Connecting to Workplaces:  
Building Curricula for Validated Demonstrations

Cashier Curriculum
LBS Levels 3/4

Developer: Lori Farrington
Project Coordinator: Susan Taylor

Meeting Employers' and Employees' Needs
...Now and in the Future
Acknowledgment

Curriculum Scenario:

In the Cashier Training Curriculum, the learner completes 5 chapters and an introduction to the world of the cashier. These chapters discuss common cashier tasks. The chapters are Communication, Writing, Math, Reading and Time Management. Tasks covered include providing clear information to customers, using appropriate language, listening and understanding information, working with technology, writing messages and notes, preparing lists and schedules, verifying calculations, handling money, reading to follow instructions and directions, locating and reading information on a computer screen and being on time.

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All curricula can be found on the following websites:
http://www.nald.ca/library/learning
http://www.LBSpractitionertraining.com
http://www.nt.net/literacy

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› Cindy Davidson  
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› Wendy McGill, Cashier  
› Tim Hortons, Picton

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The development of this curriculum resource is in direct response to increasing demand in the field for training materials that target specific applications of work-related skills. It has particular authenticity and value because of the process that preceded it. In 2005, Literacy Network Northeast (LNN) published comprehensive exit assessment demonstrations for ten different entry level jobs. You can view these demonstrations on the NALD website at: http://library.nald.ca/search?q=Connecting+to+Workplaces&collection=research&collection=learning, or on Demonstrations Ontario by AlphaPlus at: http://demonstrations.alphaplus.ca/simplesearch.asp. These exit demonstrations are unique in that each one has been validated by a group of employers in that particular job field. Employers agreed that if they had a job applicant who had completed this demonstration successfully they would certainly grant that person a job interview. This is a huge step forward in securing employer recognition of skills as opposed to the more common application criterion of a Grade 12 diploma.

Following this success, the National Literacy Secretariat provided funding for the next step - support curriculum for five validated exit demonstrations. LBS curricula are now available for entry level positions of Cashier, Nanny, Taxi Driver, Chambermaid or Housekeeping Staff, and Florist Assistant. It is important to note that the curriculum for each position is written for the learner and at the LBS level required for success for each particular job, i.e. Cashier – L 3/4, Nanny – L 2/3, Taxi Driver – L 2/3, Chambermaid or Housekeeping Staff - L 2/3, and Florist Assistant - L.3. Tips and notes for the practitioner for each lesson along with an answer key for the learning activities are included.

Following a true outcomes approach, i.e. working backwards from the desired outcome, each curriculum provides the training learners need in order to complete the job-specific demonstration successfully. Each curriculum has five chapters based on the five core skills that employers identified as essential to the job with applications and learning activities for each skill. To see the skills required for this particular entry level position, check the Essential Core Skills Chart included in this resource. It is interesting to see the degree of overlap in essential skills demanding the same
level of complexity and competency. This provides added value for practitioners and learners in two ways:

1) Practitioners can work with learners using different curriculum resources at the same time i.e. teach core skills to everyone in a group and provide learning activities that are specific to individual interests.

2) Practitioners can use these resources as models for teaching core skills required in other entry level jobs – particularly the ones where validated demonstrations are already available i.e. Forestry Worker, Hunting Guide, Pet Groomer, Security Guard and Laundromat Operator.

Based on primary and secondary research for each position, the curriculum

- builds on Service Canada’s Essential Skills and Essential Skills Profiles
- uses authentic workplace documents and real-to-life stories
- illustrates the transferability of each skill
- offers rigorous learning activities that are inventive and engaging
- provides opportunities for learner self-reflection, self-assessment and discussion

To ensure consistency, the five writers and the project coordinator kept in close contact throughout the writing phase reading each other’s work and making suggestions. An additional team of five reviewers also read the manuscripts and offered feedback, and learners who piloted each resource gave their views on the value, usability and enjoyment factors. Finally, a number of outside employment agencies and individual employers added their high approval rating to these materials. As a result, LNN is very proud to offer these quality resources to the field and is confident in highly recommending these materials to adult learners in Ontario.
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A Reading Day in the Life of Christy

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Skimming

Scanning

Scanning a Computer Screen

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Cashier Training Curriculum

LBS Level 3 / 4

Developed by: Lori Farrington
Cashier Profile

Participating employers ranked these essential skills in order of importance. This order may change according to each individual company or employer. The Connecting To Workplaces Project focused on the identified top five skills. Take note that what is of importance to employers may extend beyond the skills, abilities or knowledge LBS programs can provide and may require partnering with other programs.

<table>
<thead>
<tr>
<th>HRSDC Essential Skills</th>
<th>Most Important</th>
<th>Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Skills</td>
<td>Practise good hygiene</td>
<td>Be friendly, helpful, efficient</td>
</tr>
<tr>
<td></td>
<td>Use appropriate vocabulary, language, tone</td>
<td>Listen, understand information</td>
</tr>
<tr>
<td>Writing Skills</td>
<td>Work with technology</td>
<td>Write messages, notes</td>
</tr>
<tr>
<td></td>
<td>Data entry using a keypad</td>
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</tr>
<tr>
<td>Math Skills</td>
<td>Operate a cash register</td>
<td>Verify calculations</td>
</tr>
<tr>
<td></td>
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<td>Make dollar calculations</td>
</tr>
<tr>
<td>Reading Skills</td>
<td>Read, follow instructions, directions</td>
<td>Locate, read information on a computer</td>
</tr>
<tr>
<td></td>
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<td>Read signs</td>
</tr>
<tr>
<td>Time Management</td>
<td>Be on time</td>
<td>Maintain attendance</td>
</tr>
<tr>
<td></td>
<td>Work independently</td>
<td>Problem solve</td>
</tr>
</tbody>
</table>

Within LBS mandate reading, writing and numeracy skills
Within LBS mandate speaking and listening skills
Within LBS mandate problem-solving teamwork, critical thinking
Outside of LBS mandate, but possible with partnership

“Cashier Profile” continues on next page
“Cashier Profile” begins on previous page

Cashier Profile

More Workplace Information from Participating Employers

Methods most often used to train employees:
(In order of importance)
1. Job Shadowing
2. Computer Based
3. Video
4. Audio
5. Basic Cash Register

Requirements most employers look for:
1. Grade 12
2. WHMIS
3. Grade 10
4. First Aid
5. CPR

Courses employers most often provide to employees:
1. WHMIS
2. First Aid
3. CPR

Number of employers who stated they would hire applicants who do not have a grade 12 equivalent:
Yes – 22 employers No – 0

Number of employers who would consider applicants who could demonstrate or submit their demonstration results:
Yes – 21 employers No – 1 employer

Employers also base their hiring decisions on:
Quality of application, frequency of job changing, flexibility, personality and personal appearance, age, weekend availability, communication skills, friendliness
Cashier: An Introduction

According to the Wikipedia Encyclopedia:

A cashier is a person responsible for totalling the amount due for a purchase and then charging the consumer for that amount. In one form or another, cashiers have been around for thousands of years. In many businesses, such as grocery stores, the cashier is a "stepping stone" position. Many employers require you to be a cashier in order to move up to customer service or work in other sections and other positions such as produce.

(Source: http://en.wikipedia.org/wiki/Cashier)

Cashiers operate cash registers, optical price scanners, computers, or other equipment to record and accept payment for the purchase of goods, services, and admissions. They are employed in stores, restaurants, theatres, business offices, and other retail and wholesale establishments.

(Source: HRSDC NOC (National Occupational Classification) 6111)

According to the NOC site sourced above, there are many job titles that a cashier might have. They include:

- box office cashier
- cafeteria cashier
- car park cashier
- casino cashier
- currency exchange cashier
- customer service cashier
- dining room cashier
- food store cashier
- front desk cashier
- gas bar attendant, self-serve
- gas bar cashier, self-serve
- groceteria cashier
- grocery store cashier
- hotel cashier
- money counter
- movie theatre cashier
- office cashier
- parking lot cashier
- racetrack cashier
- restaurant cashier
- supermarket cashier
- theatre cashier
- ticket-seller cashier
Learning Activity 1-1 - Job Titles
Let’s look at the job titles again. How many of these jobs have you encountered before? Put a check mark next to the job title if you have ever seen a person who does that job or if you have ever interacted with them or used their services?

____ box office cashier
____ cafeteria cashier
____ car park cashier
____ casino cashier
____ currency exchange cashier
____ customer service cashier
____ dining room cashier
____ food store cashier
____ front desk cashier
____ gas bar attendant, self-serve
____ gas bar cashier, self-serve
____ groceteria cashier

____ grocery store cashier
____ hotel cashier
____ money counter
____ movie theatre cashier
____ office cashier
____ parking lot cashier
____ racetrack cashier
____ restaurant cashier
____ supermarket cashier
____ theatre cashier
____ ticket-seller cashier

Of the 24 jobs above, how many have you had contact with? _____ / 24

Learning Activity 1-2 - DISCUSSION
Discuss with your instructor or group the different types of cashiers you’ve seen. Have you worked as one of these cashiers? Either way, you probably have lots to share with the group about cashiers, even before our training really begins!
What might a cashier do?

- Total the cost of the goods, services, or admission
- Use a cash register
- Use a scanner
- Put items in a bag
- Use a debit machine
- Take payments using credit cards
- Accept reservations and take-out orders
- Stock shelves
- Clean shelves and counters
- Provide information to customers
- Calculate the total sales at the end of a shift
- Give receipts
- Fill in forms (returned items, rain checks)

(Adapted from source: http://www23.hrdc-drhc.gc.ca/2001/e/groups/6611.shtml)

Nature of the Work

Although specific job duties vary by employer, cashiers usually are assigned to a register at the beginning of their shifts and are given drawers containing a specific amount of money with which to start – their tills. A till is also another name for a cash register. They must count their tills to ensure that they contain the correct amount of money and adequate supplies of change. Cashiers also handle returns and exchanges. They must ensure that returned merchandise is in good condition, and determine where and when it was purchased and what type of payment was used.

After entering charges for all items and subtracting the value of any coupons or special discounts, cashiers total the customer’s bill and take payment. Acceptable forms of payment include cash, personal cheques, credit cards, and debit cards. Cashiers must know the store’s policies and procedures for each type of payment the store accepts. Policies are rules the store and its employees must follow. Procedures are how those rules are to be followed. For cheques and charges, they may request additional identification from the customer or call in for an authorization. This would be done by calling the manager or floor supervisor. They must verify the age of customers purchasing alcohol or
tobacco. When the sale is complete, cashiers issue a receipt to the customer and return the appropriate change. They may also wrap or bag the purchase.

At the end of their shifts, they once again count the drawers’ contents and compare the totals with sales data (money in your till compared to total of receipts). An occasional shortage of small amounts may be overlooked but, in many businesses, repeated shortages are grounds for dismissal. In addition to counting the contents of their drawers at the end of their shifts, cashiers usually separate and total charge forms, return slips, coupons, and many other non-cash items.

Most cashiers now use scanners and computers, but some businesses still require price and product information to be entered manually. In a store with scanners, a cashier passes a product’s Universal Product Code (UPC) over the scanning device, which transmits the code number to a computer. The computer identifies the item and its price. In other businesses, cashiers manually enter codes into computers, and descriptions of the items and their prices appear on the screen.

Depending on the type of business, cashiers may have other duties as well. In many supermarkets, for example, cashiers weigh produce and bulk food, as well as return unwanted items to the shelves. In convenience stores, cashiers may be required to know how to use a variety of machines other than cash registers, and how to handle money orders and sell lottery tickets. Operating ticket-dispensing machines and answering customers’ questions are common duties for cashiers who work at movie theatres and ticket agencies. In casinos, gaming change persons and booth cashiers exchange coins and tokens and may issue payoffs. They may also operate a booth in the slot-machine area and give change persons a money bank at the start of the shift, or count and audit money in drawers.
Learning Activity 1-3 - Nature of the Work
You have just read the section of your manual called Nature of the Work. Answer the following questions.

1. What is a till?

2. Why must a cashier count their till before a shift?

3. What are the four things a cashier must determine when doing a return or exchange?

4. What are four acceptable forms of payment?

5. Although there are 4 “acceptable” forms of payment, many stores do not accept one of those forms. What is it and why would it not be acceptable?
Working Conditions

Nearly one-half of all cashiers work part-time. Hours of work often vary depending on the needs of the employer. Generally, cashiers are expected to work weekends, evenings, and holidays to accommodate customers’ needs. However, many employers offer flexible schedules. Because the holiday season is the busiest time for most retailers, many employers restrict the use of vacation time from November through the beginning of January.

Most cashiers work indoors, usually standing in booths or behind counters. In addition, they often are unable to leave their workstations without supervisory approval because they are responsible for large sums of money. The work of cashiers can be very repetitious, which means doing a movement or an act over and over. Improvements in workstation design are being made to fight problems caused by repetitive motion. This means doing an action over and over. In addition, the work can sometimes be dangerous; cashiers’ risk from robberies and homicides is much higher than the total workforce, although more safety precautions are being taken to help deter robbers.

Gaming change persons and booth cashiers can expect a safer work environment than cashiers in other industries. However, casinos outside Ontario may not be without hazards such as exposure to fumes from cigarettes, cigars, and pipes and noise from slot machines.

Learning Activity 1- 4 - Working Conditions
You have just read the section of your manual called Working Conditions. Answer the following question. Write at least two sentences.

1. Describe, in your own words, the working conditions of a cashier.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Training, Other Qualifications, and Advancement

Cashier jobs tend to be entry-level positions requiring little or no previous work experience. Although there are no specific educational requirements, employers filling full-time jobs often prefer applicants with high school diplomas.

Nearly all cashiers are trained on the job. In small businesses, an experienced worker often trains beginners. The trainee spends the first day observing the operation and becoming familiar with the store’s equipment, policies, and procedures. After this, trainees are assigned to a register – often under the supervision of an experienced worker. In larger businesses, trainees spend several days in classes before being placed at cash registers. Topics typically covered in class include a description of the industry and the company, store policies and procedures, equipment operation, and security.

Training for experienced workers is not common, except when new equipment is introduced or when procedures change. In these cases, the employer or a representative of the equipment manufacturer trains workers on the job.

People who want to become cashiers should be able to do repetitious work accurately. They also need basic mathematics skills and good manual dexterity. Because cashiers deal constantly with the public, they should be neat in appearance and able to deal tactfully and pleasantly with customers. In addition, some businesses prefer to hire persons who can operate specialized equipment or who have business experience, such as typing, selling, or handling money. Advancement opportunities for cashiers vary. For those working part-time, promotion may be to a full-time position. Others advance to head cashier or cash-office clerk. In addition, this job offers a good opportunity to learn about an employer’s business and can serve as a stepping stone to a more responsible position.
Learning Activity 1-5 - Training, Other Qualifications, and Advancement

You have just read the section of your manual called Training, Other Qualifications, and Advancement. Answer the following questions.

1. True or False?

   - T F Cashier jobs tend to be entry-level positions.
   - T F Nearly all cashiers are trained on the job.
   - T F A trainee is a person who trains people to do the job.

2. On the first day of training, what does a trainee spend time becoming familiar with?

   ____________________________________________
   ____________________________________________

3. When a new cashier begins working on a cash register for the first time, who might be assigned to work with them?

   ____________________________________________
   ____________________________________________

4. The reading lists some qualities and skills that a person who wants to become a cashier should have. Record at least 4 qualities and skills below.

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

5. What kinds of promotions might a cashier receive?

   ____________________________________________
   ____________________________________________

Connecting to Workplaces:
Building Curricula for Validated Demonstrations
6. Use the Internet to find the meaning of “manual dexterity”. Write your findings below. Include the web address where you found the definition.

______________________________________________________________________
______________________________________________________________________

Essential Skills for a Cashier

There are nine Essential Skills. They are:

1. Reading Text
2. Document Use
3. Numeracy
4. Writing
5. Oral Communications
6. Working with Others
7. Continuous Learning
8. Thinking Skills
9. Computer Use

The Essential Skills for a Cashier list breaks down the nine skills into the specific skills needed to do the job of cashier. For example, under Reading Text, you’ll find “may consult manuals for information on procedures, such as how to refund money or give discounts”. That is something that a cashier does, so learning how to read manuals and follow procedures is important.

By reading and learning the Essential Skills needed to do the job of a Cashier, you can raise your awareness of the job. You can use the Essential Skills list as a personal checklist. What do you already know and what do you need to learn? Think about how you could demonstrate to an employer that you have these skills. Consider creating a portfolio to show employers. A portfolio could include letters of reference, photographs, certificates, or anything else that shows an employer what you are capable of doing.

You can find this list on the Essential Skills website:

Note: Website addresses change over time. If this address fails to work, search for Essential Skills in the Skills Canada website or use a search engine to find “Essential Skills in Canada”. The name of this profile is: Cashier.
**NOC – National Occupational Classification**

NOC was developed to help people understand the jobs that make up Canada’s labour market. Cashiers are listed under the code: 6611.

You can find the NOC for cashiers at: http://www23.hrdc-drhc.gc.ca/2001/e/groups/6611.shtml

On this page, you will find information about the job of cashier. The page offers information about main duties, employment requirements, job titles, and what other NOC might include, for example, other types of cashiers (i.e. Sales Clerks).

The NOC can also be very helpful for people who are learning about the job of cashier.

**According to the NOC, cashiers perform some or all of the following duties:**

- Establish or identify price of goods, services, or admission and tabulate bill using electronic or other cash register, optical price scanner, or other equipment
- Receive payment by cash, cheque, credit card, or automatic debit
- Wrap or place merchandise in bags
- Provide information to customers
- Calculate total payments received at the end of work shift and reconcile with total sales
- May accept reservations and take-out orders
- May also stock shelves and clean check-out counter area

The website also goes on to say that some secondary education is usually required, eligibility for bonding may be required, and cashiers working in a gambling casino may need a casino gaming license.
What skills will I learn in this manual?

Employers were asked what they felt were the most important skills for a cashier to know or have in order to do the job. The top eleven skills that employers said were most important are the ones that this manual will focus on. You’ll also learn where they fit into the Essential Skills list.

Employers listed the following skills as most important:

- Provide clear information
- Use appropriate vocabulary, language and tone
- Listen and understand information
- Work with technology
- Write messages and notes
- Prepare lists and schedules
- Verify calculations
- Handle money
- Read and follow instructions and directions
- Locate and read information on a computer
- Be on time

They also listed:
- Practice good hygiene
- Be friendly, helpful and efficient
- Operate a cash register

However, these three do not fall under our Literacy and Basic Skills mandate, so they will not be covered in depth.
Learning Activity 1-6 - What do you know already?
It's probably safe to say that you have had some contact with a cashier in your lifetime. In fact, you may have friends or family who are cashiers or you may have worked as a cashier yourself!

Below you will see the employer skill list. Beside each skill, write what you know about that skill and say why that skill is important for a cashier. Include one example.

Provide clear information: ________________________________________________
_______________________________________________________________________

Use appropriate vocabulary, language and tone: _____________________________
_______________________________________________________________________

Listen and understand information: _________________________________________
_______________________________________________________________________

Work with technology: ___________________________________________________
_______________________________________________________________________

Write messages and notes: _________________________________________________
_______________________________________________________________________

Prepare lists and schedules: ______________________________________________
_______________________________________________________________________
LBS LEVEL 3/4: Cashier

Introduction

Verify calculations: _____________________________________________________
_____________________________________________________________________

Handle money: _________________________________________________________
_____________________________________________________________________

Read and follow instructions and directions: _____________________________
_____________________________________________________________________

Locate and read information on a computer: _____________________________
_____________________________________________________________________

Be on time: __________________________________________________________
_____________________________________________________________________

Connecting to Workplaces:
Building Curricula for Validated Demonstrations

Literacy Network Northeast – 2006/07 | 15
Cashier: An Introduction – Learner Self-Assessment

When you have completed Cashier: An Introduction, assess your performance. Check yes or no in the boxes below. In the comments section, you can write down thoughts you have about the section.

I started this chapter on (date) _______________ and finished ______________.

<table>
<thead>
<tr>
<th>Cashier: An Introduction</th>
<th>☐ yes</th>
<th>☐ yes but I need more practice</th>
<th>☐ no</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a basic understanding of a cashier’s job description, including nature of the work, working conditions, training and advancement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am aware of cashier job titles.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
<tr>
<td>I am aware of the Essential Skills and know how to find the website to read more about them.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
</tbody>
</table>

Comments

_________________________________________________________________________

_________________________________________________________________________

Learner Evaluation and Feedback for Cashier: Introduction

1. Did you enjoy doing the learning activities in the introduction section?
   ☐ yes  ☐ no

2. How well do you think you did on these activities?
   ☐ very poorly  ☐ not that well  ☐ fairly well  ☐ very well

3. Were the instructions easy to follow?
   ☐ not at all  ☐ a little confusing  ☐ yes  ☐ I needed clarification
4. Do you think these learning activities are relevant to your goal of becoming a cashier?

☐ not at all  ☐ a little confusing  ☐ yes  ☐ I needed clarification

Comments (use blank sheet of paper if you need more room)
Chapter 1: Communication

In this chapter, you will learn about:

A. Providing clear information to customers and co-workers;
B. The importance of using appropriate vocabulary, language and tone;
C. Listening and understanding information.

A. Providing Clear Information to Customers and Co-workers

What do you think of when you hear the words – clear information? Flip back to Learning Activity 1-6 - What do you know already? The first blank asked you to write an example or explanation for “provide clear information”. What did you write? Copy it below:

________________________________________________________________________
________________________________________________________________________

Employers have identified this skill as being one of the most important to have in order to do the job of a cashier.

Cashiers work with people. They often sell products, in a grocery store or department store. Sometimes they sell a service such as a cashier in a garage or haircutting place. No matter what a cashier is selling, the important thing to remember is that cashiers sell to customers. Without customers to buy their product, they would be out of business.

Customers ARE your business!
CLEAR Information

What’s the difference between providing information and providing clear information?

Clear information means that you are taking the time to explain in a simple way, giving all the details needed.

How do you know you’ve given all the details?

Who?
What?
Where?
Why?
When?
How?

These are the ‘question words’. Most questions start with these words.

Providing clear information means giving all the information. When giving information, you need to answer the questions above.

For example:
Mary stops at the SuperSmart to buy some apples. She has her 4 year old son with her. He needs to use the washroom. Mary doesn’t know where it is so she asks John, a cashier in the store.

Mary: “Excuse me, can you tell me where the washroom is?”
John: “Back of the store.”

Did John answer the question? Yes. Did John clearly answer the question? No.

Where is the “back of the store”? Which direction is that from where they are standing? Is it beside a certain section of the store that might help Mary find the washroom faster? Is it at the back left hand side of the store or the back right hand side? Grocery stores are often large, with high shelves which makes it hard to even see where the “back” is located.
What could John have said to give clear information?

John: “Go to the end of this aisle. Turn left. Go all the way to the end. The washroom door is between the meat counter and the dairy section. There’s a sign above the entry way. There’s a buzzer beside the door. Push that and someone will come and open the door.”

As an employee of the store, it’s up to you to provide the best possible answer to the customer’s question.

How do you do that? How do you know you’ve provided clear information?

Think back to the list of question words. When answering a customer’s question, mentally go through this list to see if you are providing all the information that the customer needs. You might not need a particular question answered. That’s ok, just skip over it.

Who? A mother and child.
What? Washroom.
Where? Back of the store.
Why? Not needed.
When? Now.
How? This question can be expanded on a lot to answer the question. How do they get there? How do they know they have the right door? How do they get into the locked washroom?

When you give clear information to a customer, you make the store and your employer look good. Your employer will like that!
Learning Activity 1-7 - Clear or Not Clear?
Check whether you think the information below is given in a clear manner or not.

Customer:  “When will you be getting more lean ground beef?”
Cashier:   “Next week.”

☐ clear      ☐ not clear

If not clear, re-write the cashier’s response in a clearer manner, providing all the information you think the customer might need. Use your imagination.

_________________________________________________________________________
_________________________________________________________________________

Customer:  “What is your return policy?”
Cashier:   “You can’t get your money back.”

☐ clear      ☐ not clear

If not clear, re-write the cashier’s response in a clearer manner, providing all the information you think the customer might need. Use your imagination.

_________________________________________________________________________
_________________________________________________________________________

Customer:  “What are your store hours?”
Cashier:   “We’re open till 9:00.”

☐ clear      ☐ not clear

If not clear, re-write the cashier’s response in a clearer manner, providing all the information you think the customer might need. Use your imagination.

_________________________________________________________________________
_________________________________________________________________________
Learning Activity 1-8 - DISCUSSION
Discuss the previous examples with your instructor or classmates. Share why you think each example is either “clear” or “not clear”. Include the following in your discussion: How interested does the cashier sound? What could the cashier have said that would make the answer more clear?

Your job is to make the customer feel welcome and appreciated. When they ask you where the apples are, you need to tell them clearly so that they find them easily. A customer who feels unappreciated or who can’t find an item often leaves the store without buying anything. That is not good for business.

Essential Skills – Oral Communication

According to the Essential Skills, cashiers:

- may take phone messages and may use an intercom to page co-workers
- may take orders for food or stock from customers
- may speak with suppliers to receive information about products
- tell customers the total of their bill
- respond to questions about products, services, their bill, hours of operation, or where particular products or services can be found
- inform the supervisor of problems such as running short of change and discuss how the shift is going
- talk to co-workers to request and provide information on prices, codes, or procedures and to co-ordinate work and schedules
- may give customers unwelcome information such as: their cheque will not be accepted, their credit-card transaction was not approved, a requested item is out of stock, or a refund will not be issued

You can see from the list that cashiers must communicate with customers and co-workers on a daily basis. There is ample opportunity for something to “go wrong”. That’s why it’s important to always be aware of how you are communicating. Sometimes, you might have a bad day and the last thing you want to do is patiently explain to a customer why the shipment of 10 litre boxes of detergent is late, but that’s your job. If you find yourself falling into a rut of only providing basic information, stop, take a deep
breath, and start again. We communicate with people all the time, whether or not we are working as cashiers. This makes it easier for you to practice providing clear information. When you speak with your friends or family, remember what you’ve read about clear information and use it. This skill will certainly be useful in your everyday life too!
Chapter 1: Communication

B. Using Appropriate Vocabulary, Language, and Tone

Essential Skills
Using Appropriate Vocabulary, Language and Tone would support the skills listed under Oral Communication, Document Use, and Writing.

