' core academic, technical and employability skills; provide them with continuous education and training; and place them in high-demand, high-opportunity jobs.

Certification: *noun* — official approval to do something professionally or legally.

Commission: *noun* — an amount of money paid to an employee for selling something.

Commotion: *noun* — noisy excitement and confusion.

Communication: *noun* — the act or process of using words, sounds, signs, or behaviors to express or exchange information or to express your ideas, thoughts, feelings, etc., to someone else.

Complaints: *noun* — acts of saying or writing that you are unhappy or dissatisfied with something.

Consistently: *adverb* — always acting or behaving in the same way.

Contingencies: *noun* — things (such as an emergency) that might happen.

Cubicles: *noun* — work spaces in a large office with a desk that is usually surrounded by low walls.

Defective: *adjective* — having a problem or fault that prevents something from working correctly: having a defect or flaw.

Glossary

Delegate: *verb* — to give control, responsibility, authority, etc. to someone: to trust someone with a job, duty, etc.

Department Store: *noun* — a large store that has separate areas in which different kinds of products are sold.

Dependable: *adjective* — able to be trusted to do or provide what is needed: able to be depended on.

Disclaimer: *noun* — a statement that is meant to prevent an incorrect understanding of something (such as a book, a movie, or an advertisement).

Disgruntled: *adjective* — unhappy and annoyed.

Earnings: *noun* — money received as wages or gained as profit.

Entry level: *adjective* — at the lowest level: at the level of someone who is just starting a job or career.

Evaluation: *noun* — the process of judging the value or quality of a person's performance on the job - usually resulting in a written document called an "evaluation".

Expectations: *noun* — feelings or beliefs about how successful, good, etc., someone or something will be.

Expedite: *verb* — to cause (something) to happen faster.

Flitting: *verb* — moving quickly from one place or thing to another.

Format: *noun* — the form, design, or arrangement of something.

Front of the House (FOH): *noun* — When used in a restaurant setting this phrase refers to the area where the general public dines. In this context, the kitchen is referred to as "back of house".

General Manager: *noun* — someone, having wide authority or responsibility, who is in charge of a business, department, etc.

Guarantee: *verb* — to say that something will certainly happen.

Hectic: *adjective* — very busy and filled with activity.

Hospitality Industry: *noun* — consists of broad category of fields within the service industry that includes lodging, restaurants, event planning, theme parks, transportation, cruise line, and additional fields within the tourism industry.

Host/Hostess Station: *noun* — the counter or stand at which a restaurant host or hostess keeps such things as the reservation list/book, menus, etc.

Hotel Chain: *noun* — a group of hotels that have the same name and basic appearance and offer the same services to their guests.

Glossary

Housekeeping: *noun* — the act of cleaning the rooms and furnishings. Housecleaning includes activities such as disposing of rubbish, cleaning dirty surfaces, dusting and vacuuming.

Hurriedly: *adverb* — happening or done very quickly or too quickly.

Imaginary: *adjective* — not real: existing only in your mind or imagination.

Inference: *noun* — the act or process of reaching a conclusion about something from known facts or evidence.

Initiative: *noun* — the energy and desire that is needed to do something.

Intuition: *noun* — a natural ability or power that makes it possible to know something without any proof or evidence: a feeling that guides a person to act a certain way without fully understanding why.

Inventory: *noun* — a complete list of the things that are in a place; a supply of goods that are stored in a place.

Legible: *adjective* — capable of being read: clear enough to be read.

Legitimate: *adjective* — real, accepted, or official.

Liaison: *noun* — a person who helps organizations or groups to work together and provide information to each other.

Lobbied: *verb* — past tense of lobby, to try to get something you want by talking to the people who make decisions.

Logistical: *adjective* — see logistics below.

Logistics: *noun* — the things that must be done to plan and organize a complicated activity or event that involves many people.

Mentor: *noun* — someone who teaches or gives help and advice to a less experienced and often younger person.

Michigan Talent Bank: *noun* — a resource for both employers and job seekers. Found on the internet at www.michigan.gov/talentbank.

Michigan Works!: *noun* — Association established in 1987 to provide services and support to Michigan's Workforce Development System. Mission: To provide leadership and services, and promote quality and excellence for the advancement of Michigan's Workforce Development System and its customers and professionals.

Mundane: *adjective* — dull and ordinary.

Glossary

Nonverbal cues: *noun* — something that indicates the nature of what you are seeing, hearing, etc. that does not involve the use of words.

Observation: *noun* — the act of careful watching and listening: the activity of paying close attention to someone or something in order to get information.

Occasions: *noun* — special events or times such as anniversaries, birthdays, graduations....

Outburst: *noun* — a sudden expression of strong feeling.

Overcharging: *verb* — charging too much for something: making someone pay too much money for something.

Patron: *noun* — a person who buys the goods or uses the services of a business, library, etc.

Predecessor: *noun* — a person who had a job or position before someone else.

Prioritize: *verb* — to organize (things) so that the most important thing is done or dealt with first.

Probationary: *adjective* — a situation or period of time in which a person who is starting a new job is tested and watched to see if that person is able to do the job properly.

Problem sensitivity: *noun* — an awareness of the details or qualities of something that is difficult to deal with: something that is a source of trouble, worry, etc.

Professionally: *adjective* — in a way that shows the skill, good judgment, and polite behavior that is expected from a person who is trained to do a job well.

Promotional materials: *noun* — things used to make people aware of something (such as a new product or book) and increase its sales or popularity.

Prospective: *adjective* — likely to be or become something specified in the future.

Purpose: *noun* — the reason why something is done or used: the aim or intention of something.

Qualifications: *noun* — special skills or types of experience or knowledge that make someone suitable to do a particular job or activity.

Quarter: *noun* — one of four divisions of a year : a period of three months.

Rapport: *noun* — a friendly relationship.

Recruitment: *noun* — the act of finding suitable people and getting them to join a company, an organization, the armed forces, etc.

Refund: *noun* — an amount of money that is given back to someone who has returned a product, paid too much, etc. *verb* — to give back money that someone paid for something (such as a product that was

returned or a service that was not acceptable).

Registry: *noun* — a book or system for keeping an official list or record of items.

Repeat Customers: *noun* — customers who regularly do business at a specific store.

Resume: *noun* — a short document describing your education, work history, etc., that you give an employer when you are applying for a job.

Retail Industry: *noun* — consists of the sale of physical goods or merchandise from a fixed location, such as a department store, boutique or kiosk, or by mail, in small or individual lots for direct consumption by the purchaser.

Revenue: *noun* — money that is made by or paid to a business or an organization.

Revitalization: *noun* — the act of making someone or something active, healthy, or energetic again.

Sales Associate: *noun* — a person who works in a store.

Shadow: *verb* — to follow and watch (someone who is doing a job) in order to learn how to do the job yourself.

Status: *noun* — the current state of someone or something — usually singular.

Stock: *noun* — the supply of goods available for sale in a store.

Supplement: *verb* — to add something to something in order to make it complete.

Temperamental: *adjective* — likely to become upset or angry.

Tenure: *noun* — the amount of time that a person holds a job, office, or title.

Turn over: *noun* — the rate at which people leave a place, company, etc., and are replaced by others.

Vocal tone: *noun* — a quality, feeling, or attitude expressed by the words that someone uses in speaking.

Wait time: *noun* — the time that a customer must wait to be seated, served, etc.