Learning Activity 1-9 - Vocabulary, Language, Tone
When you think of cashiers and communication, what do you think the following words mean? How do they relate to a cashier?

Vocabulary ____________________________________________________________

Language ______________________________________________________________

Tone ___________________________________________________________________

It is not enough that when we talk to customers, we provide clear information. We need to think about what words we are using and how we are saying those words.

Vocabulary

A vocabulary is a group of words making up a language. Often certain jobs or careers have specific vocabularies. For example, in the last section we read about the word “till”. We know that a till is the money that a cashier works a shift with. If you overheard a person on the street saying, “My till was short $25”, you could safely guess that he was a cashier of some sort. Cashiers use tills. The word till, is part of a cashier’s vocabulary. UPC is another word that cashiers use.
Learning Activity 1-10 - Vocabulary
Can you think of other vocabulary words that a cashier would use? List them below.

________________________________

________________________________

________________________________

________________________________

________________________________

________________________________

________________________________

________________________________

________________________________
Learning Activity 1-11 - DISCUSSION

Share your vocabulary words with your class or instructor. Talk about their definitions. In the spaces below, write all the vocabulary words and a quick definition. If necessary, use a dictionary or the Internet to find the meaning.

The more familiar you are with the vocabulary of a job, the better prepared you will be to do the work. As you become familiar with the language of a cashier, you will also be learning more about the job itself.

<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Jargon

You might hear other names for “vocabulary” such as jargon, acronym or terms. An acronym is a ‘short form’ where the first letter of each word is used. For example:

UPC is an acronym for Universal Product Code.
POS stands for Point Of Sale (or Service). That’s another word for a debit machine.
PLU means Product Look-Up Code.

What if you come across a word you don’t understand?

If you are working as a cashier and hear or read a work term that you don’t understand, your best bet is to ask a co-worker, supervisor or a manager. If you are a new employee, there will probably be a lot of words and acronyms that you don’t know. It’s fine to ask for clarification, because you need to know.

Language

Slang

Slang is a term used to describe words that are used in place of standard words. For example: ‘cool’ is used instead of ‘that’s great’, ‘neat’ or ‘wonderful’. Although it is pretty widely accepted today, it still isn’t always appropriate to use in a business setting. Years ago, it was a very unwelcome word. In the 1960’s, teenagers started using the term ‘groovy’. Their parents had no idea what it meant! It was a whole new word. There are many examples of slang.

Here are a few more common ones:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s up?</td>
<td>Awesome!</td>
</tr>
<tr>
<td>Yo!</td>
<td>Later</td>
</tr>
<tr>
<td>Huh?</td>
<td>You’re</td>
</tr>
<tr>
<td>Uh-huh</td>
<td></td>
</tr>
</tbody>
</table>

While these terms are fine to use in your everyday life, they are not very appropriate in the world of business. Of course, not all workplaces are as strict. Listen to how your manager and co-workers speak to hear what is acceptable. If you are unsure, it is best to be safe and not use slang. Customers are often put off by slang terms. It could affect how they feel about the store, which isn’t good!
Swearing

Of course it goes without saying that using swear words would not be welcome in most stores, and could possibly get you fired!

Words of Endearment

Endearment means showing affection. An endearment word would be “hun” or “sweetie”, etc. These words should be kept for people you know well, not your customers. Using one of these words can be seen as inappropriate because it shows familiarity with people you are not familiar with. To some people, it sounds fake or phony. To others, it makes them feel like you are “talking down to them”, like you might to a child.

Terms of endearment to avoid:

- hun
- honey
- deer
- babe
- darlin’
- sweetie
- sugardear
- ma’am (Some people are not offended by this, but rather see it as a sign of respect.)

Personal Conversations

It’s always nice to work with people that you get along with and enjoy. You may end up spending more time with your co-workers than with your family and friends. You might start to share personal information with them, tell them about your weekend fun, etc. These relationships are important, but always remember that there are other people around listening to your conversations. It is inappropriate to have personal conversations within earshot of customers. Friends and family may come into the store, but while you are working, it is also inappropriate to have personal conversations with them.

Examples:

“I was shopping in my local grocery store when I overheard two staff members who were stocking shelves talking about their previous nights exploits. Both the content of the conversation and the language they used were offensive to me and made me uncomfortable. If it hadn’t been my local grocery store, I might not have shopped there again.” - Linda
“I went for lunch at a local restaurant. The waitress was waiting on the table beside me. It became clear that the waitress and the people at the table were friends. The waitress started talking about a customer she’d just had. She was shocked when the mother had let her child order 2 pieces of pie for dessert. She told her friends in a loud voice, that when she had kids, she’d never be irresponsible like that! It annoyed me that the waitress was talking so rudely about the mother. She was very judgmental. I bet she didn’t have a problem taking her tip money though”: - Sally

Tone

Your tone of voice refers to how your voice sounds: positive or negative. If your tone is soft and gentle and pleasant, the customer will feel welcome. If your voice is angry, annoyed, or unpleasant, the customer will hear it loud and clear!

If a customer become angry or annoyed, it is important that your tone not reflect your emotions. You might think that she is being unreasonable, but try to control your emotions. Don’t let your annoyance show in your voice.

Speaking

(Adapted from source: Customer Service, “It’s more than just “Thank you. Come again.” © Literacy Link Eastern Ontario (LLEO), Telephone: (613) 389-5307)

Be Courteous and Pleasant

This seems that it should almost go without saying, but to be sure that you are being courteous and pleasant; listen to your voice as you are speaking. Do you sound friendly? Try smiling. It makes you look and sound interested.

“A smile on your face, is a smile in your voice!”
Use an Appropriate Volume

Keep your volume at an appropriate level. Speak so that the customer in front of you can hear you, but not so that a customer 5 aisles away hears you. If the customer has a hearing problem, raising your voice may help and would be appropriate. For the most part, you don’t want people across the room to hear your conversation word for word! Speak at a normal volume, in a clear voice. If you suspect that the customer may not be able to hear you, ask if they would like you to speak a little more loudly.

“Would you like me to speak up a bit Mrs. Jones?”
Use a Moderate Rate of Speed

Being a cashier means that you probably will be repeating the same information many times a day. It might become second nature, and you might be able to do it without really thinking about it. The problem with this is that we tend to speed up when we are reeling off information that we know so well. We must remember that even if this is the tenth customer today who has asked the store hours of operation, it is the first time that the caller is hearing it.

“We are open from 9-5 every weekday and 9-9 on Saturdays.” is not helpful or sending a positive image of your company.

Nervousness can also lead to speaking quickly. Some people get nervous talking to customers and just want to get it over with faster. To help relieve this, take a deep, calming breath before answering the phone, and then at a moderate rate of speed (normal to slow), answer the question.

If you are in the middle of a conversation and you realize that you have been speaking quite quickly, ask the customer if he needs any of the information repeated or clarified, or if he has any questions. Then repeat the information more slowly.

Practice this with a friend or co-worker. Often we cannot judge our own rate of speech. You want to speak slowly enough so that the caller understands you, but not so slow that it makes it hard to listen to.

Pause When Giving Information

If you are giving information that the customer may want to write down, pause after each section. Allow them time to process the information and ask questions.

Inflection

INFLECTION: letting your voice rise and fall naturally.

Inflection means letting your voice rise and fall naturally. For example, when you ask a question, your voice rises at the end.
“Would you like me to gift wrap that for you?”

Some people have learned a particular speech pattern where their inflection rises at the end of every sentence, even if it’s not a question. A lot of people find this particular speech pattern difficult to listen to and off putting. If you have this pattern, you may want to practice speaking without it. With concentrated effort, you can learn a new speech pattern.

**Emphasize Words**

Choose important words or phrases to emphasize.

“This particular model is very economical. It has a built in feature that measures and records the water levels needed. It also has a memory sensor that will allow it to repeat these water levels. This saves you both time and money. This feature is only available in this model. No other company has this new technology.”

**Keep Your Pitch Low**

If you speak in a high pitched voice, you may want to make a concentrated effort to speak in a lower pitch, as this is more pleasant.

**Speak in a Calm Voice**

REMAIN CALM! No matter what the situation. If you become upset or anxious and it shows in your voice, no one will be able to understand you, and you will lose the confidence of those around you. Remember that you are the professional and you must remain calm even if the customer doesn’t do the same!
Learning Activity 1-12 - Practice Makes Perfect

Work with a partner or your instructor. Write and verbally demonstrate a correct and incorrect example of each speaking skill.

For example:

Be Courteous and Pleasant

Correct: (smile) Thank you. Enjoy the rest of your day!

Incorrect: (look disgusted) Are you going to buy that top? I hate sequins!

Be Courteous and Pleasant

Correct: ______________________________________________________________

Incorrect: ______________________________________________________________

Use an Appropriate Volume

Correct: ______________________________________________________________

Incorrect: ______________________________________________________________

Use a Moderate Rate of Speed

Correct: ______________________________________________________________

Incorrect: ______________________________________________________________

Pause when Giving Information

Correct: ______________________________________________________________

Incorrect: ______________________________________________________________
**Inflection**

Correct: ______________________________________________________________

Incorrect: _____________________________________________________________

**Emphasize Words**

Correct: ______________________________________________________________

Incorrect: _____________________________________________________________

**Speak in a Calm Voice**

Correct: ______________________________________________________________

Incorrect: _____________________________________________________________

**Keep Your Pitch Low**

Correct: ______________________________________________________________

Incorrect: _____________________________________________________________
Speaking Tips
(Source: Food Processing Labourer, Essential Skills Training, © Literacy Link Eastern Ontario (LLEO), Telephone: (613) 389-5307)

1. Speak slowly so that people can understand. When people are nervous, they tend to talk faster. Keep this in mind and slow down. When people talk fast, their words tend to slide together and it is hard to understand.

2. Speak clearly. Sound out each syllable. This is called enunciating. Say the word ‘enunciate’. E / nun / ci / ate. When you say each syllable clearly, you are enunciating.

3. Make eye contact when you are speaking. When people don’t make eye contact, they don’t project their voice. When you make eye contact with someone, they tend to listen better.

4. If you are giving instructions, don’t give a lot of information at once. Pause to let the person take in the information and ask questions if they need to.

5. Keep breathing. Breathing is the best way to ease tension and relax. When you pause while speaking, take a deep breath. When we are nervous, we sometimes forget to breathe. This makes our bodies tense, which doesn’t help us relax. A deep breath has a calming effect.
Chapter 1: Communication

C. Listening and Understanding Information

Essential Skills
Listening and Understanding Information would support the skills listed under Oral Communication, Finding Information, Significant Use of Memory, Problem Solving, Decision Making, and Critical Thinking.

What’s the difference between hearing and listening? If you hear something, your brain takes in that there is a noise. If you are listening, your brain takes in what it is hearing and processes it. If it is words that you are listening to, your brain processes them so that they make sense to you.

Let’s say you are working in a store as a cashier. It isn’t very busy, so the supervisor asks you to re-stock the shelves. You are working in an aisle far away from the checkout area. Suddenly, it gets very busy, with customers lined up waiting to pay for their items. The cashier pages you over the intercom. “Susan, to the front. Susan to the front please.” You hear the intercom, but you didn’t “listen” to it. You didn’t process that the cashier at the checkout needs you to help. After a few minutes, your supervisor comes up to you and she seems angry.

Learning Activity 1-13 - Listening

1. Why do you think the supervisor is angry?

______________________________________________________________________

______________________________________________________________________
2. How do you think the cashier at the front was feeling from the time she paged you until the time the supervisor came and got you?

______________________________________________________________________
______________________________________________________________________

What are some other examples of how a cashier needs to listen at work?

Listening to Supervisors

Often you will need to listen to a supervisor or boss. They are the ones who will tell you if policies or procedures have changed, if they want you to improve on something, or if they want you to do something out of your normal job tasks (i.e. stock the new hairspray behind the old ones so that the old ones sell first). It’s important to ask questions if you don’t understand; ask for clarification. If they give you a list of things, write them down. If a supervisor tells you 10 things to do on a shift, you might ask about priority. That means which is the most important and should be done first.

Listening During Training

When you first start a new cashier job, there will usually be a training session. Depending on where you are working, the training could last one day or several days. You might also be put on a trial period, or probationary period. During training and probation, it is especially important to listen closely, because you are being trained to do the job. Trainers and employers might expect you to ask questions. Asking questions means that you are listening to what they are saying, processing it and thinking about it. That’s what they want you to do.
Listening with Interest to Customers

Customers want to feel that you, as a representative of the company, are interested in them. Giving one word answers to customers is not the way to do that.

Customer: “How are you?”
Cashier: “Fine”

How interested does the cashier sound? Not very!

Customer: “How are you?”
Cashier: “I’m doing great. How are you today?”

Making customers feel welcome is not hard work. Smile. Make eye contact. These actions are two of the most important things you can do as a cashier.

Taking Orders Over the Phone or in Person

Depending on where you are working, you may be required to take orders from customers, either on the telephone or in person. You will need to fill in forms, using the information that the customer provides. It’s important to listen carefully so you don’t copy down the wrong information. Once you have written all of the information, it’s important to read it back to the customer and have him/her confirm the order.

Cashier: “You want a large pizza, with pepperoni, mushroom, and onion only on half.”
Customer: “That’s right.”

Don’t be afraid to ask a customer to repeat something or slow down. The important thing is that you get the right information. There is a right way and a wrong way to do that.

Cashier: “Whoa cowboy! Slow down, I’m not a speed writer!”
Cashier: “Sorry sir. Could you repeat that a little slower so that I get the correct spelling? Thanks.”
If you guessed that the first example is the wrong one, you’re right! It is very disrespectful to the customer.

**Listening at Staff Meetings**

Many businesses have regular staff meetings. That’s where the employer or supervisors meet with the whole staff. This is done to keep the staff up to date on important information, health & safety issues, new regulations, changes in policy or procedures, to introduce new supervisors or management, to allow staff to discuss problems or ideas, etc.

It is important to listen to what is being discussed. It directly affects you. If you don’t listen at the meeting where you are told to not wear shorts to work and you show up for your next shift in shorts, your supervisor is not going to be happy with you.
Learning Activity 1-14 - Video Clip

In this learning activity, you will be watching a video clip. The clip is located on the Cashier Training CD. Ask your instructor for access to the CD. You will find the video clip in a folder called: VIDEO CLIPS.

Watch the clip called: Video 1 Listening
Only watch the video once. Listen to what is being said.

Your name is Kayla. You work at The Produce Pit. Just before your boss leaves on holidays, she calls the staff together for an impromptu staff meeting.

Answer the following questions.

1. How long is your boss going on holidays for? __________________________

2. What is the date of her return? _______________________________________

3. When will the new schedule be posted? _______________________________

4. What happens the day your boss returns from holidays? ______________
   ____________________________________________________________________

5. How are you supposed to prepare for it? ______________________________
   ____________________________________________________________________

6. Did you have problems remembering the information? ________________
   ____________________________________________________________________

Part of listening, is remembering. If you are being given details that you need to remember, but you worry that you might forget, write the information down. Carry a small notebook in your pocket.

As well, in a staff meeting such as this, you are hearing information that isn’t relevant to you. You don’t need to know other people’s schedules, so learning to filter out information is a great skill to learn.
Handling Complaints

Part of your job as a cashier, might be to handle customer complaints. You will likely have policies and procedures to follow when handling official complaints, forms to fill in, etc. It’s important to listen closely to the customers and understand what they are complaining about. You may have to explain the situation to another staff person, or write the complaint down on a form. You want to be sure to get the correct information.

Some customers who have complaints will be very pleasant and just fill in the appropriate forms, accept a refund, or make an exchange. They will not be angry or upset.

However, other customers who have complaints will be angry, annoyed, or disappointed. There are several things you can do to handle a difficult customer.

7 Steps to Handling a Difficult Customer
(Adapted from source: Customer Service, “It’s more than just “Thank you. Come again.” © Literacy Link Eastern Ontario (LLEO), Telephone: (613) 389-5307)

1. Remain Calm

Do not react with anger or sarcasm, even if that is what you are getting from the customer. Stay professional. They may be complaining about a product or service, but know that by staying calm you aren’t giving them something else to complain about.

If you are finding yourself getting frustrated or angry, excuse yourself and take a few moments to calm down. When excusing yourself, do it in a way that shows your interest in serving the customer.

“Excuse me a moment while I check the policy on this.”
“I would like to get my supervisor’s opinion on this.”
“I need to verify some information in the file.”
2. **Allow the Customer to Express Their Concern**

We all know what it’s like to have a product not live up to a claim, break, or have the service we’ve paid for be disappointing. We can all empathize with a complaining customer.

Until a customer has had a chance to express their concern, there is no point in interrupting. They won’t hear you anyway. Let them get what they want off their chest and listen for key points in what they are saying. Keep eye contact with the customer.

3. **Show you Understand**

Acknowledge the customer’s emotions.

“I understand that you are angry. I can see how it would be frustrating.”

4. **Restate the Problem**

After the customer has described their concerns, restate the problem. It could be that you have interpreted the situation quite differently from the customer.

“So, the melons you bought were rotten inside when you cut them open?”

5. **Find Agreement - Get on Their Side**

“Yes, I can see that’s a problem. Let’s see if we can fix it.”

6. **Gently Confront**

If you know it, say the person’s name at the beginning of your sentence. Most people listen when they hear their own names. Ask them nicely to let you help them. Use Mr., Mrs., or Ms. rather than a first name.
7. **Transfer or Delay the Customer**

Sometimes you can’t do anything to calm a customer down. If this is the case, it’s time to call in your supervisor. Be sure to provide all the details to the supervisor, so that the customer doesn’t have to repeat the problem again. To an angry person, having to repeat the problem to several different people is very frustrating. Often all it takes is a fresh face saying the same things you have already stated.
Learning Activity 1-15 - Difficult Customer
You are working as a cashier at a department store. An angry customer approaches you and says they want their money back on an item they bought the other day. You explain that returns are handled at the Customer Service desk in the corner. The customer looks over and sees a line up, which angers him even more. What do you do?

Give three possible ways to handle the situation.

1. ___________________________________________________________________
2. ___________________________________________________________________
3. ___________________________________________________________________

Learning Activity 1-16 - Video Clip
In this learning activity, you will be watching a video clip. The clip is located on the Cashier Training CD. Ask your instructor for access to the CD. You will find the video clip in a folder called: VIDEO CLIPS.

Watch the clip called: Video 2 Angry Customer
Answer the following questions.

1. List at least 5 things that the cashier did to make the situation worse.

   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

Now, what would you have done to handle the situation better than the cashier in the video did? List your ideas below.

   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
Chapter 1: Communication - Learner Self-Assessment

When you have completed *Chapter 1: Communication*, assess your performance. Check yes or no in the boxes below. In the comments section, you can write down thoughts you have about the chapter.

I started this chapter on (date) _______________ and finished ______________.

### A) Providing clear information to customers and co-workers

<table>
<thead>
<tr>
<th>Task</th>
<th>Yes</th>
<th>Yes but I need more practice</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know the difference between providing information and providing clear information.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
<tr>
<td>I know how and why to give details when giving information.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
<tr>
<td>I am aware of the Essential Skills under Oral Communication for a cashier.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
</tbody>
</table>

### B) Using appropriate vocabulary, language, and tone

<table>
<thead>
<tr>
<th>Task</th>
<th>Yes</th>
<th>Yes but I need more practice</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand that cashiers have a vocabulary of words and jargon that are specific to the job.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
<tr>
<td>I know what to do when I hear the words I don’t understand.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
<tr>
<td>I am aware of how slang, swearing, words of endearment, personal conversations, and tone are not welcome in the workplace.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
<tr>
<td>I try to make my voice sound friendly.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
<tr>
<td>I am aware of the volume of my voice.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
<tr>
<td>I speak at a moderate rate of speed.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
<tr>
<td>I pause when giving information.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
<tr>
<td>I understand what inflection means and how important it is when speaking.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
<tr>
<td></td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>-------</td>
<td>--------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>I know that emphasizing words points out important phrases.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am aware of the pitch of my voice.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand the importance of remaining calm when dealing with customers.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### C) Listening and understanding information

<table>
<thead>
<tr>
<th></th>
<th>☐ yes</th>
<th>☐ yes but I need more practice</th>
<th>☐ no</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the difference between hearing and listening.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand why listening is important at work in all situations, including listening to supervisors, during training, at staff meetings, listening with interest to customers, and taking orders over the telephone.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am confident I have the skills to be able to deal with angry customers.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments (use a blank sheet of paper if you need more room)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Learner Evaluation and Feedback for Chapter 1 - Communication

1. Did you enjoy doing the learning activities in Chapter 1?
   - [ ] yes  [ ] no

2. How well do you think you did on these activities?
   - [ ] very poorly  [ ] not that well  [ ] fairly well  [ ] very well

3. Were the instructions easy to follow?
   - [ ] not at all  [ ] a little confusing  [ ] yes  [ ] I needed clarification

4. Do you think these learning activities are relevant to your goal of becoming a cashier?
   - [ ] yes  [ ] no  [ ] not sure

Comments (use blank sheet of paper if you need more room)

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Chapter 1: Communication – Skills Checklist

The skills surrounding communication are very important when working as a cashier; however, they are skills that are transferable. That means that you can take what you have learned and apply it to other jobs, or even to your own personal life.

For example, now that you have learned these skills you could apply them to:

- Giving instructions to a babysitter
- Making a 911 call
- Taking a phone message
- Working as a receptionist
- Working in a call centre
- Giving instructions to someone
- Receiving instructions from someone
- Taking part in an interview with your child’s teacher
- Talking to your doctor
- Calling for information

These communication skills will work anywhere and anytime. Improving your communications skills can only help you in your work and personal life.

Think about how you might use the skills you’ve learned in Chapter 1: Communication. Write them below.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Chapter 2: Writing Skills

In this chapter, you will learn about:

A) Working with technology  
B) Writing messages and notes  
C) Preparing lists and schedules

A Few Notes on Writing

As we learned in Chapter 1, communicating is very important whether we are communicating with a customer, a co-worker, a supervisor, or an employer. Sometimes you will need to communicate through writing. You will need to write messages or notes and just like in Chapter 1, the information needs to be clear!

To write clear messages and notes, you need to:

• Write or print neatly
• Include all the necessary information

Write or Print Neatly

Learning Activity 2-1 - Can you read this?
Why do you think it’s important to write or print neatly?

What if the note on page 51 was left for you by the cashier who worked the shift before you? It’s hard to read, isn’t it? If you can’t read it, then you can’t follow the instructions.
What do you think the note says? _______________________________________
_________________________________________________________________________

It’s Important!

As you can see, writing and printing clearly is important. It is as **important as the message itself**, because if the reader can’t understand what you have written, it has the same result as not passing along the message in the first place!

But My Writing is Horrible!

Some people have better handwriting than others. Odds are you know whether or not your writing is hard to read. If you have bad handwriting, consider printing. The important thing is that the information is put on paper in a way that others can read. They won’t care if it is printed instead of written, but they will certainly care if they can’t read it! Your boss will care too!

Include All the Necessary Information

Cashiers may have to take phone messages, write messages from customers, write notes to other staff, fill in forms, write out invoices, fill in gift certificates, etc. It is important to collect all the needed information and to write all the information down.

Collect the Information

Collecting information is important. There are all kinds of pieces of information you might need to collect. It’s very important to make sure you are collecting all the information you need and then record all of that information.

*For example:* A customer returns a coffee maker and says it sprays hot water out the top. You give him a refund. He leaves. You put the coffeemaker under the counter, without a note on it to explain the problem. You leave at the end of your shift. The cashier who replaces you sees a coffee maker under
the counter. There is no note on it explaining why it is there. You’ve created more work for someone else on staff because now they have to track down the problem. You collected the information, but you didn’t write it down.

**OR**

You might put it under the counter with a note that says “customer returned” but say nothing about the spraying water. If you don’t record all the information, a new cashier might return it to the shelf only to have another customer buy it. That customer will have to return it as well, and could get injured by the hot water spraying out the top. You collected the information but only wrote down part of it. You left out important information.

**Spelling**

Spelling, while not vital to the success of a cashier, is still important. If you are writing a message and having difficulty spelling certain words, write it out so that you will understand it and then go and have a co-worker help you spell the words you stumbled on.

If you are writing something that a customer will read, have a co-worker double check your spelling before the customer sees it. If you are not sure how to spell a word, ask a co-worker. It’s best not to do that in front of a customer.

You might consider buying a small, pocket dictionary to keep with you. Use it when you are unsure of how to spell certain words.

**Listening**

Listening is an important skill as well. Often when we have to take notes, messages, or fill in forms, we are listening to someone give us information. Focus on what the speaker is saying. Ask for clarification or for something to be repeated if necessary. You might also need to ask someone to slow down while speaking so that you can write down all the information. It’s important that when you are listening to pay attention to the customer. If you are preoccupied by something else, odds are you won’t take down all the information.
“You’re Not Listening!”
(Source: Essential Skills Curricula: Food Processing Labourer © Literacy Link Eastern Ontario (LLEO), Telephone: (613) 389-5307)

There are many reasons why we don’t listen well. These are called barriers. Some barriers to good listening include:

- Noise
- Tiredness
- Not understanding information
- Distraction by other things in the room or your inner thought
- Poor room set up
- Boredom
- Being too far away from speaker

Listen Up! Want to improve your listening skills?
(Source: Essential Skills Curricula: Food Processing Labourer © Literacy Link Eastern Ontario (LLEO), Telephone: (613) 389-5307)

1. Concentrate on the information. Try to not let your mind wander.

2. Take notes to help you remember.

3. Ask questions to clarify the information.

4. Ask for information to be repeated. Don’t wait until the speaker is done talking to tell them that you haven’t understood anything they said.

5. Don’t assume that you know what a speaker will say. Often when we assume, we are wrong.

6. Listen for key words that tell you who, what, where, when, why, and how.

Learning Activity 2-2 - DISCUSSION
Discuss with your group or instructor the importance of listening for the purpose of later writing down information. What could go wrong if a cashier has poor listening skills?
Chapter 2: Writing Skills

A) Working with Technology

<table>
<thead>
<tr>
<th>Essential Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>The information under the unit Working with Technology falls under Writing, Document Use, Reading, Computer Use, Oral Communication, Working with Others, Problem Solving, Decision Making and Finding Information.</td>
</tr>
</tbody>
</table>

Working with technology in terms of writing, involves several things. As a cashier, you might be required to:
- Write using a computer
- Use inventory lists
- Fill in forms

The forms you fill in might be for such reasons as:
- Writing handwritten invoices
- Taking orders
- Filling in gift certificates
- Processing item returns and exchanges
- Filling in rain check forms

Write Using a Computer

Some businesses have computerized cash registers. You may be required to use one. You will be trained on how to use it, as each system is a little different. Having some basic computer skills would certainly help pick it up faster. Using a mouse and the tab button are important, as is using a keyboard. You might also be required to fill in forms or do some writing on the computer. For example, you might be required to fill in a rain check form or type in a name or address. Double check your spelling. Make sure you fill in all the areas. These areas are sometimes called fields. If you click inside one field, you can sometimes use a TAB button to move through the fields.
Learning Activity 2-3 - Hotmail
Hotmail is a free internet mail service. It’s also a great way to practice filling in fields. Go to www.hotmail.com. Click on SIGN UP, then click on GET IT FREE. The new page will be titled “Sign up for Windows Live”. This page contains fields that need to be filled in, in order to sign up for an account. Practice filling in these fields. Ask a fellow student or your instructor to work with you. You read from the web page, your helper supplies the information, and you type it in. Click BACK and then FORWARD to start again. Note: Do not click I ACCEPT at the bottom of the “Sign up for Windows Live”.

Some businesses have their stock listed on the computer. You might be required to search the database for an item. Using a search button, you may have to write in the item name or product number. The computer systems will differ from store to store.

Learning Activity 2-4 - Chapters Website
Chapters bookstore has a website where customers can search for books and order them. Go to www.chapters.ca. The Chapters website allows customers to search for books by: title, author, ISBN or UPC number, editor, and published by.

Near the top of the web page you will see the word SEARCH. Beside the word search is a drop down box that lists: In books, In music, In DVD, In gifts, In bargain, In iPod, Search all. Use this search tool to find the following and answer the questions.

1. Search for The Giving Tree. What is the lowest list price for a hardcover edition?

2. Who wrote the book I Know Why The Caged Bird Sings?

3. What book has the ISBN 0060817089?

___________________________________________________________________

Click on BOOKS ADVANCED SEARCH. Type all of the following information into the advanced search fields.

ISBN: 0385660073
Published by: Doubleday Canada
Author: Khaled Hosseini
Title: The Kite Runner

Once they are filled in, click SEARCH. Answer the following question.

5. How many pages does this book have? _____________________________

Learning Activity 2-5 - Canadian Tire Website

Go to www.canadiantire.ca.
Search for “handsaw”.
Find the handsaw that has the following product number:
57-7437-6
Click on the saw.

What is the name of the saw? ____________________________________
Print the page that has the saw on it.

Check IN STORE AVAILABILITY using the CHECK STORE INVENTORY button.

Using your postal code, find the store nearest you. Find out if this saw is available or whether it has to be special ordered.

Is this saw available in the Canadian Tire store nearest you? ___________
Using Inventory Lists

Inventory lists are sometimes used by businesses to keep track of inventory. For example, if you are a cashier in an ice cream parlour, you would use a lot of ice cream cones. The owner of the shop would need to know every time you open a new box of cones. You might be required to check off on a list when you open a box. Failure to do so could be disastrous for the store. Imagine a hungry mob of ice cream seekers pounding on your door and you, standing there, afraid to let them in because you don’t have any ice cream cones! That’s an extreme example but inventory is something that needs to be kept track of and if you don’t work at it, you could easily lose track of what you have and what you don’t have. It’s an important part of the job and must be taken seriously.

Filling in Forms

Forms are used to make recording information easier. Forms have blank spaces that need to be filled in. Once you have filled in all the areas, you know that you have all the information you need. Forms help people so that they don’t forget important information. As we discussed at the beginning of the chapter, neatness is always very important.

Tips for Filling in Forms

• Answer all the questions. Fill in all the blanks. If something doesn’t apply, write **N/A**. This stands for **not applicable**.

• Do not use blotchy pens.

• Do not use pencils unless you are specifically told to use one. Pencils are harder to read and can smudge and fade over time.

• Do not cross out if you can help it. If you have to cross out, make sure that what you write in place of the crossed out information is readable.

• If there are instructions on the form, follow them.
Learning Activity 2-6 - Fill in the Blanks
Brainstorm either on your own or with your group. What information might you need to collect on forms when you are working as a cashier? Write your ideas below.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
What are the blanks?

Depending on the form you are using, you might need to collect or write down all or some of the following:

- Name
- Date
- Address
- Telephone
- E-mail
- Product code
- Price
- Quantity
- Reason for return
- Expiry date
- License number
- License plate number
- Credit card number
- Proof of age
- Student ID number
- Band card number (for native Canadians)
- Order number
- Payment made / paid in full
- Account number
- Signature

Double check spelling, numbers, and information when you collect this information. Read it back to the customer if necessary.
Learning Activity 2-7 - Forms

Work with a partner. Your partner will be given an information sheet by your instructor that contains their “personal information” (i.e. fake name, address, telephone, etc.) for this activity.

Role play that you are a cashier and your partner is a customer. You are required to fill in the following form. Your partner will use their personal information sheet to provide you with names and numbers etc. Ask for the required information from your partner and then fill in the form.

Don’t forget! Verify spelling. Write neatly. Once you have completed the form, switch and allow your partner to be the cashier and take down your information.

Note: This is not an authentic document used in stores, but rather one that encompasses as much of the information areas as possible.
## Form 23-A

<table>
<thead>
<tr>
<th>Account#</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Mailing Address</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Postal Code</th>
<th>Area Code</th>
<th>Telephone</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>E-mail address</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Product Code</th>
<th>Quantity</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Please state the reason for returning the item:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name on card</th>
<th>Credit Card #</th>
<th>Expiry Date (mm/year)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Card type:</th>
<th>Visa</th>
<th>Mastercard</th>
<th>American Express</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>License Number</th>
<th>License Plate Number</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Customer Signature</th>
<th>Staff Initials</th>
</tr>
</thead>
</table>
Forms at Work

Handwritten Invoices

An invoice is a form used by a business and given to the customer. Often invoices are not paid in advance, but rather come in the mail and payment is due upon receiving the invoice. Another name for an invoice is bill. Invoices can be done on the computer or by hand, depending on the employer. Invoice systems vary from business to business.

Sample invoice:

<table>
<thead>
<tr>
<th>ITEM</th>
<th>Order</th>
<th>Ship</th>
<th>Description</th>
<th>Price</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>K2938</td>
<td>1</td>
<td>1</td>
<td>Book</td>
<td>$35.99</td>
<td>$35.99</td>
</tr>
<tr>
<td>LR948</td>
<td>3</td>
<td>3</td>
<td>DVD</td>
<td>$10.00</td>
<td>$30.00</td>
</tr>
</tbody>
</table>

Sold To: Judy Smith
39 Little Lane
City, Province
JYF 889

Ship To: Kim Smith
857 Toad Street
City, Province
JYF 889

Date: 3/28/2006

Invoice Number: 84847
John's Business
1432 Main St.
City, Ontario
R9S 7J3

Payment due upon receipt. Thank you for your business!
Learning Activity 2-8 - Invoices
Use the information below to fill in the following invoice. You will be marked on neatness, accuracy, and readability.

Invoice #546862
Date: May 6, 2006
Sold to: Ekim Mann
3859 Stone’s Throw Way
City, Province
Canada
T9L 3F7

Ship to: Darla McKinney
48 Main Street, Unit #1340
Town, Province
Canada
R9K 2D0

Items ordered:
F4948 ordered 1, shipped 1, candle, $2.99
G38347 ordered 10, shipped 8, rings, $54.99
Q84 ordered 4, shipped 1, necklaces, $14.00

Figure out the amounts and the total owing from the information provided. Use the GST and your PST (provincial sales tax) if required.

---

Invoice

Sold To: ____________________________
Ship To: ____________________________

<table>
<thead>
<tr>
<th>ITEM</th>
<th>Order</th>
<th>Ship</th>
<th>Description</th>
<th>Price</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total $ ____________________________

GST $ ____________________________
PST $ ____________________________

Total Owing: $ ____________________________

Payment due upon receipt. Thank you for your business!
Taking Orders

You might be required to take orders, either in person or over the phone. The forms used to take the orders will vary from business to business depending on what is being ordered.

If you work as a cashier in a pizza place, the order will contain information such as:

- pizza size (small, medium, large, extra large)
- type of pizza (cheese, pepperoni, deluxe, Hawaiian)
- extra toppings (olives, ham, bacon, mushrooms)

You might work at a place that requires you to take orders by product codes. These are codes that are assigned to a particular item. For example, automotive parts are often ordered by code number. Sometimes small parts don’t have common names and it wouldn’t do to order something called a “thing-a-ma-jig”! Companies have given them codes. Codes can contain both numbers and letters (i.e. K3857).

When taking orders, especially over the phone, it’s important to speak slowly and clearly. Repeat the order, telephone number, and any other important information. It’s better to ask for clarification, than to write something down wrong!

Learning Activity 2-9 - DISCUSSION
Discuss with your group or instructor different businesses that might require their cashiers to take orders. Brainstorm as many places as possible. List them below.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Connecting to Workplaces:
Building Curricula for Validated Demonstrations
Filling in Gift Certificates

Many stores offer the option of buying a gift certificate to their customers. Gift certificates can be a cash value (i.e. $25) or for a product or service (1 karate lesson).

Either way, they are paid for by the customer. They give the certificate to a friend. The friend can then come back to the store and either spend the dollar value on the gift certificate or redeem their certificate for the service.

Gift Certificate

Date: ________________

This certificate entitles ___________________________________________________
to ONE HOUR TANNING SESSION at Mickey’s Tan-a-Rama.

Must be redeemed by: __________________________
Authorized by: ______________________________

This certificate has no cash value.

Redeemed means ‘to be turned in or used up’. Gift certificates often have a date by which they have to be used. It depends on the store’s policy.

Authorized means ‘to give permission’. The cashier filling in the gift certificate would be authorized to do that job and so would sign or initial on that line.

Gift certificates often contain the term no cash value meaning that they can’t be turned in for cash.

Processing Item Returns and Exchanges

Every store has a different policy regarding item returns and exchanges. Paperwork for both tasks will also differ. You may be required to collect information from the customer regarding the reason they are returning or exchanging the item. This will need to be written down.

Some basic policies for returns and exchanges might include:
- item may be returned within 10 business days
- items with no receipt, can be exchanged only
- all sales final after 30 days
- items may be returned within 90 days
- all items must be in their original packaging
Some stores might offer exchanges only. This could potentially anger some customers. They might want a refund, and you will have to tell them that they are only allowed an exchange. Be professional at all times.

**Filling in Rain Check Forms**

A rain check is an informal agreement by a merchant to a customer to provide an item the merchant has run out of at a later date for the item’s current price…the customer can return later and use the rain check to purchase the item at the sale price even if the item is no longer on sale.  


A form is usually filled out stating the item wanted, the price, the quantity, and the date. The store keeps a copy and a copy is given to the customer. A store employee will call the customer when the item arrives.
Learning Activity 2-10 - Rain Checks
Use the following information to fill in the following rain check form.

Item on sale: coffee, 300g
Sale price: $2.99
Quantity wanted: 4
Date: August 30, 2006
Regular Price: $4.59
Name of customer: Joan DeWalt
Customer telephone number: 875-563-7946
438 Union Street, Apt. #45
City, Province, J8K 3F9
Store #98
The rain check expires 90 days from today’s date.

Rain Check
Judy’s Bargain Barn
89 Lotus Lane, City, Province, D8L 2P8
(845) 648-6578

<table>
<thead>
<tr>
<th>Date:</th>
<th>Rain Check Expiry Date:</th>
<th>Store #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item Description</td>
<td>Quantity</td>
<td>Reg. Price</td>
</tr>
</tbody>
</table>

Name: 
Address: 
City: Province: Postal Code: Telephone Number:

We apologize for running out! We’ll call as soon as it arrives!
Chapter 2: Writing Skills

B) Writing Messages and Notes

Essential Skill

The information under the unit Writing Messages and Notes falls under Writing, Working with Others, Document Use, Oral Communication, Decision Making, and Significant Use of Memory.

Cashiers often need to write messages and notes to co-workers or management. Communication in the workplace is important. Remember what was explained in Chapter 1 about providing clear information. Messages and notes, even though they are less formal, still need to be clear!

When taking a message or note, you may be required to use a special message pad.

While You Were Out...The Art of Taking Messages

(Adapted from source: Customer Service, “It’s more than just “Thank you. Come again.” © Literacy Link Eastern Ontario (LLEO), Telephone: (613) 389-5307)
It is very important to make sure you have all the information when you are taking a message or writing a note. You can buy message pads in most stationery stores. These pads help you to record all the necessary information. If you have all the areas on the pad filled in, then you have all the information needed.

Message pads come in different styles. Some come in a spiral bound book, and when you write the message, it is transferred to the sheet below it. This allows you to keep a record of messages, in case the slip of paper is lost, or you need to flip back several months to find a name or number. This is very handy.

**Take a Message...Leave a Note**

Taking messages and leaving notes are an important part of any job. There are many reasons why you might have to write a message or a note.

Your job is to provide complete and accurate information.

Most commercial message pads have spaces that include the following information:

**Who is the message for?**
Write the name of the person that the message is for on the message itself, so as to avoid confusion or a mix-up.

**Date and time?**
Perhaps the person for whom the message is for will be away for several days. They need to know when people called them.

**URGENT**
If the message is any emergency or very important, check urgent. Not all message pads have this area. If not, write it in the message area and consider writing in large red letters.

**Who is the message from?**
Include first and last names. Ask for correct spelling. If the name is unusual, you may want to write in brackets what it sounds like to avoid mispronunciation. You might write Mr. Smythe like this: Sm-eye-th. It will help you pronounce it. Although people with names you’ve never
heard before are sometimes used to people saying their name wrong, it is a good opportunity to show them that they are a valued customer...and getting their name correct is important to you.

What company is the caller with?
Include the name of the company. As well, you may want to include something about the business (for example: Smith & Jackson Inc. doesn’t tell you a lot about what they do). If in the course of the conversation they mention that they sell office supplies, you will want to add that to the message. [Smith & Jackson - office supplies] This helps the person who will be returning the call focus on why they were called to begin with.

Where can the caller be reached?
Ask for the caller’s phone number, fax number if necessary, area code, and extension.

Action?
Usually on commercial message pads, there is a space to check off what happened (telephoned, came to see you, returned your call) and what the caller wants done (please call, wants to see you, will call again).

What is the message?
Be brief, yet make sure you get all the details.

Sign your name
The person receiving the message may need to ask you a question regarding the message.

Now what?
After you have written the message or note, you need to leave it in a place where it will be seen. Sometimes businesses have mail cubbies, lockers, etc. If possible, hand deliver the message. That way, you know they received it.

No message pad?
If your business doesn’t use a commercial message pad, develop your own standard for taking messages or writing notes. You will need to record who the message is for, who it is from, the date, and the message. Study the
commercial message forms above. Answer all those blanks and you’ll take a nice, clear message.

**Learning Activity 2-11 - How well do you take messages?**

(Adapted from source: *Customer Service, “It’s more than just “Thank you. Come again.”* © Literacy Link Eastern Ontario (LLEO), Telephone: (613) 389-5307)

Work in pairs or with your instructor. If real telephones are available, each pair should have at least one handset. If using only one, the person who is taking the message should use it. You will need to be able to write a message and hold onto the phone at the same time. Decide who is the **caller** and who is the **message taker**. You will have an opportunity to switch positions so that each person can practice taking a message. Use the message pads on the following pages. Remember what we have just learned about taking messages. Try to follow those instructions. Once you’ve both written a message using the message pad, try writing a message without the pad using the blank sheet of paper.

**Caller**

Read the following scenarios below. You may choose one of these, or use one of your own. Do not share any details with your partner until you are “on the phone” with them. Make up names and any other details you need.

- Your co-worker is unavailable to take a call. The caller is a person who will be picking your co-worker up from work. They need to let your co-worker know that they will be there not at 4:30 as planned, but rather at 4:00.

- A supplier stops in to see your boss. He is away at a meeting. The supplier simply wanted to say hello, and possibly show him some new stock. He would like to be called back, but not for another week, as he will be on holidays.

- A customer calls asking for a donation for a local charity fundraising event. The manager is away from her desk.

- A supplier calls to say a shipment of paper products will be late in arriving by two days. He also requests that the next order form be faxed instead of e-mailed.
You are calling your workplace to tell them that you are ill and unable to come in to work today. You have a doctor’s appointment this afternoon. You would like your boss to call you back this afternoon.

If you feel that you need more help taking messages, ask your instructor to print you off another page of message pads and use that to take other messages. Ask friends or family to make up scenarios to help you.
Use this page to write messages without using a commercial message pad.
Chapter 2: Writing Skills

C) Preparing Lists and Schedules

Lists and schedules are designed to keep people organized and on track. Cashiers can use these tools to organize and prioritize. Prioritize means to put in order of importance. If your boss tells you that the magazines have to be put on the shelves and the puddle of water in front of the doors has to be mopped up, then you would prioritize those two tasks. The water is dangerous and should be done first. It is your first priority. The magazines can wait until after the water is mopped up.

Task Lists

Cashiers are often given other tasks to do besides working the cash register. These tasks can include things like sweeping, stocking shelves, tidying magazine racks, and creating displays. Managers often assign tasks at the beginning of a shift. Often cashiers are required to remember the list of items after hearing it only once!

You don’t have to rely on your memory to remember a task list. You can write the list down. Consider keeping a small notebook in your pocket. Once you have the list written down, you can also prioritize it by assigning a number to each item. Once you are finished a task, check it off your list.

Remember that sometimes a task list changes in a day changing the priority of each item. That’s ok. It’s important to be flexible!

It’s amazing how your sense of accomplishment can grow from seeing a list of checked off items!
Learning Activity 2-12 - Task Lists
Think about things you have to do for the rest of the day. It could be anything (i.e. make dinner, wash the dishes, pick up the kids, do laundry, go to work, etc.). Write those items down both below and on a separate sheet of paper. Create your own task list. Prioritize the list by numbering the items. Carry this list with you for the rest of the day. As you complete an item, check it off.

My Task List

Schedules
“A schedule is a list of employees who are working on any given day, week, or month in a workplace. A schedule is necessary for the day-to-day operation of any retail store or manufacturing facility. The process of creating a schedule is called scheduling. An effective workplace schedule balances the needs of employees, tasks, and in some cases, customers.

A daily schedule is usually ordered chronologically, which means the first employees working that day are listed at the top, followed by the employee who comes in next, etc.

A weekly or monthly schedule is usually ordered alphabetically, employees being listed on the left hand side of a grid, with the days of the week on the top of the grid.
“A schedule is most often created by a manager. In larger operations, a Human Resources manager or specialist may be solely dedicated to writing a schedule.”

(Source: http://en.wikipedia.org/wiki/Schedule_%28workplace%29)

Schedules are often set up in a table, like the *Bookstore Weekly Schedule* below. Across the top of the table, you’ll see that the days of the week are listed. They are shown as Sun 5/1. This means that the date is Sunday, May 1. May is the 5th month. In the left hand column, the employees are listed. Their last names appear first, followed by the initial of their first name. Let’s look at M. Bourne as an example. This person works Sunday and Monday from 9:00 am till 6:00 pm and Tuesday from 9:00 am till 1:00 pm. We know this because we find the name Bourne, M in the left hand column and follow the row to the right which shows the times M. Bourne is working. Each time is listed under a particular day. What we do not know by this schedule is when M. Bourne gets coffee breaks or meal breaks.

### Bookstore Weekly Schedule

<table>
<thead>
<tr>
<th></th>
<th>Sun 5/1</th>
<th>Mon 5/2</th>
<th>Tue 5/3</th>
<th>Wed 5/4</th>
<th>Thu 5/5</th>
<th>Fri 5/6</th>
<th>Sat 5/7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bourne, M.</td>
<td>9am-6pm</td>
<td>9am-6pm</td>
<td>9am-1pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brown, M.</td>
<td>11am-8pm</td>
<td>11am-8pm</td>
<td>7am-11am</td>
<td>9am-6pm</td>
<td>9am-6pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gatsby, A.</td>
<td></td>
<td>11am-8pm</td>
<td>11am-8pm</td>
<td>7am-11am</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gordon, A.</td>
<td></td>
<td></td>
<td></td>
<td>11am-8pm</td>
<td>11am-8pm</td>
<td>7am-11am</td>
<td></td>
</tr>
<tr>
<td>Hender, V.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lawson, N.</td>
<td>11am-8pm</td>
<td>11am-8pm</td>
<td>7am-11am</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shiro, I.</td>
<td>9am-6pm</td>
<td>9am-6pm</td>
<td>9am-6pm</td>
<td>9am-6pm</td>
<td>9am-6pm</td>
<td>9am-6pm</td>
<td>9am-6pm</td>
</tr>
<tr>
<td>Smith, T.</td>
<td>9am-6pm</td>
<td>9am-6pm</td>
<td></td>
<td></td>
<td>9am-6pm</td>
<td>9am-6pm</td>
<td>9am-6pm</td>
</tr>
<tr>
<td>Talbot, P.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9am-6pm</td>
<td>9am-6pm</td>
<td>9am-6pm</td>
</tr>
<tr>
<td>Tate, L.</td>
<td></td>
<td>9am-6pm</td>
<td>9am-6pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vasquez, A.</td>
<td>11am-8pm</td>
<td>11am-8pm</td>
<td>7am-11am</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Source: http://en.wikipedia.org/wiki/Schedule_%28workplace%29)
Learning Activity 2-13 - Schedules
Look at the schedule on the previous page. Answer the following questions.

1. What time does T. Smith start work on May 2?______________________________

2. If your name was Jacob Misner, what two names would your name appear between on the schedule?
___________________________________________________________________

3. Annie Gatsby wants to meet friends for lunch on May 4th. Will she be able to do that?
___________________________________________________________________

Writing Your Schedules Down on a Calendar

A work schedule is usually posted in an employee room or office. Often you are given a copy of the schedule. If you lose the schedule, you are responsible for getting a new copy or writing the schedule down. A good idea to help keep you organized is to use a day book or calendar. When you get your schedule, write it into your daybook. Double check to make sure you copy it down right! That way, if you lose your paper copy, you still have a record of when you have to work. Employers rarely accept “I lost my schedule” as an acceptable reason for missing work!

Scheduling Time Off in Advance

All businesses have policies regarding time off. Some places require you to schedule time off weeks in advance. Others are more flexible. Be responsible and tell the scheduling person your time off request as soon as possible. If you know that you are taking a vacation in 3 months, don’t wait until the last moment to book your time off.
Chapter 2: Writing - Learner Self-Assessment

When you have completed Chapter 2: Writing, assess your performance. Check yes or no in the boxes below. In the comments section, you can write down thoughts you have about the chapter.

I started this chapter on (date) ______________ and finished ______________.

A few notes on writing

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>Yes but I need more practice</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the need to write clearly and neatly.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
<tr>
<td>If my handwriting is hard to read, I understand the importance of printing so that co-workers can read my notes.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
<tr>
<td>I understand that cashiers collect many pieces of information and that I need to copy it carefully and neatly.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
</tbody>
</table>

A) Working with technology

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>Yes but I need more practice</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can list and explain several reasons a cashier needs to write.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
<tr>
<td>I know that some cashes are computerized. I can type using a computer. I can enter information into forms on a computer.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
<tr>
<td>I understand how to use the TAB button to move through FIELDS.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
<tr>
<td>I can explain why inventory lists are important to employers.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
<tr>
<td>I know how important forms are to a business. I know I have to be neat and clear when filling a form in.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
<tr>
<td>I understand that there are many pieces of information I might be required to collect as a cashier. I understand the importance of writing this information down neatly and clearly.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
<tr>
<td>I have a basic understanding of invoices. I can fill in a basic invoice.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
</tbody>
</table>
I know that some businesses require cashiers to take orders. I understand the importance of this task.  

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can fill in a basic gift certificate.</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>I understand that businesses have different return and exchange policies. I know that when I start work, I will be told these policies.</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>I can explain what a rain check is and I can fill in a basic form.</td>
<td>yes</td>
<td>no</td>
</tr>
</tbody>
</table>

**B) Writing messages and notes**

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the importance of writing clear messages.</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>I know how to fill in a message pad.</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>I know how to write my own messages and make sure I have all the necessary information.</td>
<td>yes</td>
<td>no</td>
</tr>
</tbody>
</table>

**C) Preparing lists and schedules**

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand that lists are used to organize and prioritize, two important skills for a cashier to know.</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>I can explain that cashiers are given tasks. I can write a task list. I know how, why and what to prioritize.</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>I understand what a schedule is, how it is often organized, and the importance of following it.</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>I know how important writing down my schedule is and why I should book vacation time early.</td>
<td>yes</td>
<td>no</td>
</tr>
</tbody>
</table>

Comments

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
Learner Evaluation and Feedback for Chapter 2 - Writing

1. Did you enjoy doing the learning activities in Chapter 2?
   - [ ] yes    - [ ] no

2. How well do you think you did on these activities?
   - [ ] very poorly    - [ ] not that well    - [ ] fairly well    - [ ] very well

3. Were the instructions easy to follow?
   - [ ] not at all    - [ ] a little confusing    - [ ] yes    - [ ] I needed clarification

4. Do you think these learning activities are relevant to your goal of becoming a cashier?
   - [ ] yes    - [ ] no    - [ ] not sure    - [ ] I needed clarification

Comments

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Chapter 2: Writing – Skills Checklist

The skills surrounding writing are very important when working as a cashier, however, they are skills that are transferable. That means that you can take what you have learned and apply it to other jobs, or even to your own personal life.

For example, now that you have learned these skills you could apply them to:

- Filling in work application forms
- Filling in on-line ordering forms
- Taking messages at home
- Leaving important notes for babysitters
- Filling in applications to be a volunteer
- Keeping a personal daybook
- Understanding your children’s’ school and sports schedules
- Leaving a message on the phone for someone else
- Using the Job Bank on-line
- Applying for Employment Insurance on-line
- Creating your own gift certificates to give to friends and family
- Filling in a paper order form for magazines or merchandise, etc.
- Creating a chore schedule for your children at home
- Making a shopping list
- Making a list of things to discuss with your doctor

These writing skills will work anywhere and anytime. Improving your writing skills can help you in your work and personal life.

Think about how you might use the skills you’ve learned in Chapter 2: Writing. Write them below.
Chapter 3: Math Skills

In this chapter, you will learn about:

A) Verifying calculations
B) Handling money

Math skills are important. While most cash registers do the calculations for you, you may still be required to verify them, as well as handle money. Losing money by giving back the wrong amount of change could eventually lead to you being unemployed.

Learning Activity 3-1 - DISCUSSION
Discuss and brainstorm with your group or instructor reasons why a cashier might need to use math at work. Think of the different kinds of cashiers when brainstorming. List the reasons below.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
The Essential Skills profile refers to math as **Numeracy**. Cashiers might do the following:

- Total bills by entering amounts in a cash register or calculator, receive payments, and make change.
- Total their cash and credit-card transactions. They compare these totals with cash register receipts and enter the results in financial records, reporting cash **surpluses** (too much money) or **shortfalls** (not enough money).
- If working a cash register at a gas bar, may use a rod, marked in centimetres, to measure fuel levels in underground tanks.
- Estimate prices for customers, such as the price of foods sold by weight or the cost of a meal in a cafeteria.
- May handle US currency. They may use an exchange rate chart or a calculator.
- May calculate what the store is owed for unsold stock, such as magazines, which can be returned for partial refund.
- Count stock, such as lottery tickets, and subtract this figure from the previous count to calculate sales.
- If working in a theatre, estimate whether a show will be sold out by a particular time to inform a customer, based on the rate of ticket sales and how many more performances there are before it’s over.


The Essential Skills profile further breaks down Numeracy to include **Math Foundations** (specific math skills used). These include:

- Read and write, count, round off, add or subtract, multiply or divide whole numbers. (ex: making change or taking inventory of stock items)
- Read and write, add and subtract, multiply and divide integers. (ex: using negative numbers to correct over punches on the till)
- Read and write, round off, add or subtract decimals, multiply or divide by a decimal, multiply or divide decimals. Use decimals mainly to refer to dollars and cents. (ex: calculating sales tax)
- Read and write percents, calculate the percent one number is of another, calculate a percent of a number. (ex: calculating a discount)
• Convert between fractions and decimals or percentages. Convert between decimals and percentages. (ex: converting a percentage to a decimal in order to calculate tax)

• Use tables, schedules, or other table-like text. (ex: work schedules and price lists)

(Source: http://srv600.hrdc-drhc.gc.ca/esrp/english/profiles/75.shtml#Numeracy)

The Essential Skills profile goes on to say that cashiers are required to make calculations:

• In their head
• Using a pen and paper
• Using a calculator
• Using a computer
• Using other devices such as a cash register
Chapter 3: Math

A) Verifying calculations

To verify means ‘to check’ or ‘confirm’. When verifying calculations, you are double checking to make sure they are right. If they are wrong, you can end up losing money or charging too much. In order to verify a calculation, you must know how to do the original calculation. There are learning activities for each skill discussed, however, if you find you need more opportunity to practice, ask your instructor to find you more questions or photocopy the forms several times.

Calculations at Work

A cashier might be required to make several different kinds of mathematical calculations. They might include:
- Addition, subtraction, multiplication, and division
- Figuring out taxes
- Discounts and percents
- Figuring out exchange rates for US customers
- Verifying age

Addition, Subtraction, Multiplication, and Division

If you have problems in these areas, talk to your instructor. They are important skills to have as a cashier. Make sure you know how to do these functions on a calculator as well.
Taxes

In Canada, there are three types of sales tax: GST, PST, and HST.

GST

GST stands for goods and services tax. It is the federal tax. Currently it stands at 6%. That means that for every dollar a customer spends, they must also pay 6% or 6 cents. This money is collected by the store and then given to the government.

Provincial Taxes

(Source: http://en.wikipedia.org/wiki/Goods_and_Services_Tax_%28Canada%29)

Every province except Alberta applies a PST or HST.

In 1997, the provinces of Nova Scotia, New Brunswick, and Newfoundland and Labrador and the Government of Canada merged their respective sales taxes into the Harmonized Sales Tax (HST). In these provinces, the HST rate is 14%.

In PEI and Quebec, the provincial taxes include the GST in their base. That means that they charge GST on the total, then charge PST on the total plus the GST.

The three territories of Canada (Yukon, Northwest Territories, and Nunavut) do not have territorial sales taxes.

<table>
<thead>
<tr>
<th>Province</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Columbia</td>
<td>7%</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>7%</td>
</tr>
<tr>
<td>Manitoba</td>
<td>7%</td>
</tr>
<tr>
<td>Ontario</td>
<td>8%</td>
</tr>
<tr>
<td>Quebec</td>
<td>7.5% (also applied to federal 6% GST, so actually 7.95%)</td>
</tr>
<tr>
<td>PEI</td>
<td>10% (also applied to federal 6% GST, so actually 10.6%)</td>
</tr>
</tbody>
</table>

(Source: http://en.wikipedia.org/wiki/Sales_taxes_in_Canada)

Exemptions

Not everything is taxable. Prescription drugs and basic groceries such as bread and milk are not GST taxable. Footwear under $30.00, children’s clothing, and books are not PST taxable in Ontario. Each province and territory is different. You will be taught what is taxable and what is tax exempt. Most cash registers add the tax for you. When you scan an item or punch it in, the cash register automatically knows whether to add tax or not.
Certificate of Indian Status
(Source: http://www.ainc-inac.gc.ca/gol-ged/faq_e.html)

Native Canadians can have the option of applying for and receiving a Certificate of Indian Status (also called a status card). It is an official form of identification issued by Indian and Northern Affairs Canada for a person who is registered as an Indian under the provisions of the Indian Act. The status card provides evidence that a person is entitled to certain tax exemptions.

How do I add tax? Change the percent to a decimal

You will need to change the taxes from a percent (6%) to a decimal.
- 6% written as a decimal is .06

Every number, no matter what it is, has a decimal point after it. We just don’t write it, until there is reason. The number 6 can be written as 6. (6 decimal point).

When changing 6% to a decimal, you write that number down and then move the decimal over to the left 2 places. You have to put a zero in before the 6.
6. = .06

Learning Activity 3-2 - From percents to decimals
Write the following percents as a decimal.

1% = ________ 10 % = ________
2% = ________ 15 % = ________
3 % = ________ 24 % = ________
4 % = ________ 14 % = ________
5 % = ________ 7 % = ________
6 % = ________ 11% = ________

Now that you know how to change percents to decimals, you are ready to figure out the tax.
Let’s say that your customer spends $10.00 on an item that needs to have GST added. We know that GST is 6%. First change the percent to a decimal. We know that .06 is 6%.

This has to be multiplied by the subtotal. The subtotal is the amount that the purchases add up to, which in this case is $10.00.

**Use Your Calculator**

Punch in .06 x 10.00 =. The answer should be 0.6. Currency shows two places after the decimal so we know that 0.6 as currency is $.60 or 60¢.

Remember to round to two places after the decimal. If the calculator shows 35.0984, that needs to be rounded off to 35.10 or $35.10.

Once you have the GST amount, you need to add that to the original sub-total. This becomes the Total.

**Learning Activity 3-3 - Calculating Tax**

Figure out the GST for the following subtotals. Fill in the chart below. Don’t forget to write the dollar sign ($).

<table>
<thead>
<tr>
<th>Sub-Total</th>
<th>GST</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$15.67</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$21.35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$235.59</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$95.39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$101.35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$23.94</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$394.94</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$9.34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$30.02</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Figuring Out the GST and a Provincial Tax

Ontario has a provincial tax called the PST. It currently stands at 8%. When adding two taxes, you figure out one tax on the sub-total, then figure out the second on the original sub-total. These two taxes are then added to the sub-total in order to find the total.

For example:

Subtotal = $14.00
GST = $.84      ($.06 x $14.00 = $.84)
PST = $1.12    ($.08 x $14.00 = $1.12)
Total = $15.96 ($14.00 + $.84 + $1.12 = $15.96)

Learning Activity 3-4 - Calculating Two Taxes
Figure out the GST and Ontario PST (8%) for the following subtotals. Fill in the chart below.

<table>
<thead>
<tr>
<th>Sub-total</th>
<th>GST</th>
<th>PST</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$19.35</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$33.45</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$89.49</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$345.94</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$38.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$25.74</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$200.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$125.09</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$454.45</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Discounts: Fractions and Percents

Sometimes stores offer sales in the form of discounts. Seniors are sometimes given discounts. Items may be advertised at 25% off. A cashier might need to know how to figure out the new price.

Fractions and percents are the same thing; that is they are equal. \( \frac{1}{2} = 50\% \)

Common discounts include:

<table>
<thead>
<tr>
<th>Fraction</th>
<th>Percent</th>
<th>Decimal</th>
</tr>
</thead>
<tbody>
<tr>
<td>( \frac{1}{4} ) off</td>
<td>25% off</td>
<td>0.25</td>
</tr>
<tr>
<td>( \frac{1}{2} ) off</td>
<td>33.33% off</td>
<td>0.33</td>
</tr>
<tr>
<td>( \frac{1}{2} ) off</td>
<td>50% off</td>
<td>0.50</td>
</tr>
<tr>
<td>( \frac{3}{4} ) off</td>
<td>75% off</td>
<td>0.75</td>
</tr>
</tbody>
</table>

Taking the Discount Off the Original Sale Price

Jolene works at The Sweater Haven. There is a 25% off sale. A customer brings a sweater to the till for her to ring up. The original price is $24.95. Jolene has to figure out the sale price. She uses her calculator.

Jolene knows that 25% written as a decimal is 0.25. She punches in the original price of 24.95 and multiplies that by 0.25. This gives Jolene the amount that needs to come off the original price. 24.95 x 0.25 = 6.2375

Jolene also knows that this number on the calculator needs to be written as currency, showing two places after the decimal point. She knows that 6.2375 is $6.24. Jolene then subtracts $6.24 from the original price of $24.95.

24.95 – 6.24 = 18.71

The sale price of the sweater is $18.71.
Learning Activity 3-5 - Discounts
Figure out the sale price and fill in the following chart.

<table>
<thead>
<tr>
<th>Starting price</th>
<th>Discount</th>
<th>Amount off regular price</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$12.95</td>
<td>⅓ off</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$100.00</td>
<td>50% off</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$25.93</td>
<td>¼ off</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$294.95</td>
<td>15% off</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$99.99</td>
<td>25% off</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$19.95</td>
<td>75% off</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$75.39</td>
<td>¾ off</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$149.00</td>
<td>⅓ off</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$39.98</td>
<td>25% off</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Learning Activity 3-6 - Putting it All Together
Using the skills you’ve learned above, answer the following questions.

1a. Yamil works for Stuff n’ Such Department Store as a cashier. A customer brings three items to the cash: rubber boots $14.95, gardening gloves $4.99, and a sun hat $7.49. What is the total after taxes (GST & Ontario PST)? Show all your work below.
1b. Yamil’s customer, Jean St. John, returns the following day to return the rubber boots. They were too small. The customer, Jean, would like her money back because the store doesn’t have the correct size of rubber boots. Fill in the returns form and calculate her refund. Show all your work. Use the date you’re completing this question as Jean’s return date.

Stuff n’ Such Department Store
Returns Form

Date: ____________________________

Item description: __________________________________________________________

Reason for return and refund: ________________________________________________

Date purchased: ____________________________

Selling price: ____________________________

GST: __________________ PST: __________________

Total refund: ____________________________

Customer Name: __________________________________________________________

Customer Telephone Number: (______) ______________________________

Customer Signature: ______________________________________________________

Cashier Signature: ________________________________________________________
2a. Stefan works at a building supply store. A customer purchases 2 \( \frac{1}{2} \) lbs. of finishing nails. They sell for $3.26/lb. The customer also buys an electric drill ($49.95) and a circular saw ($99.95). What is the subtotal and the total after taxes?

2b. The customer returns 2 days later with the newest store flyer. The circular saw is on sale. It is 30% off the regular price. She did not receive the sale price. How much money should she get back?
Figuring out Exchange Rates for US Customers

Canada borders the United States, which means every year, thousands of tourists visit Canada. When they come, they spend money, which is very good for the economy. Most US tourists buy Canadian money for their visit, but sometimes they have American money when they come.

$1.00 US does not equal $1.00 Canadian.

There is an exchange rate. This shows how much one country’s currency is worth in another country. The exchange rate changes every day.

For example, according to the Bank of Canada website on Friday, September 15, 2006 the exchange rate from US to Canadian funds was: 1.1159. We know that currency shows two spaces after the decimal, so $1.00 US is worth $1.12 Canadian.
(Source: http://www.bankofcanada.ca/en/rates/converter.html)

Exchange Rates in the Store

Many stores offer exchange on the dollar. They will have signs posted.

**Today’s Exchange:**

$1.12

As a cashier, you might be required to convert US dollars into Canadian and make change accordingly.

**To Change American (US) $ into Canadian $**

Multiply the US $ amount by the exchange rate

For example, using the exchange rate above

$20.00 US x $1.12 = $22.40 Canadian
Learning Activity 3-7 - Exchange rates

1. If the Bank of Canada stated that the exchange rate was 1.217, what would the dollar amount be?

2. Using that exchange rate, what is $45 US worth in Canadian funds? Show your work.

3. Amelia works at a coffee shop in Windsor, Ontario which is near the Canada-US border. She sees a lot of Americans who come over to shop. They often have American money with them. Today is no different. An American man comes in to buy a bagel and coffee. His total is $3.75. He hands Amelia a $5.00 US bill. The cash registers are temporarily down, so Amelia has to use her calculator to figure the exchange and give her customer his change. She looks over at the exchange rate sign and sees that the rate is $1.15.

Using your calculator, figure the exchange and how much change the American customer would receive. Show your work below.
Verifying Age

Some cashiers need to verify the age of their customers in order to allow entry or allow sales of products or services. For example:

- Selling cigarettes
- Selling alcohol
- Working in a tattoo parlour
- Renting movies
- Allowing entry to movies at a theatre
- Allowing entry into an ‘adult only’ establishment
- Working in a casino or gaming establishment

To verify age, a cashier must ask to see photo identification (ID). Examples of photo ID include: a driver’s license, age of majority card health card or passport.

How to Verify Age

To verify that someone is of age, you need to subtract the year of their birth from today’s year.

A customer comes into your store and wants to buy cigarettes. He looks young, so you ask for his photo ID. He hands you his driver’s license which says his date of birth is November 1984. How old is this person? Let’s do the math.

<table>
<thead>
<tr>
<th>Today’s year</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minus the year of birth</td>
<td>-1984</td>
</tr>
<tr>
<td>Age</td>
<td>22</td>
</tr>
</tbody>
</table>

So, by subtracting, we are able to see that the customer is 22 and legally allowed to buy cigarettes. Remember to factor in the month. The month should have already passed for the age to be correct. If this customer came into the store in September, he’d only be 21. He wouldn’t turn 22 until his birthday in November.
**Learning Activity 3-8 - Verifying Age**

How old are these customers? Fill in the chart below.

<table>
<thead>
<tr>
<th>Today’s Date</th>
<th>Birthday on photo ID</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 5, 2006</td>
<td>January 4, 1986</td>
<td></td>
</tr>
<tr>
<td>September 21, 2004</td>
<td>August 30, 1987</td>
<td></td>
</tr>
<tr>
<td>March 5, 2004</td>
<td>September 6, 1991</td>
<td></td>
</tr>
<tr>
<td>May 3, 2005</td>
<td>June 11, 1986</td>
<td></td>
</tr>
</tbody>
</table>
Chapter 3: Math

A) Handling money

Handling money is one of the main tasks of a cashier. Handling money can include:

- Handling transactions in the form of debit, and credit card
- Counting back change
- Making change when a customer says, “Oh wait, here’s a dime.”
- Counting the till at the beginning of a shift
- Cashing out at the end of a shift

Cash Register (also called a till)
(Source: http://en.wikipedia.org/wiki/Cash_Register)

A cash register is a mechanical or electronic device for calculating and recording transactions, with an attached cash drawer for storing currency. The cash register also usually prints a receipt for the customer. In most cases, the drawer can be opened only after a sale, except when using a special key, which only senior personnel or the owner has. This reduces the risk of personnel stealing from the shop owner by not recording a sale and pocketing the money. In fact, cash registers were first invented for the purpose of eliminating employee theft. Often cash registers are attached to scales, barcode scanners, and credit card scanners. Increasingly, cash registers are being replaced with general purpose computers.

Today, cash registers:
- scan the bar code for each item
- retrieve the price from a database
- calculate deductions for items on sale
- calculate the tax
- calculate different rates for preferred customers
- time and date stamp the transaction
- record the transaction in detail including each item purchased
- record method of payment
- calculate totals

Essential Skills
The information under the unit Handling Money falls under Document Use, Writing, Numeracy, Problem Solving, Decision Making, Significant Use of Memory, Finding Information, Working with Others, and Computer Use.
**Cash Drawer**

A cash drawer is usually underneath the cash register and is the place where money from transactions is kept. It is divided into compartments for bills and coins. This makes it easier to collect change from customers.

**Receipt**

A receipt is a written acknowledgement that a specified article or sum of money has been received. Receipts may be presented as **proof of a transaction** for the purpose of exchanging or returning merchandise. The receipt often lists the purchases made, the total of the transaction including taxes or discounts, the amount paid, the method of payment, and the date.

**Handling Transactions in the Form of Debit and Credit Card**

**Debit Cards (also called a Bank Card)**

A debit card resembles a credit card and is used as an alternative to cash when making purchases. The money is directly withdrawn from the purchaser’s bank account. Many businesses have a **minimum purchase amount**. That means that the customer is required to spend a certain amount before they can use their debit card. This is usually the case with smaller businesses. The reason is that businesses have to pay a **per transaction fee** (a fee for every time the debit machine is used). If they are not making money on a sale, then they are losing money on the transaction fees. Small businesses can’t afford to do that.

**Example:**

```
Attention Customers:
Minimum purchase of $10.00
    to use debit machine.

Sorry for the inconvenience.
```
Sometimes customers will want **cash back**. This means that an amount of money is added on to the customer’s total. The extra money is given to the customer. The customer is usually required to sign their receipt showing that they received the money. Not all businesses offer the cash back option.

For example:

Mac stops in to buy some things at the local discount store. His total is $24.96. While standing in line, he realizes that he doesn’t have any cash in his wallet and he needs some to pay the babysitter when he goes home. Instead of making a stop at the bank, Mac decides to ask for cash back. He tells the cashier that he’d like $20.00 cash back. She punches it into the register and tells him his new total is $44.96. He uses his debit card. The cashier asks him to sign his receipt to show that he received the cash. She then hands him the receipt and the $20.00.

**Credit Cards**
(Source: [http://en.wikipedia.org/wiki/Credit_card](http://en.wikipedia.org/wiki/Credit_card))

A credit card is different from a debit card in that the credit card issuer lends the consumer money rather than having the money removed from an account. Interest on the balance is charged to the consumer every month.

When a purchase is made, the credit card user agrees to pay the card issuer (i.e Visa). Originally, credit card transactions required the cashier to hand write a credit card receipt, but today most stores have automated systems that work via the telephone or Internet. Once the transaction is accepted by the lending company, a credit card receipt is printed out. Customers are required to sign this receipt. Cashiers should hold onto the credit card until after the receipt is signed, so that the signature can be verified. This means making sure that the signature on the back of the credit card and on the receipt are the same. If not, you should notify your supervisor.

Credit card procedures and hardware will vary between stores. You will be trained to use them.
Learning Activity 3-9 - The Equipment

1. What is another word for a cash register? __________________________

2. Why were cash registers invented? __________________________
   ___________________________________________________________

3. Some cash registers are being replaced by ______________________
   ___________________________________________________________

4. List at least 4 things that a cash register does.
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

5. Why are cash drawers divided into compartments?
   ___________________________________________________________
   ___________________________________________________________

6. Why might a customer need to keep their receipt?
   ___________________________________________________________
   ___________________________________________________________

7. A debit card looks like a credit card. How are they different?
   ___________________________________________________________
8. In your own words, explain cash back. Include the reason why customers have to sign their receipt.

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

Counting Back Change

Cashier jobs may vary, but ultimately all cashiers handle cash for a large portion of the day. Accuracy is very important.

Counting back change is a skill that not all cashiers take seriously. Most cash registers today tell you the change to give a customer. Cashiers pull that amount out of the drawer and hand it back to the customer without counting it back. Counting back is a good way to verify that you’ve taken the correct amount out of the till. It also lets the customer know that they are receiving the correct change. You should always use the least amount of currency as possible.

Counting back change covers a few different areas. They are:

- Making change
- Counting back the change that you have taken out of the drawer
- Counting from the total up to the amount given
Making Change

Change is the money that is due to a customer after they have given you money for their purchases.

To Figure Out How Much Change is Due

Take the total of the purchase. Subtract it from the amount of money the customer gives.

Total - $8.47
Cash given by the customer - $20.00

\[
\begin{align*}
\text{20.00} & \quad - \quad 8.47 \\
\hline
\text{11.53} & \\
\end{align*}
\]

You’ll need to give the customer back $11.53.

Learning Activity 3-10 - How much change is due?

Figure out how much change is due and fill in the following chart.

<table>
<thead>
<tr>
<th>Receipt Total</th>
<th>Money from customer</th>
<th>Change due back</th>
</tr>
</thead>
<tbody>
<tr>
<td>$24.93</td>
<td>$25.00</td>
<td></td>
</tr>
<tr>
<td>$190.34</td>
<td>$200.00</td>
<td></td>
</tr>
<tr>
<td>$14.09</td>
<td>$50.00</td>
<td></td>
</tr>
<tr>
<td>$6.49</td>
<td>$10.00</td>
<td></td>
</tr>
<tr>
<td>$19.22</td>
<td>$20.22</td>
<td></td>
</tr>
<tr>
<td>$48.32</td>
<td>$50.50</td>
<td></td>
</tr>
<tr>
<td>$29.99</td>
<td>$30.00</td>
<td></td>
</tr>
<tr>
<td>$16.83</td>
<td>$20.03</td>
<td></td>
</tr>
</tbody>
</table>
Automatic Cash Registers

Most likely, the cash register will tell you the amount to give back. You will need to pull the correct amount out of the cash drawer. You should always use the least amount of currency possible to make the change. If you are giving $15.56 change, you wouldn’t want to give fifteen loonies, unless you absolutely had to, and even then, you should apologize. Making change isn’t just about giving the correct change, but also about treating the customer well.
To Make Change

Always start with the highest bills or coins. Use as many of these as possible. Repeat this with the next highest bill or coin.

For example: The change due back to a customer is $27.57

The highest bill you could give out is a $20.00. You couldn’t give two of them, or that would be too much.

*Pull a $20.00 bill out of the drawer.*

Now you have to deal with the $7.57.

$7.00. A $10.00 bill is too much. The next highest bill is a $5.00.

*Pull a $5.00 bill out of the drawer.*

You’re at $25.00.

You still need $2.57.

$2.00. That’s a toonie.

*Pull a toonie out of the drawer.*

$.57. Broken down into groups, you have 50 cents and 7 cents.

The highest currency to make 50 cents is two quarters. Five dimes make 50 cents, but it isn’t the highest currency.

*Pull two quarters out of the drawer.*

7 cents. Broken down into currency groups, you have 5 cents and 2 cents.

*Pull a nickel and two pennies out of the drawer.*

You have just made change for $27.57.
Learning Activity 3-11 - Making Change Using the Least Amount of Currency

Look at the amount due back to the customer. Decide the least amount of currency to give back. The first example is done for you. It has been bolded and put into italics.

To give $45.27 change, I would use the following:

\[
\begin{array}{cccccccc}
2 & \$20 & _ & \$10 & 1 & \$5 & _ & \$2 & 1 & \$1 & 1 & \$0.25 & _ & \$0.10 & _ & \$0.05 & 2 & \$0.01
\end{array}
\]

Your turn:

To give $27.43 change, I would use the following:

\[
\begin{array}{cccccccc}
& & _ & \$20 & _ & \$10 & _ & \$5 & _ & \$2 & _ & \$1 & _ & \$0.25 & _ & \$0.10 & _ & \$0.05 & _ & \$0.01
\end{array}
\]

To give $67.32 change, I would use the following:

\[
\begin{array}{cccccccc}
& & _ & \$20 & _ & \$10 & _ & \$5 & _ & \$2 & _ & \$1 & _ & \$0.25 & _ & \$0.10 & _ & \$0.05 & _ & \$0.01
\end{array}
\]

To give $18.34 change, I would use the following:

\[
\begin{array}{cccccccc}
& & _ & \$20 & _ & \$10 & _ & \$5 & _ & \$2 & _ & \$1 & _ & \$0.25 & _ & \$0.10 & _ & \$0.05 & _ & \$0.01
\end{array}
\]

To give $39.99 change, I would use the following:

\[
\begin{array}{cccccccc}
& & _ & \$20 & _ & \$10 & _ & \$5 & _ & \$2 & _ & \$1 & _ & \$0.25 & _ & \$0.10 & _ & \$0.05 & _ & \$0.01
\end{array}
\]

To give $29.49 change, I would use the following:

\[
\begin{array}{cccccccc}
& & _ & \$20 & _ & \$10 & _ & \$5 & _ & \$2 & _ & \$1 & _ & \$0.25 & _ & \$0.10 & _ & \$0.05 & _ & \$0.01
\end{array}
\]

To give $57.39 change, I would use the following:

\[
\begin{array}{cccccccc}
& & _ & \$20 & _ & \$10 & _ & \$5 & _ & \$2 & _ & \$1 & _ & \$0.25 & _ & \$0.10 & _ & \$0.05 & _ & \$0.01
\end{array}
\]

To give $19.43 change, I would use the following:

\[
\begin{array}{cccccccc}
& & _ & \$20 & _ & \$10 & _ & \$5 & _ & \$2 & _ & \$1 & _ & \$0.25 & _ & \$0.10 & _ & \$0.05 & _ & \$0.01
\end{array}
\]
Another Way to Count the Change from the Drawer

If the cash register doesn’t tell you how much change to give, or if you aren’t using a cash register, you’ll still need to know how to make change.

Start with the total and count up to the amount given to you by the customer.

For example, the total is $14.93 and the customer gives you $20.00. Start with the total.

$14.93
Pick up two pennies while saying to yourself...14.93, 94, 95
Pick up a nickel...$15.00
Pick up a $5.00...$20.00

The total is $27.88. The customer gives you $40.00.
$27.88, 89, 90 (while picking up two pennies)
$28.00 (while picking up a dime)
$30.00 (while picking up a toonie)
$40.00 (while picking up a $10.00)

Learning Activity 3-12 - Counting up
Ask your instructor for “play money”. Use the play money to count up from the totals to the amounts given below. Place a check mark beside the lines you complete.

<table>
<thead>
<tr>
<th>Total</th>
<th>Money from customer</th>
<th>Check ✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>$14.92</td>
<td>$20.00</td>
<td></td>
</tr>
<tr>
<td>$31.14</td>
<td>$40.00</td>
<td></td>
</tr>
<tr>
<td>$6.23</td>
<td>$20.00</td>
<td></td>
</tr>
<tr>
<td>$9.23</td>
<td>$10.00</td>
<td></td>
</tr>
<tr>
<td>$2.16</td>
<td>$20.00</td>
<td></td>
</tr>
<tr>
<td>$1.92</td>
<td>$5.00</td>
<td></td>
</tr>
<tr>
<td>$12.20</td>
<td>$20.00</td>
<td></td>
</tr>
</tbody>
</table>
Counting Back the Change That You Have Taken Out of the Drawer

If the till tells you that the change to be given back to the customer is $10.52, your job is to take $10.52 out of the drawer and hand it to the customer. Counting out to the customer will verify the amount for both the cashier and the customer.

For example:

“Here’s your change, ma’am. Ten dollars (put $10 bill in her hand). 25, 50 (put two quarters in her hand). 51, 52 (put two pennies in her hand). $10.52. Thank you.”

Learning Activity 3-13 - Counting Back Change
Work with a partner or your instructor. Ask your instructor for “play money”. Use the play money to find the amounts below. Hand the money to your partner, by counting it back to them. Do the first 10, then switch and allow your partner to do the next 10. If you find you need more practice, make some amounts up and continue. Check off the amount when you get it correct.

<table>
<thead>
<tr>
<th>First ten amounts</th>
<th>Check ✓</th>
<th>Second ten amounts</th>
<th>Check ✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>$38.46</td>
<td></td>
<td>$5.67</td>
<td></td>
</tr>
<tr>
<td>$42.94</td>
<td></td>
<td>$12.95</td>
<td></td>
</tr>
<tr>
<td>$.56</td>
<td></td>
<td>$14.87</td>
<td></td>
</tr>
<tr>
<td>$13.93</td>
<td></td>
<td>$.85</td>
<td></td>
</tr>
<tr>
<td>$29.35</td>
<td></td>
<td>$6.20</td>
<td></td>
</tr>
<tr>
<td>$51.27</td>
<td></td>
<td>$.39</td>
<td></td>
</tr>
<tr>
<td>$12.74</td>
<td></td>
<td>$22.56</td>
<td></td>
</tr>
<tr>
<td>$4.25</td>
<td></td>
<td>$62.34</td>
<td></td>
</tr>
<tr>
<td>$16.23</td>
<td></td>
<td>$30.48</td>
<td></td>
</tr>
<tr>
<td>$6.54</td>
<td></td>
<td>$17.56</td>
<td></td>
</tr>
</tbody>
</table>
"Oh wait, here’s a dime."

Susan rings up her customer’s purchases and politely tells them, “That comes to $14.07 please.” The customer hands her $15.00, and she punches it into the register. It quickly shows that the change due back is $0.93. She starts to collect the change from her till, when the customer says, “Oh wait, here’s the 7 cents.”

Susan looks at the customer and politely says, “I’ve already rung it up and you get 93 cents back.”

“Yes, but I have the 7 cents right here. It’ll be easier”, says the customer.

“But it’s been rung in already”, Susan points out.

“But if I give you 7 cents, you just have to give me back a dollar.”

(Pause) “How do you know that?”

Susan is confused!

Scenes like the one above happen all the time to cashiers everywhere. The fact is some people are better at mental math than others. They recognize that by giving the teller an extra $.07, that they will get back $1.00 instead of $.93. Most people would rather have less change in their wallets and pockets, so this is ideal. However, it can be confusing. If you need to use a calculator, make sure you have one handy. Don’t rely on your employer to provide this to you. If you need one, buy a small one to keep in your pocket.

To Figure Out the New Amount to Give Back to the Customer

Take the amount that the cash register shows as change due back and add it to the change that the customer wants to give you. This becomes the new amount that you have to give back to the customer.

For example:
The customer’s total is $10.43. The customer hands you $20.00. You punch that into your cash register. The amount due back shows $9.57. The customer then hands you $.50. How much change do you then give back?
Take the $9.57 change due back on the register and add it to the amount they are giving you: $.50.

$9.57 + $.50 = $10.07 Therefore, the change due back the customer is $10.07.

**Learning Activity 3-14 - Oh wait, here’s a dime**

Find the original amount due the customer. Using the extra change the customer gives you, figure out the final change due.

1. The customer’s total is $25.23. The customer hands you $30.00. You punch that into your cash register. The amount due back shows $________. The customer then hands you $5.25. How much change do you then give back?

2. The customer’s total is $2.64. The customer hands you $3.00. You punch that into your cash register. The amount due back shows $________. The customer then hands you $.04. How much change do you then give back?

3. The customer’s total is $7.69. The customer hands you $20.00. You punch that into your cash register. The amount due back shows $________. The customer then hands you $3.00. How much change do you then give back?

4. The customer’s total is $19.17. The customer hands you $20.00. You punch that into your cash register. The amount due back shows $________. The customer then hands you $.25. How much change do you then give back?
Counting the Till at the Beginning of a Shift

We’ve already established that most cashiers work with money. Sometimes they are given a float of money at the beginning of their shift that is theirs for the day. No one else uses that float of money. They are required to count it before the shift, use it to make change, and count it at the end of a shift to see how much money they made. When they go on breaks, they take the cash drawer out of the cash register and take it with them or they lock the cash register. Having employees with their own floats enables employers and managers to track losses of money.

Sometimes a cashier is required to count the float before a shift begins. She must do this and then record the amounts on a **Float Form**. The form might look something like this:

### Buy More Stuff Store

**Float Form**

<table>
<thead>
<tr>
<th>Loose Coins and Bills</th>
<th>Rolled Coins</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>.01 x ______ = ______</td>
<td>Penny Rolls</td>
</tr>
<tr>
<td>.05 x ______ = ______</td>
<td>$.50 x ______ = ______</td>
</tr>
<tr>
<td>.10 x ______ = ______</td>
<td>Nickel Rolls</td>
</tr>
<tr>
<td>.25 x ______ = ______</td>
<td>$2 x ______ = ______</td>
</tr>
<tr>
<td>$1 x ______ = ______</td>
<td>Dime Rolls</td>
</tr>
<tr>
<td>$2 x ______ = ______</td>
<td>$5 x ______ = ______</td>
</tr>
<tr>
<td>$5 x ______ = ______</td>
<td>Quarter Rolls</td>
</tr>
<tr>
<td>$10 x ______ = ______</td>
<td>$10 x ______ = ______</td>
</tr>
<tr>
<td>$20 x ______ = ______</td>
<td>Loonie Rolls</td>
</tr>
<tr>
<td>$50 x ______ = ______</td>
<td>$25 x ______ = ______</td>
</tr>
<tr>
<td></td>
<td>Toonie Rolls</td>
</tr>
</tbody>
</table>

**Total Rolled Coins:** ______

**Total Loose Coins and Bills:** ______

**Total FLOAT Loose and Rolled (Coin and Bills):**

<table>
<thead>
<tr>
<th>Cashier’s Signature:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Manager’s Initials:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
You might be required to count it and only put the total amount in a section of a cash out form (see next section).

If you look at the form, there are two sections: *Loose Coins and Bills* and *Rolled Coins*. The reason for this is you are given loose change and bills as well as some rolled change in case you also need that. Don’t un-roll it until you need it. Leave it in a tray on its own.

Under Loose Coins and Bills, you’ll see .01 x ______ = ______. This is where you record how many loose pennies (.01). Let’s say you count 47 pennies. Put the amount in the line after the x. Now it reads .01 x 47 = ______. Now you have to do the math. .01 times 47 is .47. Write .47 on the line. Completed, this would look like this: .01 x 47 = .47.

Let’s try another one. You’ve counted 32 quarters. It needs to be recorded like this: .25 x 32 = ______. Now you have to do the math. .25 times 32 is 8. Write it on the line. .25 x 32 = 8. We are working with currency, so the 8 should be written like this: 8.00. Completed, it would look like this: .25 x 32 = 8.00.
Learning Activity 3-15 - Float Form

Before your shift begins you must count your float and record it on a float form. You are given: 2 rolls of loonies, 89 pennies, 4 - $10.00 bills, 1 roll of toonies, 47 dimes, 2 - $20.00 bills, 20 quarters, 3 - $5.00 bills, 2 rolls of quarters, 1 roll of dimes, 35 nickels, 1 roll of nickels, 10 loonies, 15 toonies, and 1 roll of pennies. Fill in the form below.

---

<table>
<thead>
<tr>
<th>Loose Coins and Bills</th>
<th>Rolled Coins</th>
</tr>
</thead>
<tbody>
<tr>
<td>.01 x ______ = ______</td>
<td>Penny Rolls</td>
</tr>
<tr>
<td>.05 x ______ = ______</td>
<td>Nickel Rolls</td>
</tr>
<tr>
<td>.10 x ______ = ______</td>
<td>Dime Rolls</td>
</tr>
<tr>
<td>.25 x ______ = ______</td>
<td>Quarter Rolls</td>
</tr>
<tr>
<td>$1 x ______ = ______</td>
<td>Loonie Rolls</td>
</tr>
<tr>
<td>$2 x ______ = ______</td>
<td>Toonie Rolls</td>
</tr>
<tr>
<td>$5 x ______ = ______</td>
<td>Total Rolled:</td>
</tr>
<tr>
<td>$10 x ______ = ______</td>
<td>Total Loose Coins &amp; Bills:</td>
</tr>
<tr>
<td>$20 x ______ = ______</td>
<td></td>
</tr>
<tr>
<td>$50 x ______ = ______</td>
<td></td>
</tr>
</tbody>
</table>

Total FLOT Loose and Rolled (Coins and Bills):

Cashier’s Signature:

Manager’s Initials:
Cashing Out at the End of a Shift

Once your shift is over, you’ll also have a **Cash Out Form** to fill in.

**Cash Out Form**

<table>
<thead>
<tr>
<th>Cashier: ___________________________</th>
<th>Date: __________</th>
<th>Time: ________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Loose Coins and Bills</strong></td>
<td><strong>Rolled Coins</strong></td>
<td></td>
</tr>
<tr>
<td>.01 x ______ = ______</td>
<td>Penny Rolls .50 x ______ = ______</td>
<td></td>
</tr>
<tr>
<td>.05 x ______ = ______</td>
<td>Nickel Rolls $2 x ______ = ______</td>
<td></td>
</tr>
<tr>
<td>.10 x ______ = ______</td>
<td>Dime Rolls $5 x ______ = ______</td>
<td></td>
</tr>
<tr>
<td>.25 x ______ = ______</td>
<td>Quarter Rolls $10 x ______ = ______</td>
<td></td>
</tr>
<tr>
<td>$1 x ______ = ______</td>
<td>Loonie Rolls $25 x ______ = ______</td>
<td></td>
</tr>
<tr>
<td>$2 x ______ = ______</td>
<td>Toonie Rolls $50 x ______ = ______</td>
<td></td>
</tr>
<tr>
<td>$5 x ______ = ______</td>
<td>Total Rolled Coins: __________________</td>
<td></td>
</tr>
<tr>
<td>$10 x ______ = ______</td>
<td>Total Loose Coins and Bills: ______</td>
<td></td>
</tr>
<tr>
<td>$20 x ______ = ______</td>
<td><strong>Total Cash:</strong> __________________</td>
<td></td>
</tr>
<tr>
<td>$50 x ______ = ______</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Cash (in drawer):** __________

**Total Debit Sales Slips (in drawer):** __________

**Total Credit Card Sales Slips (in drawer):** __________

**Sales Subtotal:** __________

**Float:** __________

**Subtotal minus Float:** __________

**Total Cash Sales (from end of shift receipt):** __________

**Total Debit Sales (from end of shift receipt):** __________

**Total Credit Card Sales (from end of shift):** __________

**Total Sales:** __________

**Total Sales from above:** __________

**Minus “Subtotal minus Float” from above:** __________

**+ / - Over or under:** __________

Cashier’s Signature: ___________________________

Manager’s Initials: ___________________________
The purpose of a Cash Out Form is to reconcile or balance the money in your drawer to the actual sales totals at your cash register. At the end of your shift, you will print an end of shift receipt which contains all of the transactions from your shift. From this receipt, you will be able to find your total cash, debit, and credit card sales. In your drawer, you will have debit and credit card slips as well as cash.

Jean starts her shift with a cash float of $100.00. She counts it and fills in the Float Form. Over the course of the day, Jean has $359.67 worth of sales. She sits down to complete the Cash Out Form. She counts all the money in her drawer. She has $367.48 in cash. She has slips totaling $92.19 in debit and credit card sales. She can see from her receipt that she had $58.23 in debit sales and $33.96 in credit card sales. The totals in her cash box equal $459.67, which is the total of cash ($367.48) plus the total of debit and credit card slips ($92.19). She knows that $100.00 of that cash was her float. When Jean finishes totaling her sales, she sees that she has balanced. That means that the cash register totals from the end of shift receipt equal the total of the cash, debit, and credit slips that she has in her cash drawer.

There are times when you may not balance. If the amount that you are missing is small and it doesn’t happen very often, the employer may not make an issue out of it. Each store has a different policy and procedure for unbalanced Cash Out Forms. You will likely be told about this during your training. It goes without saying that if you strive to balance your till, your employer will appreciate your accuracy.

It should be noted that Cash Out procedures and forms will vary.

**Learning Activity 3-16 - Cash Out Form**

This is your end of shift receipt for today’s shift. Using the float amount from Learning Activity 3-12 and this receipt, fill in the following Cash Out Form.

**End of Shift Receipt for 5/23/06**

<table>
<thead>
<tr>
<th>Total Cash Sales:</th>
<th>$256.32</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Debit Card Sales:</td>
<td>$428.89</td>
</tr>
<tr>
<td>Total Credit Card Sales:</td>
<td>$350.23</td>
</tr>
</tbody>
</table>

The till contains the following cash and coin amounts: 2 rolls of loonies, 1 roll of quarters, 1 roll of dimes, 5 dimes, 9 loonies, 12 - $20 bills, 8 - $10 bills, 6 pennies, 10 toonies, 23 - $5 bills, 7 nickels, 3 quarters, and 1 roll of pennies.
# Buy More Stuff Store

## Cash Out Form

<table>
<thead>
<tr>
<th>Cashier: ___________________________</th>
<th>Date: __________</th>
<th>Time: ________</th>
</tr>
</thead>
</table>

### Loose Coins and Bills

<table>
<thead>
<tr>
<th>Coin Value (dollars)</th>
<th>Number of Rolls</th>
<th>Total Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>.01</td>
<td>x _______</td>
<td>= _______</td>
</tr>
<tr>
<td>.05</td>
<td>x _______</td>
<td>= _______</td>
</tr>
<tr>
<td>.10</td>
<td>x _______</td>
<td>= _______</td>
</tr>
<tr>
<td>.25</td>
<td>x _______</td>
<td>= _______</td>
</tr>
<tr>
<td>$1</td>
<td>x _______</td>
<td>= _______</td>
</tr>
<tr>
<td>$2</td>
<td>x _______</td>
<td>= _______</td>
</tr>
<tr>
<td>$5</td>
<td>x _______</td>
<td>= _______</td>
</tr>
<tr>
<td>$10</td>
<td>x _______</td>
<td>= _______</td>
</tr>
<tr>
<td>$20</td>
<td>x _______</td>
<td>= _______</td>
</tr>
<tr>
<td>$50</td>
<td>x _______</td>
<td>= _______</td>
</tr>
</tbody>
</table>

### Rolled Coins

<table>
<thead>
<tr>
<th>Coin Value (dollars)</th>
<th>Number of Rolls</th>
<th>Total Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Penny Rolls</td>
<td>.50 x _______</td>
<td>= _______</td>
</tr>
<tr>
<td>Nickel Rolls</td>
<td>$2 x _______</td>
<td>= _______</td>
</tr>
<tr>
<td>Dime Rolls</td>
<td>$5 x _______</td>
<td>= _______</td>
</tr>
<tr>
<td>Quarter Rolls</td>
<td>$10 x _______</td>
<td>= _______</td>
</tr>
<tr>
<td>Loonie Rolls</td>
<td>$25 x _______</td>
<td>= _______</td>
</tr>
<tr>
<td>Toonie Rolls</td>
<td>$50 x _______</td>
<td>= _______</td>
</tr>
</tbody>
</table>

Total Rolled Coins: ___________________

Total Loose Coins and Bills: __________

Total Cash: _________________________

Total Cash (in drawer): __________
Total Debit Sales Slips (in drawer): __________
Total Credit Card Sales Slips (in drawer):
  Sales Subtotal: __________
  Float: __________
  Subtotal minus Float: __________

Total Cash Sales (from end of shift receipt): __________
Total Debit Sales (from end of shift receipt): __________
Total Credit Card Sales (from end of shift): __________
Total Sales: __________

Total Sales from above: __________
Minus “Subtotal minus Float” from above: __________
+ / - Over or under: __________

Cashier’s Signature: ___________________________
Manager’s Initials: ___________________________
For more opportunity to practice the math skills covered in the Math Chapter, visit the following websites:

http://www.321know.com/g45_cox1.htm#section3

http://www.aaamath.com/mny.htm

(You can change the level and the currency to Canadian)

http://www.mcwdn.org/Decimals/MonDecQuiz.html

http://www.moneyinstructor.com/coins.asp
-free trial but will have to pay later-

http://ellerbruch.nmu.edu/classes/cs255f02/cs255students/snordstr/P11/money.html

http://www.funbrain.com/cashreg/

http://www.moneyskillsattainment.com/dollarscents.html
-Program available for purchase-

http://www.quia.com/jg/4918.html

http://www.321know.com/mny.htm
Chapter 3: Math - Learner Self-Assessment

When you have completed Chapter 3: Math, assess your performance. Check yes or no in the boxes below. In the comments section, you can write down thoughts you have about the chapter.

I started this chapter on (date) ______________ and finished ______________.

### A) Verify calculations

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>yes but I need more practice</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have good basic math skills in the following areas: addition, subtraction, multiplication, and division.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know what the taxes are in my province.</td>
<td>yes</td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>I understand that certain items are tax exempt and that I will be told what they are when I start working.</td>
<td>yes</td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>I can change a percent to a decimal.</td>
<td>yes</td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>I can figure out what GST and PST are and add them to a sub-total.</td>
<td>yes</td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>I can figure out the discount amount using either percents or fractions.</td>
<td>yes</td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>I can figure out a refund and fill in a refund form.</td>
<td>yes</td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>I can use the exchange rate to change US currency into Canadian.</td>
<td>yes</td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>I can verify a customer’s age.</td>
<td>yes</td>
<td></td>
<td>no</td>
</tr>
</tbody>
</table>

### B) Handling money

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>yes but I need more practice</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know the following pieces of equipment and terminology: cash register, cash drawer, receipt, debit card, and credit card.</td>
<td>yes</td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>I can figure out how much change is due to a customer.</td>
<td>yes</td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>I can add a cash back amount to the subtotal in order to figure out the total.</td>
<td>yes</td>
<td></td>
<td>no</td>
</tr>
<tr>
<td></td>
<td>yes</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>-----------------------------------------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td>I can make change, using the least amount of currency possible.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know how to count the change from a drawer.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can figure out the new amount due when handed change near the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can count the till at the beginning of a shift and fill in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can cash out at the end of a shift and fill in a Cash Out</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments (use a blank sheet of paper if you need more room)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Learner Evaluation and Feedback for Chapter 3 - Math

1. Did you enjoy doing the learning activities in Chapter 3?
   - [ ] yes  [ ] no

2. How well do you think you did on these activities?
   - [ ] very poorly  [ ] not that well  [ ] fairly well  [ ] very well

3. Were the instructions easy to follow?
   - [ ] not at all  [ ] a little confusing  [ ] yes  [ ] I needed clarification

4. Do you think these learning activities are relevant to your goal of becoming a cashier?
   - [ ] very poorly  [ ] not that well  [ ] fairly well  [ ] very well

Comments (use blank sheet of paper if you need more room)

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
Chapter 3: Math – Skills Checklist

The skills surrounding math are very important when working as a cashier, however, they are skills that are *transferable*. That means that you can take what you have learned and apply it to other jobs, or even to your own personal life.

For example, now that you have learned these skills you could apply them to:

- Helping you manage your own money
- Knowing if you receive the right change at the store
- Helping your children learn money math skills
- Being able to figure out what the tax will be on an item you are thinking of buying
- Understanding and being able to figure out discounts when you are shopping
- Finding the best deal between two stores when discounts are involved
- Counting your own money for banking purposes
- Volunteering to be a treasurer for a club or organization
- Filling in a variety of forms at work or at home

These math skills will work anywhere and anytime. Improving your math skills can only help you in your work and personal life.

Think about how you might use the skills you’ve learned in Chapter 3: Math. Write them below.
Chapter 4: Reading

In this chapter, you will learn about:

A) Reading to follow instructions and directions
B) Locating and reading information on a computer

Learning Activity 4-1 - What do cashiers read?

Have you ever heard this: “Cashiers don’t read! They add stuff up and hand back change.” As you can imagine, they are wrong! We are learning, a cashier’s job entails more than just handing back some change!

Think about the job of cashier. Why might a cashier need to read? What might they need to read? Write your ideas below.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Learning Activity 4-2 - DISCUSSION

Discuss your thoughts and ideas about when and why cashiers need to read. Did other learners come up with ideas you hadn’t thought of? Write them below. Once you’re finished, read the next page, which lists the Essential Skills for a cashier. Discuss the list with your group or instructor.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Essential Skills

The Essential Skills profile states under the heading Reading, that Cashiers might:

- Read notes or memos with information about price changes, new products or procedures, administrative matters, upcoming sales promotions or special events.
- Read letters from suppliers with information about products or price changes to pass this information on to customers.
- Consult manuals for information on procedures, such as how to refund money or give discounts.

(Source: http://srv108.services.gc.ca/english/profiles/75.shtml#ReadingText)

Cashiers might also be required to read while using documents. The Essential Skills lists the following tasks under Document Use:

- Read price tags, bills, cash register displays, or account statements to determine the amount due.
- Read brand labels and compare them to promotional flyers or coupons to determine if the product is on sale.
- Consult lists, such as lists of product names and their prices, lists of people who have written NSF (not sufficient funds) cheques, lists of exchange rates or pounds to kilograms conversion charts.
- In theatres, the use of a seating chart to help customers with ticket selection.
- Read computer lists of information about sales by category to be able to balance the payments and charges. They may use up to ten documents at a time.
- Read signs, labels, and lists.
- Read tables, schedules, or other table-like text.
Chapter 4: Reading

A) Reading to Follow Instructions and Directions

**Essential Skill**

The information under the unit Reading to Follow Instructions and Directions falls under Reading, Document Use, Writing, Numeracy, Oral Communication, Problem Solving, Decision Making, Job Task Planning and Organizing, Finding Information, and Working with Others.

People read for different reasons: enjoyment, to find information, to learn, etc. Employers have said that cashiers need to know how to read in order to follow instructions or directions. This is something that will help them succeed at their job.

Instructions and directions are typically made up of one or more things that you are being asked to do.

Sue,
Please clean the shelf above the canned tomatoes and wipe down the counters.

Thanks, Jim

Sometimes those items are listed by number and have to be done in the order they are given.

**To accept a personal cheque**

1. Ask to see both driver’s licence (with photo ID) and valid credit card.
2. Verify expiry date on credit card.
3. Write driver’s licence number on back of cheque. Verify photo ID.
4. Have floor manager approve collected information and cheque.
5. Proceed with transaction.

Sometimes items are listed and it’s up to you to prioritize them.

- Put up new signs advertising tomorrow’s specials.
- Change the cash register tape in till #4.
- Clean up spilled milk in aisle #7.
- Fill in new float form.
Learning Activity 4-3 - Read to Follow Instructions and Directions
The manager at John’s Deli hands the following note to an employee named Mindy.

Mindy:
I’ve taken you off cash for this morning. I need you to do the following tasks before lunch. I’ve prioritized them for you. After lunch, you can return to cash, but you’ll be on register #4, not your regular #6.

Thanks.
Shelly, Manager

• check expiration dates on deli meat and remove expired items
• take down bread sale signs
• wipe down bread shelves before bread shipment arrives
• make sale signs for upcoming sliced meat sale and put them on my desk when done
• when pop shipment arrives tell driver to pile at back door, not side

Shelly, Mindy’s manager, hands Mindy the note and says, “It’s very important. Thanks Mindy.”

Mindy smiles and takes the note. She likes her manager and wants to help her. Mindy looks at her watch. ‘I’d better go get my till,’ thinks Mindy. ‘I’ll read the note as soon as I get set up at my register.”

STOP!
Where did Mindy go wrong?

Mindy gets her till and heads to register #6. To her surprise Doug, a fellow employee, is already working there.

“What are you doing at my register?” she asks Doug.
“Shelly told me I was working here today,” replies Doug, who goes back to work.

Mindy is confused. She always works till #6. Maybe she’d better find Shelly and ask her.

Mindy finds Shelly in her office. She’s going over the month end reports and looks stressed out.

“Sorry to bother you Shelly, but I went to my till and Doug is already there. He said you told him he was working there today. What till am I on?”

STOP!
What do you think Shelly’s reaction will be? What will she ask Mindy?

After talking with Shelly, Mindy realizes that she needs to read the note Shelly gave her this morning. "Oops. Guess I should have read it first thing. She did say it was important"., thinks Mindy.

Mindy gets out the note and quickly scans it. "Well that explains things! I’m not on cash until this afternoon" thinks Mindy. She also sees that there is a list of things she is supposed to do before lunch. "Better get started", thinks Mindy. She scans the list and makes a mental note of things she has to do: make sales signs for meat sale, bread sale signs, check expiration dates and remove the bad items, pop driver will pile at back door, wipe down bread shelves.

STOP!
What do you think of Mindy’s mental list? What important piece of information did she miss while scanning the note?
Mindy decides to leave a note for the driver at the back door. The note reads: “Please pile pop here”.  

**STOP!**  
Why could this get Mindy into trouble? (Hint: Will the pop driver see the note? How come?)

Next Mindy makes a sale sign for a meat sale. She puts it up in the meat section. When she walks by the side door, she sees that the pop delivery man has piled the cases of pop where he normally piles them, rather than at the back door where she wanted him too. He must not have seen her note. Mindy grabs the cart and moves the pop herself. She asks the stock boy to help her.  

**STOP!**  
What else has gone wrong for Mindy today? Why didn’t the pop delivery man read the note? How did all of this affect the stock boy?

The bread shipment arrives and Mindy realizes that she hasn’t wiped down the shelves. She tells the driver to put the bread on the shelves anyway. Once that’s done, she does a quick wipe around the stacks of bread. "Not the greatest, but I’ll do it better next week", thinks Mindy. While she’s there, she sees the bread signs and remembers to remove them. "Good thing no one bought any of the new bread with this sign here", thinks Mindy, "or they would have had to get the sale price! That would have made Shelly mad!"
Just then, Mindy hears a commotion at the meat counter. She hears Mrs. Tacumpsy, a regular customer, telling the butcher, “This meat expired yesterday! Why is it still here? I almost bought old meat. I could have been made sick by this old meat.”

"Uh-oh", thinks Mindy. "I was supposed to check the meat expiration dates".

She hears the butcher telling Mrs. Tacumpsy that he was just about to go through the meat to take out the expired meat. He assures her that they always check for freshness and never sell meat that has expired. He says that Mrs. Tacumpsy is his favourite customer, and he’d never do anything to make her sick! Mrs. Tacumpsy blushes.

Mindy thinks, "Boy, I’m not getting anything right this morning! I’d better read my note again!" She gets out the note and sits down to read it. She immediately see that her manager had prioritized the list! Mindy had just been doing whatever she felt like doing next, not in any particular order!

STOP!
Help Mindy make the most of the time she has left. Go through the prioritized list in the note and see what she’s done and what she has left to do. Then make a new prioritized list for Mindy. Use the space below.
Learning Activity 4-4 - DISCUSSION
Discuss Learning Activity 4-3 with your group or instructor. What went wrong? What was Mindy’s first mistake? Once Mindy realized she had to read the note, where did she go wrong at this point?

Jargon, Acronyms, and Codes

Jargon is terminology or slang that is specific to a group. Cashier jargon might include words like till, float, layaway, sales rep (representative), barcode, inventory, and commission. Note: If any of these words are unfamiliar to you, use your dictionary or the Internet to find definitions.

Acronyms are abbreviations where the first letter of each word is used to form a new word or name.

For example:
UPC is an acronym for Universal Product Code
POS stands for Point Of Sale (or Service). A check out system linked to a cash register. Wireless POS can be brought right to a customer’s table at a restaurant.
PLU means Product (Price or Produce) Look-Up Code
GST stands for Goods and Services Tax
PST stands for Provincial Sales Tax
NSF stands for Non-Sufficient Funds

Codes are used by many stores to identify inventory. UPC codes are often found on boxes, bags, tags, or on a sticker on the item itself. These are put on by the manufacturers. UPC stands for Universal Product Code. Universal means “everywhere”. Manufacturers apply for a UPC. A UPC on a bottle of shampoo in BC will have the same UPC on the same brand of shampoo in Ontario. When a cashier scans the UPC, the computer processes the code information and looks up the price in its system.

PLU codes are Product (Price, or Produce) Lookup Codes. They are used for items that are loose, bulk, or bunched.

Apples, for example, come in many varieties (Macintosh, Spartan, Granny Smith). Apples are sometimes sold loose so there is nowhere to put a UPC code on the merchandise. Retailers use a PLU# that is assigned to each variety. For example, Granny Smith apples might have the PLU# 228. A cashier enters the PLU and the item is weighed. The cash register takes the cost per weight (kilogram, pound, gram) and multiplies it by the weight of the item.
For example:

Granny Smith apples, PLU# 228, $ 3.28/kg
The customer buys 2kg of Granny Smith apples.
$ 3.28 x 2 (kilograms) = $ 6.56.
PLU code lists are sometimes found on a circular roller near the till or it can be on the cash register screen itself. Cashiers are encouraged to memorize common PLU codes so that they can work faster. When cashiers have to stop to look up a PLU, it takes time.

PLU codes are usually displayed in a table. Headings and tables may vary. Often the varieties are listed together under a Commodity heading. You would look under the Commodity heading “Apples” to find the list of apple varieties. To find tangerines, you would look under “Oranges”. Peanuts would be listed under “Nuts” and might be categorized as salted and unsalted. To find a list of PLUs used in Canada, go to: www.plucodes.com.

How to Read a PLU Table

<table>
<thead>
<tr>
<th>PLU</th>
<th>Commodity</th>
<th>Variety</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>4218</td>
<td>APRICOTS</td>
<td>Regular</td>
<td></td>
</tr>
<tr>
<td>4219</td>
<td>APRICOTS</td>
<td>Retailer Assigned</td>
<td></td>
</tr>
<tr>
<td>3302</td>
<td>APRICOTS</td>
<td>Regular</td>
<td>Large</td>
</tr>
<tr>
<td>3422</td>
<td>APRICOTS</td>
<td>InterSpecific</td>
<td></td>
</tr>
<tr>
<td>4239</td>
<td>BERRIES</td>
<td>Blackberries</td>
<td></td>
</tr>
<tr>
<td>4240</td>
<td>BERRIES</td>
<td>Blueberries</td>
<td></td>
</tr>
<tr>
<td>4241</td>
<td>BERRIES</td>
<td>Boysenberries</td>
<td></td>
</tr>
<tr>
<td>4242</td>
<td>BERRIES</td>
<td>Cranberries</td>
<td></td>
</tr>
<tr>
<td>4243</td>
<td>BERRIES</td>
<td>Gooseberries</td>
<td></td>
</tr>
<tr>
<td>4244</td>
<td>BERRIES</td>
<td>Raspberries</td>
<td></td>
</tr>
</tbody>
</table>

(Source: www.plucodes.com)

First, notice that there are four columns in this PLU list. The column headings are along the top row: PLU, Commodity, Variety, and Size.

**PLU** is the assigned code, **Commodity** is the type or kind of item (in this case, it is kinds of fruit), **Variety** is the kind of commodity. The Commodity Berries contains six varieties: Blackberries, Blueberries, Boysenberries, Cranberries, Gooseberries, and Raspberries. **Size** breaks down the varieties even further. Notice there are two varieties of apricots called “regular”. That’s because they are two different sizes: small and large.
PLU lists are often organized alphabetically. The items in the Commodity column are listed alphabetically and the varieties in the Variety column are also listed alphabetically. This speeds up the process of looking for a specific PLU number.

Depending on your cash register system, the price per unit might be displayed as well. For example, another column would be added called PRICE. Under that column, you’d see prices listed like this: $2.49/kg. That means that the item on that row sells for $2.49 per kilogram.

For example:

<table>
<thead>
<tr>
<th>PLU</th>
<th>Commodity</th>
<th>Variety</th>
<th>Size</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>4045</td>
<td>CHERRIES</td>
<td>Regular/Red/Black</td>
<td></td>
<td>$4.00/kg</td>
</tr>
<tr>
<td>4258</td>
<td>CHERRIES</td>
<td>Golden/Ranier/White</td>
<td></td>
<td>$4.00/kg</td>
</tr>
</tbody>
</table>

If you were to buy 2 kg of Golden Cherries, you’d be charged $8.00. Golden Cherries sell for $4.00 per kg. $4.00 x 2 kg = $8.00

**Learning Activity 4-5 - PLU Lists**

Use the PLU section on Oranges to answer the following questions. Show any calculations you make in the spaces provided.

<table>
<thead>
<tr>
<th>ORANGES</th>
<th>PLU</th>
<th>PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caleb</td>
<td>601</td>
<td>2.84/kg</td>
</tr>
<tr>
<td>Clementines, box</td>
<td>602</td>
<td>7.00/box</td>
</tr>
<tr>
<td>Navel large</td>
<td>603</td>
<td>2.84/kg</td>
</tr>
<tr>
<td>Navel small</td>
<td>604</td>
<td>3.09/kg</td>
</tr>
<tr>
<td>Tangerines</td>
<td>605</td>
<td>2.84/kg</td>
</tr>
<tr>
<td>Chinese</td>
<td>606</td>
<td>2.27/kg</td>
</tr>
</tbody>
</table>

1. What is the PLU for small Navel oranges?
2. Does the store sell Mandarin oranges?
3. How much would it cost for 4 kg of Chinese oranges?
4. How much would 2 boxes of Clementines cost?
5. What is the PLU for Caleb oranges?
6. 604 is the PLU for which variety of orange?
7. How much would you be charged for 3 kg of small navel oranges?
8. Can you buy Clementines by the kilogram? ________________________

9. What would your total be for the following order? Show your work below.

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 kg large navel oranges</td>
<td></td>
</tr>
<tr>
<td>1 box Clementines</td>
<td></td>
</tr>
<tr>
<td>3 kg Chinese oranges</td>
<td></td>
</tr>
<tr>
<td>2 kg Caleb oranges</td>
<td></td>
</tr>
</tbody>
</table>

**Reading, Understanding, and Taking Action**

Following instructions and directions requires the reader to **read the information, understand what is being asked of them**, as well as **the order in which to do the tasks**, and finally, **take action**.

Think of reading to follow instructions and directions like reading a recipe. Not only do we have to understand what is meant by “add 2 c. sifted flour”, but we have to know at what point in the process we add the flour. Adding it at the wrong time could mean the recipe might not turn out correctly. We read the recipe, understand all the parts as well as the order in which to do the tasks, then we take action and begin the process.

Cashiers might be asked to read a manual called **Policies and Procedures**. This manual contains all the information an employee needs to know about what the store’s policies are and how to go about following the procedures. Policies are rules the store and its employees must follow. Procedures are how those rules are to be followed.

If a policy states that no returns are to be made after 2 weeks and a cashier allows a customer to return an item that they purchased 2 months ago, they might be reprimanded or warned by their supervisor. Cashiers have to read the policies and understand them. They have to read the procedures and know how to follow them. If at any point a cashier is uncertain, they need to ask for clarification or help. Obviously, when a new cashier first starts a job, they are not usually expected to memorize the complete manual word for word, but ideally a cashier will spend time going over it so that they are very familiar with it.

Good policies and procedures are written in clear language that is easy to understand and follow. Unfortunately, this isn’t always the case. If you are struggling with understanding the policies and procedures, ask a co-worker, manager, or someone you know and trust to help you go over them. Sometimes having someone re-words the policy or procedure, can help you to understand them. It’s in your best interest to understand these documents.
**Memos**

Memos are messages or notes, usually from management that tell the staff something important. They are an easy way for management to reach the whole staff, rather than talking to each employee individually. Cashiers, and other staff, are expected to check the Staff Memo Board for important memos and information. If there is something you don’t understand, ask a co-worker or manager. That is your responsibility.

Memos are usually short and to the point. They are not sent outside the workplace (that would be a letter). They can sometimes sound harsh because they are so direct. Do not take this personally. The point of a memo is to pass on information. (eg: All cashiers must wipe down their conveyor belt before and after a shift.) You might receive a memo that isn’t really directed at you, but because you are an employee you receive it. It’s your responsibility to know if it is directed at you and if you need to take action.

**Learning Activity 4-6 - Memos**

Read the following memo. Read Scenario 1 following the memo.

---

**MEMO**

Attention: Cashiers  
Re: Christmas Gift Receipts and Exchanges  
November 1, 2006

From November 1 to December 24, all cashiers are required to ask customers if their purchase is a gift. If yes, use the GIFT RECEIPT stamp to stamp the back of the receipt. All returns for cash must be made before January 30, 2007. After that date, returns will be for store credit only. Please inform customers of this policy.

Thank you.

The Management
Scenario 1

Mavis works at a large department store. On November 1, she arrives for her shift and puts her coat and purse in the staff room and quickly scans the memo board but nothing important catches her eye. The Christmas shopping season is very, very busy. Today is no exception. It’s the busiest Saturday that Mavis can remember working. There are line-ups all the way past the perfume counter!

Most customers are nice, but some are tired and grumpy. Her first customer tells her that he doesn’t like the way she says ‘good morning’ to him. You just can’t make all customers happy, but Mavis tries. By 11:00 am, she’s exhausted and she can’t wait until closing.

A young woman with a crying baby brings a sweater to Mavis’ counter. The baby screams the whole time Mavis handles the transaction. Mavis hands the receipt to the customer, says “have a nice day”, and turns to help the next person in line.

Learning Activity 4-7 - DISCUSSION
Discuss with your group or instructor the scenario above. Based on the memo, what are the policies and procedures? What could happen if procedures aren’t followed? Where did Mavis go wrong? What could she have done differently? Write some comments and thoughts below.
Now read Scenario 2 below. Discuss this scenario with your group or instructor. Write your comments and observations below.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Scenario 2

The customer from Scenario 1 returns to the store on January 7. The sweater she bought her sister for Christmas was too small. She ended up buying her sister something else, and wants to return the sweater and get her money back.

She goes to the Customer Service desk and places the sweater and receipt on the counter. The customer says, “I’d like my money back. It was a gift and didn’t fit. I’ve bought her something else, so I just need my money back.”

The cashier turns the receipt over and sees that it is not stamped “gift receipt”.

The store’s normal return policy states that items can only be returned for cash within 7 days of purchase. She can see from the receipt that the purchase was made November 1. If the back had been stamped “gift receipt”, then she would have been able to return for cash until January 30th. The receipt does not have a stamp on it; therefore she’s not able to return for cash.

She says to the customer, “I’m sorry. According to our policy, you can only get store credit.”
The customer says, “What? What do you mean? It was a gift. I need my money back. There’s nothing I want here.”

The cashier realizes that she will not be able to handle this situation on her own. She calls for the manager. He’s busy with another situation, so the customer is forced to wait 10 minutes. The customer starts to get annoyed because this return is taking far longer than she had anticipated. She bought the sweater as a gift and knows she should be able to get her money back. It’s not her fault the receipt wasn’t stamped.

Finally, the manager arrives. The customer has to re-explain the situation. She’s tired and feeling frustrated at this point. Thankfully, the manager sees that it was a cashier’s error in not stamping the receipt. He has the cashier fill in the appropriate forms and after 5 minutes the customer is able to leave with her money back.

The manager is able to see from the receipt that it was Cashier #2345 that made the error in not stamping the receipt. He makes a mental note to ask to speak to her after her shift is over. Errors such as this are avoidable. If only she’d read the memo and followed the instructions, none of this would have happened.

**Employee Handbooks**

Cashiers might be given an Employee Handbook as part of their training. Handbooks are a great resource for you, as they contain all the information employees need to know.

Employee Handbooks might contain information about:

- dress code
- break times
- pay scales
- vacation time
- opening and closing store procedures
- who’s in charge of what
- health & safety
- job evaluation
- training opportunities
- work schedules
- work behaviour
- grievances
- sick leave
• store maps and layouts
• emergency procedures
• company overview
• general information like where to hang your coat, eat lunch, park, etc.

**Tips for Following Instructions and Directions**

1. Read the whole thing before taking action. There might be something important at the end of the message that you need to know before you proceed.

2. Sound out words that you have trouble reading. Ask a co-worker if you are unsure.

3. Follow directions step by step.

4. Ask for clarification if you don’t understand something.

5. If you are given a list of items that are not in order, prioritize them. Cleaning up a spill in the aisle is a health & safety issue and needs to be done immediately. Put it at the top of the list!

**The Reality of the Workplace**

The reality is that not all PLU lists, memos, notes, and policy and procedure manuals will be clear and organized. Some PLU lists will be incomplete and not organized in a table. Not all workplaces have a memo board and not all places use memos as a way to communicate. Sometimes you have to rely on a badly written note tacked to a wall to tell you about something new. Sometimes the person leaving you memos, notes, and messages will be a terrible writer and you’ll struggle to understand them. Not all places of business will have written policies or procedures. Sometimes they will be written down, but they’ll be out of date and no longer applicable. Sometimes you’ll have to search to find the manuals in the first place, because there will not be a set place for them. That’s the reality of the workplace.

Knowing what the idea is, what we’ve covered in this curriculum, gives you something to strive for. Unfortunately, you’ll have to use your whole set of thinking skills: problem solving, decision making, critical
thinking, job task planning and organizing, significant use of memory, and the ability to find information. These skills will help you cope with the world of work that is not as organized as it should be.

Don’t let this get you down or frustrated by others lack of organization. Ask for help when you need it. Use your thinking skills to help you. Write your own notes for things you encounter that should be in a policy and procedure manual so that the next time you need that info, you can refer to your own notes. Work at memorizing PLU codes. Work at having excellent customer service skills, so that even if you get stuck with something, customers might stay calmer and not get as frustrated themselves.
Chapter 4: Reading

A) Locating and Reading Information on a Computer

More and more cash registers are looking and working like computers. Cashiers need to be able to use a mouse, open and close windows, type basic words and numbers, read information, and scan for information on the computer screen. Some cash register screens are touch screens, and require you to use your finger to actually touch the screen, much like punching a button.

Essential Skills

The Essential Skills profile states under the heading Computer Use, that Cashiers might:

- use computer controlled equipment. For example, they use computer cash registers.
- require knowledge of a special keyboard.
- view product numbers, descriptions, and prices on a database.
- use other computer applications. For example, those to record ticket sales in theatres.

A Reading Day in the Life of Christy

Christy works at a small, family-owned movie rental store. She’s a cashier. Her main job is to wait on customers. They pick out the movie they want and bring the case to the counter. Christy retrieves the movie from the back shelves and hands it to them.
Every customer is registered in their computer system by their phone number. Christy asks them for the number and types it into the computer. She’s been working there for over a year now, and has some customers’ numbers memorized. Once she types in the number, the customer’s page comes up. This includes name, address, telephone, movies rented in the past, etc. It also has a list of everyone at that phone number who is allowed to rent movies.

For example, there are four people in the Smith family: mom, dad, and two teenagers. All four people can rent movies, but they each have their own pin number. That’s a secret four digit number. When one of the Smith teens comes in to rent a movie, they give Christy their phone number. When the screen opens, she says, “What’s your name?” He tells her and she clicks on his name using the mouse. Then she says, “Ok, punch in your pin number.” She hands him the small pin-number key pad.

A pin number is a secret number (personal identification number) and if punched correctly, verifies that that person is who they say they are. Christy’s boss doesn’t want anyone borrowing movies that isn’t a registered customer.

Christy also types the numbers on the movie cases into the computer. The computer finds those titles in its system and marks them as rented. The computer also calculates the cost of the movie rentals. Christy tells the customers how much the movie rentals cost and makes change. If they pay by debit, she does that transaction too.

The computer program at the movie store took a few days to get used to, but when Christy first started she worked with other staff that were always there to help her. Now, it’s like second nature to her. She’s even had dreams about renting movies!

Christy also has to read other things at work, not just information on the computer. When shipments of new movies come in, there is always an inventory list. Christy’s job is to go through the list to make sure that everything they ordered arrived.

She also reads the back of the movie cases so that she gets a general idea of what they are about. Her boss encourages his staff to read movie magazines so that they are up to date on what’s happening in the movie
industry. Customers ask all kinds of movie-type questions and it’s always a good thing when a staff member can answer those questions! During slow times, when all their other work is done, staff often play a board game about movie trivia. They read the questions out loud and the others try to guess the answers.

When Christy first started work, she had to read the Employee Handbook which told her everything she needed to know about working at the video store. Her boss made sure to take time to answer any questions she had once she’d finished reading it. Christy likes her work at the video store and says that reading is a fairly big part of what she does during the day.
Learning Activity 4-8 - Cashiers and Reading on a Computer

Until you read *A Reading Day in the Life of Christy*, you might not have had an idea of how much a movie store cashier needs to read, especially information that is written on a computer. Think about other types of cashiers who use computers. Pick two specific cashiers (e.g. hardware store cashier, casino cashier, pizza delivery cashier) and list the reasons they might be required to read on a computer screen.

**Cashier Job #1:**

**Reasons to read:**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Cashier Job #2:**

**Reasons to read:**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Learning Activity 4-9 - A Computer Checklist

Read the following list of computer skills. If you feel you have good skills in that area, check yes. If you feel you could use more help with that area, check no.

<table>
<thead>
<tr>
<th>yes</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ ❑ I can type using one finger on a keyboard</td>
<td></td>
</tr>
<tr>
<td>❑ ❑ I can use a mouse to click on an icon or move my cursor into a writing field on the screen.</td>
<td></td>
</tr>
<tr>
<td>❑ ❑ I can double click my mouse to open an icon.</td>
<td></td>
</tr>
<tr>
<td>❑ ❑ I can scroll through pages on the screen using my mouse, the scroll bar, or the up/down arrows on my keyboard.</td>
<td></td>
</tr>
<tr>
<td>❑ ❑ I can scan the screen with my eyes looking for a particular name, word, section, code, etc.</td>
<td></td>
</tr>
<tr>
<td>❑ ❑ I can open and close files and folders on a computer.</td>
<td></td>
</tr>
</tbody>
</table>

If you have problems with any of the items listed above, talk to your instructor about some basic computer training. A certificate stating that you have basic computer skills and knowledge might give you an edge while applying for cashier jobs.
Locating Items on a Computer Screen

There are strategies for reading that will help you locate and read information on a computer screen. They include: skimming, scanning, and looking for formatted words (bold, underlined, italicized, use of all capitals, change of colour, etc.).

**Skimming** means reading quickly to get a basic idea of what is written. Let’s say you are a new employee and you are wondering about taking holidays. You get out the Policies and Procedures Manual or Employee Handbook. Let’s say there are two separate sections devoted to taking holidays. You might turn to the first one and skim what is written. You read quickly to see if this section pertains to you. If not, go to the second section and skim that as well. A quick read or skim of something will give you a general idea of what is written there. A cashier is less likely to use skimming when using a computer screen because a cashier is unlikely to need to do a lot of reading of large sections on a computer screen.

**Scanning** is reading quickly or looking over what is written to locate specific information. Your eyes move quickly over the entire page, reading whatever jumps out at you. Pictures, graphics, and formatted words often jump out. When you are scanning, you are looking for a specific piece of information. Let’s say you need to know how many months you need to be working at your present job before you can book holiday time. Again, you would get out the Policies and Procedures Manual or Employee Handbook. You would find the page pertaining to vacation time. You then quickly scan the page for information about booking holiday time. Your eyes go to the title and the subheadings.
# VACATION TIME

## Store Holidays

## Vacation Pay

## Vacation Time Scale

## 3 Month Probationary Period for New Employees

Your eyes naturally go to the title and the subtitles when you scan a page. The other writing underneath the sub-headings isn’t important when you first scan a page. By scanning the page, you notice that the last subheading is called “3 Month Probationary Period for New Employees”. You are a new employee, so this appears to be the best section to read in order to find the information you need.

Scanning is helped when some fonts are larger, some are bolded, and indenting is used. All these serve a purpose to help the reader find the information they need.
Scanning a Computer Screen

Cashiers use the technique of scanning when using their computer screens and computerized cash registers. The screens are usually broken down into sections with headings.

When scanning a computer screen, look for words or sections that are:

- Encased in a box.
- Highlighted
- Written in a different colour font
- Written with a larger font
- Written with words that are **bolded**, underlined, or *italicized*

WRITTEN IN ALL CAPITALS (ALL CAPS)
Learning Activity 4-10 - Cash Register Computer Screens

Use the Internet to find images of computerized cash register screens. There are many, many different programs that businesses use. Their screens all look different. Looking at different screens will help you become familiar with how different cash registers might look, what headings they may have, etc.

Try these websites to find examples. Print them out.

http://www.iep-crt.com/lunch/lunch02.gif

http://www3.uta.edu/upk/Student%20Financials/html/6c6018AF/00000930Q.PNG

http://www.igtlogos.com/igtproducts/images/EZPay-SystemCapabilitiesOverview01.gif

http://www.biometricaccess.com/products/images/fprdev_example.gif

Use one or more of the search engines below to find 5 more examples of screens. Print them out. (NOTE: Some graphics you’ll find are smaller and not very clear. Avoid these ones as they are too hard to read. Search for large, clear graphics.)

www.google.ca www.ask.com
www.yahoo.ca www.lycos.com
www.dogpile.com www.msn.com
www.altavista.com www.mamma.com

Learning Activity 4-11 - DISCUSSION

Share the images of cash register screens with your group or instructor. Discuss the different styles. As you look at each screen, imagine using it. Can you figure out what the various buttons would be used for?
Chapter 4: Reading - Learner Self-Assessment

When you have completed Chapter 4: Reading, assess your performance. Check yes or no in the boxes below. In the comments section, you can write down thoughts you have about the chapter.

I started this chapter on (date) ___________ and finished _____________.

### A few notes on reading

<table>
<thead>
<tr>
<th>I am aware of the Cashier Essential Skills reading section and can list reasons why a cashier might have to read.</th>
<th>☐ yes</th>
<th>☐ yes but I need more practice</th>
<th>☐ no</th>
</tr>
</thead>
</table>

### A) Read to follow instructions and directions

| I understand that cashiers often read to follow instructions and directions. | ☐ yes | ☐ yes but I need more practice | ☐ no |
| I know that written instructions can be written different ways and sometimes the items listed need to be done in a certain order. | ☐ yes | ☐ yes but I need more practice | ☐ no |
| I know that cashiers might have to prioritize lists they are given. | ☐ yes | ☐ yes but I need more practice | ☐ no |
| I am aware that cashiers have their own jargon and acronyms. | ☐ yes | ☐ yes but I need more practice | ☐ no |
| I know what PLU codes are and why they are used. I know how a PLU table might be organized. | ☐ yes | ☐ yes but I need more practice | ☐ no |
| I know how to read a PLU list. | ☐ yes | ☐ yes but I need more practice | ☐ no |
| I understand that following through with what I read is as important as being able to read it. | ☐ yes | ☐ yes but I need more practice | ☐ no |
| I know that cashiers often receive memos from superiors. I understand how important these memos are. | ☐ yes | ☐ yes but I need more practice | ☐ no |
| I have a basic understanding of what Policies and Procedures are, and am aware that cashiers often have to read and understand sections of them. | ☐ yes | ☐ yes but I need more practice | ☐ no |
I understand what Employee Handbooks are and what I might find in one.  □ yes  □ yes but I need more practice  □ no

<table>
<thead>
<tr>
<th>B) Locate and read information on a computer</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know that basic computer skills will help me learn to use a cash register or retail computer.  □ yes  □ yes but I need more practice  □ no</td>
</tr>
<tr>
<td>I know the difference between skimming and scanning.  □ yes  □ yes but I need more practice  □ no</td>
</tr>
<tr>
<td>I know how to scan an item, looking for information that jumps out at me (font, colour, bold, headings, etc.).  □ yes  □ yes but I need more practice  □ no</td>
</tr>
<tr>
<td>I have seen various examples of computer cash register screens.  □ yes  □ yes but I need more practice  □ no</td>
</tr>
</tbody>
</table>

Comments

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Learner Evaluation and Feedback for Chapter 4 - Reading

1. Did you enjoy doing the learning activities in Chapter 4?
   - ☐ yes     ☐ no

2. How well do you think you did on these activities?
   - ☐ very poorly     ☐ not that well     ☐ fairly well     ☐ very well

3. Were the instructions easy to follow?
   - ☐ Not at all     ☐ A little confusing     ☐ Yes     ☐ I needed clarification

4. Do you think these learning activities are relevant to your goal of becoming a cashier?
   - ☐ Yes     ☐ No     ☐ Not sure

Comments

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
Chapter 4: Reading – Skills Checklist

The skills surrounding reading are very important when working as a cashier; however, they are skills that are transferable. That means that you can take what you have learned and apply it to other jobs, or even to your own personal life.

For example, now that you have learned these skills you could apply them to:

- reading with your children
- following recipes
- putting together furniture that comes in a box
- putting together children’s toys
- following instructions on a medicine label
- using the Internet
- learning new crafts
- reading the newspaper
- looking through the newspaper for specific information

These reading skills will work anywhere and anytime. Improving your reading skills can only help you in your work and personal life.

Think about how you might use the skills you’ve learned in Chapter 4: Reading. Write them below.

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________________________________________________________________________
________________________________________________________________________
Chapter 5: Time Management

In this chapter, you will learn about:

A) Being on time

What is time management?

Time management includes a variety of tools and techniques that people use to plan their time more effectively. It is the management of time; the organization of our daily lives. When someone sets an alarm clock in order to get up in time, they are using time management. When a mother organizes her day in order to pick her child up at school at 3:00 to get them to a dentist appointment at 3:30, then back home for dinner at 5:00, and out again for soccer practice at 6:30, that is time management. She has planned out a schedule in order to get everything done.

Some people are very good managers of their time. Others are not.

Time management is a type of self-management. Adults, in order to avoid conflicts in their personal and professional lives, have to become fairly good at time management. The world, for the most part, runs on a time clock. Activities, events, businesses, etc. all follow schedules. If they didn’t, things would not get done.

In order to become good time managers, we have to learn where our weaknesses are and what strategies to use in order to improve.

Essential Skills

The Essential Skills profile includes a section called Job Task Planning and Organizing. This covers time management. Being on time does not directly fall under Job Task Planning and Organizing, as that covers any work that is done once you’ve arrived at your job. Being on time is a skill that you must acquire in order to get to your job.

Job Task Planning and Organizing is central to the day to day work of a cashier. Being on time for work is the foundation for the Essential Skill of Job Task Planning and Organizing.
Learning Activity 5-1 - DISCUSSION
What do you think? Why are people late for work? Discuss time management with your group or instructor. Brainstorm and come up with a list or reasons or excuses why people are late for work. Write them below.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Something to Think About...

“You will never ‘find’ time for anything. If you want time, you must make it.”

- Charles Bruxton

“All time management begins with planning.”

- Tom Greening
A) Being on time

Essential Skill
The information under the unit Being on Time falls under Reading Text, Document Use, Writing, Oral Communication, Problem Solving, Decision Making, and Job Task Planning and Organizing.

For some people, being on time is not as easy as it sounds. It’s just not that simple. In fact, for these people, being on time is quite hard.

They suffer from chronic lateness. Chronic means that it happens over and over, like a habit or pattern. If you are always late, then you have chronic lateness.

Chronic lateness is a destructive habit. But sometimes people who have it, don’t actually realize that their “always being late” is destructive. They don’t see a problem or understand why others might be put off by their behaviour.

In order to change any habit, including chronic lateness, a person must first recognize that a problem exists. If they don’t see that they are late, then they can’t change that behaviour.

If you don’t see that you are late, then you can’t change your behaviour.

So, are you someone with chronic lateness?

Learning Activity 5-2 - Chronic Lateness Checklist
Complete the following table to see if you have chronic lateness. Read each one and put a checkmark under either frequently, sometimes, or never depending on how it relates to you.

In order to get a true picture, you must be honest with yourself. There is no shame in being honest and taking a good, hard look at your habits. Only good can come from changing the way you look at yourself. Read each statement and take a moment to reflect on it. What’s the most true answer you could check? Are you wanting to check sometimes, but really you need to check frequently? Take your time with this activity.

Note: If you are not currently working, you can insert the word school or appointment instead of work.
<table>
<thead>
<tr>
<th></th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I have to work at 9:00 am, I make sure I am there by 8:50 am at the latest.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I figure if I am at work by 9:10 am, I am still “on-time”.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When I arrive at work I hear co-workers or other staff say to me, “Oh, hey, you are here.”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have had my supervisor speak to me about what time I show up for my shift.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have been fired from a job for not showing up on time.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I’m late when I have appointments in my personal life.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My co-workers like it when I work after their shift because I am there a little early, they can finish up on time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I make sure my alarm clock has batteries in case there is a problem with the power.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I get up in plenty of time to get ready.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I leave extra time in my morning schedule in case something goes wrong.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I sometimes feel like other employees are angry or annoyed with me in the morning when I arrive late.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have had others say to me “You’re always late”.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning Activity 5-3 - Personal Reflection

Once you have finished, take a moment to go back over the list. Evaluate your lateness. Are you late a lot? Does it affect your work and personal life? Were any of the answers you gave surprising to you? Do you feel the need to improve your ability to get to work on time?

Note: If you truly are one of those people who are never late, what do you do in order to arrive at work or get to appointments on time? Your success can help others.

Write your reflections below:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
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Learning Activity 5-4 - DISCUSSION

Discuss Learning Activity 5-2 with your group or instructor. If you do not feel comfortable sharing your answers, by all means, you do not have to do that. The point of this learning activity is self-awareness. You don’t have to talk about your own answers in order to do that.

(Note: Perhaps think about discussing your answers one-on-one with your instructor, in a more private setting.)
Show Up on Time
(Source: Skilled Trades Helper, Essential Skills Training, © Literacy Link Eastern Ontario (LLEO), Telephone: (613) 389-5307)

One of the biggest complaints employers have is workers not showing up on time, or not showing up at all. The best thing you can do as an employed person is to show up on time, or even 15 minutes early everyday.

Lateness sends a message to your employer or supervisor that you are not committed to the job, that you are inconsiderate, and that you have poor time management skills. You are not giving 100%. Employers look at all these things and think that if you can’t manage to get to work on time, then you can’t manage to work well. It might not be true, but it will cross your employer’s mind. It tells them that you don’t really care that you are employed. Remember, there are a lot of people standing in line behind you waiting for their chance to show your employer how dedicated they are, if only they were given a chance.

How does being late for work impact others?

- Co-workers learn that you can’t be trusted to show up on time.
- Managers learn to watch for you coming in late.
- Employers see you as a waste of money.
- You create imbalance in the workplace; other employees have to be at work on time, why don’t you?
- Other staff members might have to cover for you until you get there.
- Other staff members might not be able to leave on time after their shift if they are waiting for you to relieve them.
- You create a toxic workplace where people feel anger or resentment.
- If you are opening the store and are late doing that, you could cause the owner to lose business.
- You send a bad message to new employees, making the job of training them more difficult.
- You send a bad message to customers which can cause a loss of business.
- Your children learn that showing up for work on time isn’t important. The cycle of tardiness continues.
How does being late for work impact you?

• You will be deprived of good jobs.
• You will be looked over for promotions.
• You will lose co-workers as friends.
• The normal routines of your working day are all set-back.
• When a person feels rushed they tend to get careless and sloppy. You are working with money, so you don’t want that!
• You could be reprimanded by your supervisor.
• You could be fired!

Learning Activity 5-5 - DISCUSSION
Discuss the list of examples of how being late impacts you with your group or instructor. Did anything on the list surprise you? Is there anything missing from the list? Think of other negative effects of showing up late to work. Write them below.

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Changing Behaviour

In order to change a habit, in this case not arriving to work on time, you have to recognize that the habit exists. If you are in denial that the problem exists, then you won’t see that there is anything to change. Self-awareness is key to making change.

Most of us are familiar with the idea that all behaviour has a consequence. If we don’t do laundry for a week, the consequence is that we’ll run out of clean clothes to wear. If we don’t go grocery shopping, then we don’t have food to eat. If we don’t brush our teeth, then our breath stinks and we get cavities. If we don’t pay our phone bill, then the phone company cuts us off.

These are all consequences of our behaviour.

But sometimes, it’s not easy to change our behaviour. The saying that “old habits die hard” is often true.

If you are late for work because you sleep in, then you need to change your behaviour. But what behaviour needs changing? It’s not always as easy as simply getting up earlier.

Sometimes, it’s not merely the sleeping in that makes us late. You have to take a closer look at the behaviour. What comes before the sleeping in? Do you stay up really late watching tv or playing on the computer? Yes? Well, then that’s the behaviour that needs changing. Going to bed earlier will make it easier to get up earlier, which will get you to work on time.
Learning Activity 5-6 - What behaviours do you need to change?
Look at your own life. Do you arrive late for work, school, or appointments? Why? Think about the behaviours that make you late? Think about what causes those behaviours. Write your thoughts below.

Note: If you are never late, think about someone you know who is often late. It can be a family member, friend, or co-worker. Use them as an example.

Example:

<table>
<thead>
<tr>
<th>Reasons why you are late:</th>
<th>What causes those behaviours?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sleeping in.</td>
<td>Staying up too late watching TV.</td>
</tr>
</tbody>
</table>

Your turn:

<table>
<thead>
<tr>
<th>Reasons why you are late:</th>
<th>What causes those behaviours?</th>
</tr>
</thead>
<tbody>
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Connecting to Workplaces:
Building Curricula for Validated Demonstrations

Literacy Network Northeast – 2006/07

160
How to Get Out the Door on Time
(Source: *Skilled Trades Helper*, Essential Skills Training, © Literacy Link Eastern Ontario (LLEO), Telephone: (613) 389-5307)

If you have trouble getting to work on time, try these tricks to get you up and out the door:

- Set your alarm clock 20 minutes ahead. Don’t allow yourself to say, “I know I have an extra 20 minutes, so I’ll just watch the news, sit, relax, or walk the dog”.
- If you are a person that hits the snooze button several times, set your alarm earlier, so that you start hitting the button earlier. After 4 or 5 times, you might be ready to get up.

- Buy an alarm clock that doesn’t have a snooze button so that you don’t have that option.
- Put the alarm clock on the other side of the room so that the only way to turn it off is to get out of bed. Don’t allow yourself to get back into bed.
- Prepare for your day the night before: make your lunch, set your clothes out, have the coffee pot ready to turn on.

- Create a morning routine and stick to it. Don’t allow yourself to get sidetracked. Focus on getting ready and getting out the door.
- Go to bed at a time that allows you to get 8 hours of sleep.
- Don’t drink alcohol on work nights. It disrupts sleep.
- Don’t drink coffee in the evenings. It disrupts sleep.
- Find a friend who will give you a wake up call for the first few weeks, until you get into a pattern.

Recognize that lateness is a **bad habit**.

With hard work and dedication, you can **change this bad habit**.

It takes a concentrated effort, but it can be done.

It’s worth it!
Excuses, Excuses!

I think it’s fair to say that most people who show up late to work know they are late, know why they are late, and know what they could do better in order to arrive to work on time. Knowing it and doing it are two very different things!

“I hit snooze too many times. I just need more sleep. I should go to bed earlier, but I don’t.” - Shane

“My favourite TV show doesn’t come on until 1:30 am. I can’t miss it...even if it makes me late for work.” - Mickey

“I have to have my morning coffee and watch the news. It keeps me from getting out the door on time.” - Michelle

Learning Activity 5-7 - Excuses, Excuses!

After reading their excuses, what would you suggest to the people above? In the spaces after their names, write ideas or suggestions that you think could help these people get out the door and to work on time.

Shane: ____________________________________________________________

_________________________________________________________________

_________________________________________________________________

Mickey: ____________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Michelle: ____________________________________________________________

_________________________________________________________________

_________________________________________________________________
Taking Responsibility

Basically, it boils down to taking responsibility for your actions. If you need to be at work at a certain time, then you need to do everything in your power to get there. Anything less is unacceptable.

Lateness is a choice. You choose to stay up late knowing you won’t want to get up. The result is that you are late. The consequence of that could be one of many things: having your supervisor speak to you about it, receiving a written reprimand that goes in a permanent employee file, or worse, getting fired.

When we make choices, we have to be able to accept the consequences of our actions. If a supervisor speaks harshly to you for being late, that is your consequence. If you get fired for repeatedly being late, that is your consequence.

Exceptions to the Rule

Of course, there are always valid reasons for being late. A phone call to say you are going to be late because of a valid emergency is still necessary.

Learning Activity 5-8 - Your Plan of Action!

Once you’ve recognized that your lateness is a problem and identified the behaviours that make you late, you need a plan of action to make positive change in your life! You won’t be sorry!

What are you going to do to get to work on time? Let’s look at your behaviours. Flip back to Learning Activity 5-6. Copy each reason you identified as being a problem for you into the following tables (one reason per table). If you need more tables, ask your instructor for these. Once you’ve done that, brainstorm ideas about what you can do about it? How can you alter your behaviour to get what you ultimately want (getting to work on time)?
For example:

<table>
<thead>
<tr>
<th>Reasons why you are late:</th>
<th>What causes those behaviours?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sleeping in.</td>
<td>Staying up too late watching TV.</td>
</tr>
</tbody>
</table>

**What can I do about it?**
- Record shows that are on late and watch them at a better time.
- Decide if I am watching TV because I really want to or am I just filling in time and not really enjoying it?
- Make myself go to bed earlier at least 2 nights a week for the first week, then work towards every night
<table>
<thead>
<tr>
<th>Reasons why you are late:</th>
<th>What causes those behaviours?</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Reasons why you are late:</td>
<td>What causes those behaviours?</td>
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</tbody>
</table>
Learning Activity 5-9 - Putting Your Plan into Action!

Now that you know what you need to change in order to make change in your life and get to work on time, use the following table to track your progress!

<table>
<thead>
<tr>
<th>Places and times I need to be somewhere this week.</th>
<th>Observations.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Were you successful?  Great!</td>
</tr>
<tr>
<td></td>
<td>Not successful?  Why?  What will you do differently next time?</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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Wrapping it Up

Chronically late people sometimes feel justified because of all the other things going on in their life. It’s important to remember that you do not have a right to be late for work, no matter what. Your actions affect you and those around you.

Don’t give up! Making personal change is hard work. For many people, it’s much harder than learning a skill like using a cash register. However, learning to be on time is just as important to being a good cashier or any employee for that matter. Learning to be on time can only help you in your work and personal life.

Good luck!
# Chapter 5: Time Management - Learner Self-Assessment

When you have completed *Chapter 5: Time Management*, assess your performance. Check yes or no in the boxes below. In the comments section, you can write down thoughts you have about the chapter.

I started this chapter on (date) ______________ and finished ______________.

<table>
<thead>
<tr>
<th><strong>What is time management?</strong></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a basic understanding of time management.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>A) Be on time</strong></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I have an understanding of chronic lateness.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
<tr>
<td>I have completed the chronic lateness checklist and reflected on my answers.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
<tr>
<td>I understand how being late impacts others.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
<tr>
<td>I understand how being late impacts me.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
<tr>
<td>I am aware of how behaviour is followed by a consequence.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
<tr>
<td>I understand that to change behaviour, I have to look at what surrounds the behaviour and make changes to those things too.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
<tr>
<td>I have taken a look at and listed my behaviours that help to make me late.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
<tr>
<td>I can list at least 4 tips that will help people get out the door on time.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
<tr>
<td>I understand that making change involves taking responsibility for one’s actions.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
<tr>
<td>I have drawn up a plan of action and am trying to make change in my life.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
</tbody>
</table>
Comments

________________________________________________________________________

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Learner Evaluation and Feedback for Chapter 5 – Time Management

1. Did you enjoy doing the learning activities in Chapter 5?
   - [ ] Yes   [ ] no

2. How well do you think you did on these activities?
   - [ ] very poorly   [ ] not that well   [ ] fairly well   [ ] very well

3. Were the instructions easy to follow?
   - [ ] not at all   [ ] a little confusing   [ ] yes   [ ] I needed clarification

4. Do you think these learning activities are relevant to your goal of becoming a cashier?
   - [ ] Yes   [ ] No   [ ] Not sure

Comments

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
Chapter 5: Time Management – Skills

Checklist

The skills surrounding time management are very important when working as a cashier, however, they are skills that are *transferable*. That means that you can take what you have learned and apply it to other jobs, or even to your own personal life.

For example, now that you have learned these skills you could apply them to:

- Getting to personal appointments on time
- Modeling good time management skills for your children
- Not missing information that is sometimes given at the beginning of a meeting or event
- Demonstrating your commitment to committees or other volunteer positions
- Demonstrating good self-management skills if you are enrolled in school or classes
- Punctuality is a personal attribute you can put on your resume and have references speak to potential employers about
- Preserving personal friendships that might otherwise deteriorate due to persistent lateness

These time management skills will work anywhere and anytime. Improving your ability to be on time can only help you in your work and personal life.

Think about how you might use the skills you’ve learned in Chapter 5: Time Management. Write them below.

________________________________________________________________________

________________________________________________________________________

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Your Next Steps

The content of this manual was created to help you get ready for the Cashier Demonstration. When you are ready to try the demonstration let your instructor know. The demonstration will provide you with the opportunity to show that you have the essential skills it takes to be a cashier.

Employers of cashiers have said that cashiers need:

- Communication
- Writing
- Math
- Reading
- Time Management

The cashier demonstration uses activities that are based on the day-to-day requirements of the job: communicating with co-workers and customers, filling in forms, and handling transactions. The stories and information you have read in this manual should give you a strong idea about what to expect as a cashier. The learning activities you have completed should help you gain the skills you will need to complete the demonstration activity successfully.

When you have successfully completed the demonstration, it will give you a written document that shows you have the essential skills needed for the job. Good luck!

Don’t forget to update your resume to add this curriculum and the completed demonstration.

Note

Employers identified several other essential skills that this curriculum doesn’t cover. You may wish to practice these skills as well.

- Data entry using a keypad
- Prepare receipts
- Read signs
- Work independently
- Maintain attendance
- Read product, service information
- Be a team player
- Problem solve
Some of the skill sets that employers of cashiers identified as being essential to the job are skills that you may need to get outside the literacy program. Talk to your instructor about how you would get training in these topics. These skill sets include:

- Practice good hygiene
- Operate a cash register
- Be friendly, helpful, and efficient
Bibliography

Wikipedia – The Free Encyclopedia
www.wikipedia.com

HRSDC NOC (National Occupational Classification) 6111

http://www.bls.gov/oco/print/ocos116.htm

HRSDC Essential Skills Profile for Cashier

Customer Service, “It’s more than just “Thank you. Come again.” © Literacy Link Eastern Ontario (LLEO), Telephone: (613) 389-5307

Food Processing Labourer, Essential Skills Training, © Literacy Link Eastern Ontario (LLEO), Telephone: (613) 389-5307

Hotmail
www.hotmail.com

Chapters
www.chapters.ca

Canadian Tire
www.canadiantire.ca

Indian and Northern Affairs Canada
http://www.ainc-inac.gc.ca/gol-ged/faq_e.html

Bank of Canada

AAA Math
http://www.321know.com/g45_cox1.htm#section3

That Quiz!

Monroe County Women’s Disability Network
http://www.mcwdn.org/Decimals/MonDecQuiz.html
Money Instructor
http://www.moneyinstructor.com/coins.asp

Ellerbruch
http://ellerbruch.nmu.edu/classes/cs255f02/cs255students/snordstr/P11/money.html

Fun Brain
http://www.funbrain.com/cashreg/

Teaching Money Skills
http://www.moneyskillsattainment.com/dollarscents.html

QUIA Web
http://www.quia.com/jg/4918.html

USDA On-Line Photography Center

International Federation for Produce Standards
www.plucodes.com

Customized Relational Technology
http://www.iep-crt.com/lunch/lunch02.gif

University of Texas at Arlington
http://www3.uta.edu/upk/Student%20Financials/html/6c6018AF/00000930Q.PNG

IGT
http://www.igtlogos.com/igtproducts/images/EZPay-SystemCapabilitiesOverview01.gif

Biometric Access
http://www.biometricaccess.com/products/images/fprdev_example.gif

Search Engines:
www.google.ca
www.ask.com
www.yahoo.ca
www.lycos.com
www.dogpile.com
www.msn.com
www.altavista.com
www.mamma.com

Quote World
www.quoteworld.org

NC State University
http://www.ncsu.edu/studenthandbook/success/topics_time_management.php

Quotationz

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Retail, Essential Skills © Literacy Link Eastern Ontario (LLEO), Telephone: (613) 389-5307
Connecting to Workplaces: Building Curricula for Validated Demonstrations

Cashier Training Curriculum  
LBS Level 3 / 4

By: Lori Farrington

Practitioner Notes & ANSWERS
To the Practitioner:

The following pages are notes for you explaining and expanding on information in the curriculum. As well, it contains answers for the learning activities. The curriculum and these notes are meant to be a guide. By all means, if you can see ways to expand the material and add other learning activities if you have a learner who needs that, then please do so.

There are learning activities throughout the curriculum as well as discussion prompts. Discussion is an important learning tool. Don’t be afraid to add discussions anytime while working through the curriculum. Learning activities can be marked by you or they can be taken up as a group discussion activity. Do what works best for you and your learners.

If you find that your learners need more learning activities, please supplement this curriculum with activities that you find either in your library of materials or on-line.

Cashier: An Introduction

This introduction is meant to provide some basic information about the job of cashier. It includes learning activities and discussion prompts. The information in the introduction was compiled from various sources and is meant to get learners thinking about the job of cashier and what they do. You may wish to read this through with your learners, as it contains words that may be unfamiliar to them. Some of these words have been bolded to draw attention to them. Learners should always be encouraged to ask about words or ideas that are new to them.

Essential Skills

The introduction lists the Essential Skills needed for a cashier. If you are unfamiliar with Essential Skills, visit the website and make yourself aware of the skills listed. You may want to consider having your learners visit the website as an added learning activity.

NOC

The following page includes information about the National Occupation Classification. Again, if you are unfamiliar, visit the web page. Your learners would benefit from visiting the page as well.
What skills will I learn?
The information in the curriculum and the chapter content come from discussion with employers about what they felt was important. Several of the most important skills, according to the Core Skills Chart in the Demonstration, fell outside the LBS mandate. These included: practice good hygiene, be friendly, helpful, and efficient, and operate a cash register. For this reason, they are not included in this curriculum. Obviously, they are important to the job of cashier; if you can find a way to make it work within the mandate, offer that information to learners.

Learning Activity 1-1 - Job Titles
This activity is designed to start learners thinking about cashier jobs and becoming aware of how much they already know about the job by simply watching others do it.

Learning Activity 1-2 - DISCUSSION
Discuss Learning Activity 1-1. Ask learners to share their answers. Having learners share opinions and offer answers is something that may take a while. The first few times, they might not have much to say. Encourage them to share. Validate anything they do offer.

Learning Activity 1-3 - Nature of the Work
1. A till is the money that a cashier starts her shift with. It is also another name for a cash register.
2. A cashier must count their till before they start a shift to ensure that they contain the correct amount of money and adequate supplies of change.
3. Ensure returned merchandise is in good condition, determine where it was purchased, when it was purchased, and what type of payment was used
4. Cash, cheques, credit cards, debit
5. This question requires the learner to think and provide an answer that isn’t included in the reading. The answer is: cheques may not be acceptable because some businesses don’t want to risk that the cheque will come back with insufficient funds.

Learning Activity 1-4 - Working Conditions
This should be done in the learners own words, not written directly from the reading. If necessary, discuss the working conditions before learners write. This may help to re-word the information. Answers should include at least two sentences.
Learning Activity 1-5 - Training, Other Qualifications, and Advancement
1. T, T, F
2. The store’s equipment, policies, and procedures
3. An experienced worker
4. Able to do repetitious work accurately, basic math skills, good manual dexterity, neat in appearance, able to deal tactfully and pleasantly with customers
5. Promotion to a full-time position, head cashier, cash-office clerk
6. If the internet is not available, have them use an encyclopedia or dictionary. The web address needs to be listed

Example: skill and grace in physical movements, especially in the use of the hands (from: http://www.thefreedictionary.com/dexterity)

Learning Activity 1-6 - What do you know already?
This learning activity is designed to again validate what the learner already knows. Answers will vary. Discussion could easily follow this learning activity.

Learner Self-Assessment
Each chapter contains a learner self-assessment. This is to be used by both the learner and the practitioner. The learner has a visual of what they have learned so far, as well as what they might need to continue to work on. It gives the same view for the practitioner.

Learner Evaluation and Feedback
Each chapter contains a learner evaluation and feedback section. This is another tool for awareness of what is being learned as well as a tool for the practitioner to evaluate.
Chapter 1: Communication

When you are working through Chapter 1: Communication, it would be helpful to your learners if you “modeled” the different language and speaking styles (i.e. tone, rate of speech, inflection). It makes for a fun class and a higher comprehension if they can hear what is being discussed in the curriculum. As always, class discussions are great around these areas. Having students discuss why it is unprofessional to talk about their weekend in front of customers is a great group discussion. Stress the importance of not just knowing the information, but actually following it. That is what will give them the edge as far as being a great cashier.

A) Providing clear information to customers and coworkers

The communication chapter focuses on verbal communication, as Chapter 2 focuses on writing. The more opportunity you can provide for your learners to practice their verbal communication skills, the better.

Learning Activity 1-7 - Clear or Not Clear?
Not Clear (The shipment comes in on Wednesday and should be on the shelves by 9:00 am.)

Not Clear (We don’t offer refunds, but we do offer store credit for items purchased within the last 3 months as long as you have a receipt.)

Not Clear (We open at 10:00 am and close at 9:00 pm. Sundays we close at 5:00.)

Learning Activity 1-8 - DISCUSSION
Talk about the answers from Learning Activity 1-7. Talk about the importance of being friendly, even when the answer you have to give a customer isn’t what they want to hear (i.e. “I’m sorry. We don’t offer refunds or exchanges on sale items.”) Encourage learners to share their answers and discuss.
B) Using Appropriate Vocabulary, Language, and Tone

**Learning Activity 1-9 - Vocabulary, Language, Tone**

Answers will vary. Learners may include some of the following:

Vocabulary: the words used by a cashier (e.g. till)

Language: swearing, slang words, good grammar

Tone: how loud you talk, sounding angry or bored

**Learning Activity 1-10 - Vocabulary**

Answers may vary. Learners may not be able to think of other vocabulary words. If so, provide some for them. Words might include: NSF (non-sufficient funds cheque), receipt, scanner, etc.

**Learning Activity 1-11 - DISCUSSION**

Have learners share their vocabulary words. Create a large list of words. Encourage learners to look up words they don’t understand. Encourage them to create a list of words while working through this curriculum.

**Learning Activity 1-12 - Practice Makes Perfect**

Learners should work with a partner. Since the topic is speaking skills, the stress should be on the verbal not the written. The written is simply a record of what was said. Partners should give feedback on their correct and incorrect use of the skill. Answers will vary.

This activity could also be done as a group, or shared with the group afterwards. The group can offer feedback as well.

C) Listening and Understanding Information

**Learning Activity 1-13 - Listening**

1. The supervisor is angry because the cashier didn’t listen to the intercom. Customers were forced to wait at the front. The other cashiers were forced to deal with angry customers. The supervisor had to leave what they were working on in order to come find the cashier to tell them to go to the front.
2. The cashier at the front was likely angry with the cashier because they were having to deal with annoyed customers.

**Learning Activity 1-14 - Video Clip**
The video clip is hyperlinked and in a folder called: VIDEO CLIPS. Have the learner click on the hyperlink and watch the clip called: Video 1 Listening

1. two weeks
2. the 16th
3. tomorrow
4. someone from head office is coming
5. make sure the store is extra clean, wear the yellow uniform
6. Answers will vary. Discussion around how to deal with remembering information and writing notes would be appropriate.

**Learning Activity 1-15 - Difficult Customer**
Answers will vary, but should include some of the following: remain calm, allow the customer to express their concern, show you understand, restate the problem, find agreement, gently confront, transfer the customer, get the manager or walk the customer over to the desk.

**Learning Activity 1-16 - Video Clip**
The video clip is hyperlinked and in a folder called: VIDEO CLIPS. Have the learner watch the hyperlinked clip called: Video 2 Angry Customer.

**Video 2 Angry Customer** - Learners are to list things that the cashier did wrong when dealing with an angry customer. They might include:
- ignoring customer at the beginning, making her wait
- saying “uh-huh”
- no eye contact
- licking the product
- telling customer to come back tomorrow
- bringing personal issues into the workplace (bad day)
- not knowing the name of the business where she works

Learners are then asked what they would have done to handle the situation better than the cashier in the video. Ideas might include:
- smiling
• being helpful
• making eye contact
• giving a refund or making an exchange
• acknowledging that the clock was scratched
• saying please and thank you

Chapter 1 Learner Self-Assessment
Each chapter contains a learner self-assessment. This is to be used by both the learner and the practitioner. The learner has a visual of what they have learned so far, as well as what they might need to continue to work on. It gives the same view for the practitioner.

Chapter 1 Learner Evaluation and Feedback
Each chapter contains a learner evaluation and feedback section. This is another tool for awareness of what is being learned as well as a tool for the practitioner to evaluate.

Chapter 1 Skills Checklist
The skills checklist is designed to show learners how the skills they have learned in the chapter are transferable to other areas of their life.
Chapter 2: Writing

When working through Chapter 2: Writing, stress the importance of each item covered. They truly are some of the most important skills a cashier can have.

Learning Activity 2-1 - Can you read this?
Answers will vary but should include the idea that unless you can read a note, the note is useless. The note says: Make sure you turn off the lights in the main hall. Don’t forget!!

This activity can lead to some fun, but at the end of the activity, make sure to stress how serious this could be. If a note is illegible, it could prove to be disastrous depending on the note. You might want to add to this learning activity, by hand writing each person a note. Ask them to read them aloud. Perhaps do a scavenger hunt, but have the clues hard to read. Have them work as a team to decipher them. In the discussion that follows, have learners talk about what would have happened if notes at a business were this hard to read.

When talking about neatness and handwriting, be gentle but firm. If a learner has illegible handwriting, you will be doing him a favour when suggesting he work on it or perhaps print instead. Stress filling in all blank areas and fields on forms, either on paper or on the computer.

Learning Activity 2-2 - DISCUSSION
As always, encourage learners to discuss ideas talked about in the curriculum. Have them draw on personal experience.

A) Working with Technology

Since this falls in the “writing skills” chapter, the discussion and learning activities involve the use of technology with writing, rather than learning about the different kinds of technology that a cashier would come across. Listed are several reasons why a cashier would write, in relation to technology. It was decided that forms and documents would be included under technology.
Learning Activity 2-3 - Hotmail
This activity is designed to give learners an opportunity to write (type) into fields on an on-line form, mimicking filling in a form on a computer or cash register system. The purpose is not to set up a hotmail account. Stress that learners not click I ACCEPT at the bottom of the hotmail sign up form. Doing so will create an account. If this happens, simply tell the learner to never check that hotmail account. If an account remains inactive for a period of time, it is removed from the system.

Learning Activity 2-4 - Chapters
Again, this activity is used to give learners an opportunity to use more on-line forms. If the learner wants more practice, they can search for other sites that have forms to fill in (i.e. Sears, Amazon, etc.).

1. $15.83 (this may change with time, so if time allows, you can check this)
2. Maya Angelou
3. Marley & Me: Life and Love with the World’s Worst Dog
4. Answers may vary. May include: DaVinci Code, Angels and Demons, Deception Point, Digital Fortress
5. 336 pages

Learning Activity 2-5 - Canadian Tire
Mastercraft 22-in. Board Saw
The learner should include the printed page for this saw.
Answers will vary as to whether the saw is available in their area. If possible, while learners are doing this activity, it might be helpful if you worked with them or at least observed them. If they need more help, you can always create more searches using this as a guideline.

Inventory lists are important. A discussion about their importance would help to stress this point. Perhaps some learners have their own experiences with inventory.

Filling in forms is one of the most important tasks for a cashier. It can also be one of the hardest for a learner to be successful with. Opportunity to practice is vital. Use Google or another search engine to find and print other forms for learners to fill in. If possible, work with learners role playing as a customer, so that they ask you for your information and then fill it in.
Learning Activity 2-6 - Fill in the Blanks
Answers will vary. The purpose of this is for learners to think about what they already know about cashiers and if possible, to work as a team to come up with a list.

A list of items follows this activity in the curriculum. That lists includes: Name, Date, Address, Telephone, E-mail, Product code, Price, Quantity, Reason for return, Expiry date, Licence, Licence plate number, Credit card number, Proof of age, Student ID number, Band card number (for native Canadians), Order number, Payment made / paid in full, Account number, and Signature.

Learning Activity 2-7 - Forms
Information Sheet #1
Account # 4584G
Date: today’s date
Last Name: McKinney
First Name: Ken
Mailing Address: 324 St. Anne Boulevard, Apt. 45-C, Toronto, ON K8H 3F0
Area Code: 565
Telephone: 654-8975
E-mail address: thisismine@email.com
Item: coffee maker, 8 cup
Product Code: R839
Quantity: 1
Price: $34.99
Please state the reason for returning the item: It stopped working.
Name on card: Ken McKinney
Credit Card #: 4568-561-78953
Card Type: Visa
Expiry Date: 06/08
License Number: M4562-45687-56845
License Plate #: YTWD-395
Customer Signature: you sign here
Staff Initials: your partner should initial here

Information Sheet #2
Account # 4598765R
Date: today’s date
Last Name: Hoshizaki
First Name: Lara
Mailing Address: 3847 4th Street South, Suite 23, Vancouver, BC H8E 3L1
Area Code: 555
Telephone: 645-7856
E-mail address: larasemailaddy@email.com
Item: exercise skipping rope
Product Code: EX849
Quantity: 1
Price: $10.99
Please state the reason for returning the item: fraying on ends
Name on card: Lara Hoshizaki
Credit Card #: 9869-365-78531
Card Type: Mastercard
Expiry Date: 03/06
License Number: H7854-65498-12358
License Plate #: HKPM-223
Customer Signature: you sign here
Staff Initials: your partner should initial here
Cashiers are sometimes required to handwrite invoices. If possible, find other examples of invoices to share with learners. Perhaps have them use the internet to find other samples as well. Stress how invoices vary from business to business, but many contain the same kinds of information. Use the samples you find to demonstrate this point.

**Learning Activity 2-8 - Invoices**
Note that the activity states that learners will be marked on neatness, accuracy, and readability.

Note: In two instances, the number of items ordered is different than the number of items shipped.

Learners need to figure out the GST and the PST for their province, if applicable.

**Learning Activity 2-9 - DISCUSSION**
Brainstorming sessions are meant to be fun. Encourage all learners to participate.

Continue discussion around gift certificates and processing items for return or exchange. Store policy varies greatly around returns and exchanges.
Learning Activity 2-10 - Rain Checks
As with all forms, accuracy and neatness are key. Learners will have to figure out the expiry date, as it expires 90 days from the date the learner fills the form in. If you have access to other rain checks or the Internet, providing other examples can be a great extension to this learning activity.
B) Writing Messages and Notes

Stress the importance of being clear when writing messages and notes. This is a huge part of passing along successful messages. If possible, show learners an example of a message pad. If your agency uses one, give them examples of how your staff takes messages for each other and even for learners. Stress that these pads have blank spaces and if you fill in all the areas, you’ve taken a good message.

Learning Activity 2-11 - Messages
This activity is meant to be fun, but at the same time, provide a good learning opportunity. As I am sure you know, role playing is not easy for most people. Encourage learners to have fun, but point out the seriousness of each call. What could go wrong if you didn’t take the message down properly? Why are pieces of information important? If you are finding this activity too uncomfortable for people, it can be done with you playing a role in front of the group. Stop when you need to in order to explain the important parts. Once you’ve done this for one scenario, learners may have an easier time modeling you.

If you find that your learners need more opportunity to practice, print off the message pad forms included with the materials and create some new scenarios. Perhaps learners could create scenarios and exchange them. If possible, give learners an opportunity to answer phones in your agency. Real life practice is the best!

Preparing Lists and Schedules

Share with learners how you might use task lists in your job or how they might already use lists in their daily lives. Lists are a way to help us remember and can really aid a learner in becoming a successful employee.

Learning Activity 2-12 - Task Lists
Assist learners in creating a task list for the rest of their day. Help them to come up with a list of items they need to do (i.e. make dinner, feed the cat).

Learning Activity 2-13 - Task Lists
Discuss with learners various types of schedules. Find examples from the Internet. Use learners schedules at your agency as examples.
1. 9:00 am
2. Lawson, N. and Shiro, I.
3. Yes. She is done work at 11:00 am
4. Encourage learners to use calendars and day books to organize their schedules.

Discuss the reasons why employers would want employees to book time off as soon as possible rather than at the last minute.

**Chapter 2 Learner Self-Assessment**
Each chapter contains a learner self-assessment. This is to be used by both the learner and the practitioner. The learner has a visual of what they have learned so far, as well as what they might need to continue to work on. It gives the same view for the practitioner.

**Chapter 2 Learner Evaluation and Feedback**
Each chapter contains a learner evaluation and feedback section. This is another tool for awareness of what is being learned as well as a tool for the practitioner to evaluate.

**Chapter 2 Skills Checklist**
The skills checklist is designed to show learners how the skills they have learned in the chapter are transferable to other areas of their life.
Chapter 3: Math

The math chapter includes information from the Essential Skills profile. Not all the information in the profile is included and taught in this chapter. Employers were asked which two math skills were most important, and they suggested verifying calculations and handling money. It’s a good idea to stress to learners to look over the math section of the profile and if there are more areas that they feel the need to improve upon, provide them with some guidance in that area.

Addition, Subtraction, Multiplication, and Division were listed as important calculations, but as this is a level 3/4 curriculum, it was not included. If your learner is a strong 3/4 in other areas, but required some upgrading in these basic math skills, provide them with learning activities to improve these skills before moving ahead through the math chapter.

Discussion around math concepts is a great learning tool. If possible, work with the learner as they make their way through the math chapter. The learning activities are guidelines. Learners may require more learning activities in order to fully grasp a concept. By all means, supplement this curriculum with activities as needed.

Learning Activity 3-1 - DISCUSSION
Learners are required to brainstorm and list reasons or examples of how a cashier might use math at work. Be ready to offer items from the Essential Skills list (which is located on the page after this Learning Activity in the curriculum) if the discussion is slow to start. Sometimes offering a few suggestions gets the mind working.

A) Verifying Calculations

Since this curriculum will be available across Canada, the tax section gives a brief overview of taxes (both provincially and federally) in all provinces and territories. Make sure your learners are aware of the taxes in their particular province.
Learning Activity 3-2 - From Percents to Decimals

.01  .10
.02  .15
.03  .24
.04  .14
.05  .07
.06  .11

Learning Activity 3-3 - Calculating Tax

<table>
<thead>
<tr>
<th>Sub-Total</th>
<th>GST</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$15.67</td>
<td>$.94</td>
<td>$16.61</td>
</tr>
<tr>
<td>$21.35</td>
<td>$1.28</td>
<td>$22.63</td>
</tr>
<tr>
<td>$235.59</td>
<td>$14.14</td>
<td>$249.73</td>
</tr>
<tr>
<td>$95.39</td>
<td>$5.72</td>
<td>$101.11</td>
</tr>
<tr>
<td>$101.35</td>
<td>$6.08</td>
<td>$107.43</td>
</tr>
<tr>
<td>$23.94</td>
<td>$1.44</td>
<td>$25.38</td>
</tr>
<tr>
<td>$394.94</td>
<td>$23.70</td>
<td>$418.64</td>
</tr>
<tr>
<td>$9.34</td>
<td>$.56</td>
<td>$9.90</td>
</tr>
<tr>
<td>$30.02</td>
<td>$1.80</td>
<td>$31.82</td>
</tr>
</tbody>
</table>
## Learning Activity 3-4 - Calculating Two Taxes

<table>
<thead>
<tr>
<th>Sub-total</th>
<th>GST</th>
<th>PST</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$19.35</td>
<td>$1.16</td>
<td>$1.55</td>
<td>$22.06</td>
</tr>
<tr>
<td>$33.45</td>
<td>$2.01</td>
<td>$2.68</td>
<td>$38.14</td>
</tr>
<tr>
<td>$89.49</td>
<td>$5.37</td>
<td>$7.16</td>
<td>$102.02</td>
</tr>
<tr>
<td>$345.94</td>
<td>$20.76</td>
<td>$27.68</td>
<td>$394.38</td>
</tr>
<tr>
<td>$38.00</td>
<td>$2.28</td>
<td>$3.04</td>
<td>$43.32</td>
</tr>
<tr>
<td>$25.74</td>
<td>$1.54</td>
<td>$2.06</td>
<td>$29.34</td>
</tr>
<tr>
<td>$200.00</td>
<td>$12.00</td>
<td>$16.00</td>
<td>$228.00</td>
</tr>
<tr>
<td>$125.09</td>
<td>$7.51</td>
<td>$10.01</td>
<td>$142.61</td>
</tr>
<tr>
<td>$454.45</td>
<td>$27.27</td>
<td>36.36</td>
<td>$518.08</td>
</tr>
</tbody>
</table>

## Learning Activity 3-5 – Discounts

<table>
<thead>
<tr>
<th>Starting price</th>
<th>Discount</th>
<th>Amount off regular price</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$12.95</td>
<td>⅓ off</td>
<td>$4.32</td>
<td>$8.63</td>
</tr>
<tr>
<td>$100.00</td>
<td>50% off</td>
<td>$50.00</td>
<td>$50.00</td>
</tr>
<tr>
<td>$25.93</td>
<td>¼ off</td>
<td>$6.48</td>
<td>$19.45</td>
</tr>
<tr>
<td>$294.95</td>
<td>15% off</td>
<td>$44.24</td>
<td>$250.71</td>
</tr>
<tr>
<td>$99.99</td>
<td>25% off</td>
<td>$25.00</td>
<td>$74.99</td>
</tr>
<tr>
<td>$19.95</td>
<td>75% off</td>
<td>$14.96</td>
<td>$4.99</td>
</tr>
<tr>
<td>$75.39</td>
<td>¾ off</td>
<td>$56.54</td>
<td>$18.85</td>
</tr>
<tr>
<td>$149.00</td>
<td>½ off</td>
<td>$49.17</td>
<td>$99.83</td>
</tr>
<tr>
<td>$39.98</td>
<td>25% off</td>
<td>$10.00</td>
<td>$29.98</td>
</tr>
</tbody>
</table>
Learning Activity 3-6 - Putting it All Together

1.a
Subtotal: $27.43
GST $1.65
PST $2.19
Total $31.27

1.b
Stuff n’ Such Department Store
Refund Form

Date: Learner’s should use today’s date

Item description: rubber boots

Reason for return and refund: Boots are not the right size

Date purchased: Learner’s should use yesterday’s date

Selling price: $14.95

GST: $.90 PST: $1.20

Total refund: $17.05

Customer Name: Jean St. John

Customer Telephone Number: (613) 456-8759

Customer Signature: Jean St. Jean

Cashier Signature: Learner should sign this area
2.a

Sub-total $158.05  
Total $180.17

2.b
Her refund should be $34.19.

Learning Activity 3-7 - Exchange Rates
1. $1.22
2. $45 US x 1.22 = $54.90 Canadian
3. $2.00 Canadian change

Learning Activity 3-8 - Verifying Age

<table>
<thead>
<tr>
<th>Today’s Date</th>
<th>Birthday on photo ID</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 5, 2006</td>
<td>January 4, 1986</td>
<td>20</td>
</tr>
<tr>
<td>September 21, 2004</td>
<td>August 30, 1987</td>
<td>17</td>
</tr>
<tr>
<td>March 5, 2004</td>
<td>September 6, 1991</td>
<td>12</td>
</tr>
<tr>
<td>May 3, 2005</td>
<td>June 11, 1986</td>
<td>18</td>
</tr>
</tbody>
</table>

B) Handling Money

Learning Activity 3-9 - The Equipment
1. Till
2. Eliminate employee theft
3. General purpose computers
4. Answers will vary but should include 4 of the following:
   • scan the barcode
   • retrieve price from a database
   • calculate deducti
   • ons for items on sale
   • calculate tax
   • calculate different rates for preferred customers
   • time and date stamp the transactions
• record the transaction in detail including each item purchased, method of payment, and totals
5. It makes it easier to collect change
6. Proof of purchase for return, exchange, and warranty
7. With a debit card, the money comes out of the customer’s bank account. With a credit card, a lending company such as Visa, lends the customer money for the transaction.
8. Answers will vary. Learners have been asked to use their own words rather than write from the text. Basically, cash back allows a customer to withdraw money from their bank account. This money is added to the amount the customer is paying.

**Learning Activity 3-10 - How much change is that?**

<table>
<thead>
<tr>
<th>Receipt Total</th>
<th>Money from customer</th>
<th>Change due back</th>
</tr>
</thead>
<tbody>
<tr>
<td>$24.93</td>
<td>$25.00</td>
<td>$.07</td>
</tr>
<tr>
<td>$190.34</td>
<td>$200.00</td>
<td>$9.66</td>
</tr>
<tr>
<td>$14.09</td>
<td>$50.00</td>
<td>$35.91</td>
</tr>
<tr>
<td>$6.49</td>
<td>$10.00</td>
<td>$3.51</td>
</tr>
<tr>
<td>$19.22</td>
<td>$20.22</td>
<td>$1.00</td>
</tr>
<tr>
<td>$48.32</td>
<td>$50.50</td>
<td>$2.18</td>
</tr>
<tr>
<td>$29.99</td>
<td>$30.00</td>
<td>$.01</td>
</tr>
<tr>
<td>$16.83</td>
<td>$20.03</td>
<td>$3.20</td>
</tr>
</tbody>
</table>

**Learning Activity 3-11 - Making Change Using the Least Amount of Currency**

To give $27.43 change, I would use the following:

1 $20  _ $10  1 $5  1 $2  _ $1  1 $.25  1 $.10  1 $.05  3 $.01

To give $67.32 change, I would use the following:

3 $20  _ $10  1 $5  1 $2  _ $1  1 $.25  _ $.10  1 $.05  2 $.01
To give $18.34 change, I would use the following:

_ $20 1 $10 1 $5 1 $2 1 $1 1 $.25 __ $.10 1 $.05 4 $.01

To give $39.99 change, I would use the following:

1 $20 1 $10 1 $5 2 $2 __ $1 3 $.25 2 $.10 __ $.05 4 $.01

To give $29.49 change, I would use the following:

1 $20 __ $10 1 $5 2 $2 __ $1 1 $.25 2 $.10 __ $.05 4 $.01

To give $57.39 change, I would use the following:

2 $20 1 $10 1 $5 1 $2 __ $1 1 $.25 1 $.10 __ $.05 4 $.01

To give $19.43 change, I would use the following:

__ $20 1 $10 1 $5 2 $2 __ $1 1 $.25 1 $.10 1 $.05 3 $.01

Learning Activity 3-12 - Counting Up?

Your learners will ask you for “play money”. If possible, provide them with play money you have purchased from the store. Teacher Supply stores are a great resource, as are Dollar stores. If buying play money is not an option, print the following page of paper money. Photocopy the page several times.

Learners are required to verbally count the change using the “count up” technique. They are required to place a check mark next to the amounts they complete.

(Currency Graphic Source: Retail, Essential Skills © Literacy Link Eastern Ontario (LLEO), Telephone: (613) 389-5307)
Learning Activity 3-13 - Counting Back Change
Your learners will ask you for “play money”. If possible, provide them with play money you have purchased from the store. Teacher Supply stores are a great resource, as are Dollar stores. If buying play money is not an option, print the paper money on the previous page. Photocopy the page several times.

Learners are asked to work with a partner and count change back to them.

Learning Activity 3-14 - “Oh wait, here’s a dime”
1. $4.77 $10.02
2. $.36 $.40
3. $12.31 $15.31
4. $.83 $1.08

Learning Activity 3-15 - Float Form
The completed form should look like this:

<table>
<thead>
<tr>
<th>Loose Coins and Bills</th>
<th>Rolled Coins</th>
</tr>
</thead>
<tbody>
<tr>
<td>.01 x 89 = .89</td>
<td>Penny Rolls .50 x 1 = $ .50</td>
</tr>
<tr>
<td>.05 x 35 = 1.75</td>
<td>Nickel Rolls $2 x 1 = $</td>
</tr>
<tr>
<td>.10 x 47 = 4.70</td>
<td>$2.00 Dime Rolls $5 x 1</td>
</tr>
<tr>
<td>.25 x 20 = 5.00</td>
<td>= $5.00</td>
</tr>
<tr>
<td>$1 x 10 = 10.00</td>
<td>Quarter Rolls $10 x 2 = $20.00</td>
</tr>
<tr>
<td>$2 x 15 = 30.00</td>
<td>Loonie Rolls $25 x 2 = $50.00</td>
</tr>
<tr>
<td>$5 x 3 = 15.00</td>
<td>Toonie Rolls $50 x 1 = $50.00</td>
</tr>
<tr>
<td>$10 x 4 = 40.00</td>
<td>Total Rolled Coins: $127.50</td>
</tr>
<tr>
<td>$20 x 2 = 40.00</td>
<td>Total Loose Coins and Bills: $147.34</td>
</tr>
<tr>
<td>$50 x = 50.00</td>
<td></td>
</tr>
</tbody>
</table>

Total FLOAT Loose and Rolled (Coins and Bills): $274.84

Cashier’s Signature: Learner signature here
Manager’s Initials:
## Learning Activity 3-16 - Cash Out Form

### Cash Out Form

**Buy More Stuff Store**

<table>
<thead>
<tr>
<th>Loose Coins and Bills</th>
<th>Rolled Coins</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>.01 x 6 = .06</strong></td>
<td>**Penny Rolls .50 x 1 = **</td>
</tr>
<tr>
<td><strong>.05 x 7 = .35</strong></td>
<td>**Nickel Rolls $2 x = **</td>
</tr>
<tr>
<td><strong>.10 x 5 = .50</strong></td>
<td><strong>Dime Rolls $5 x 1 = $5.00</strong></td>
</tr>
<tr>
<td><strong>.25 x 3 = .75</strong></td>
<td><strong>Quarter Rolls $10 x 1 = $10.00</strong></td>
</tr>
<tr>
<td><strong>$1 x 9 = 9.00</strong></td>
<td><strong>Loonie Rolls $25 x 2 = $50.00</strong></td>
</tr>
<tr>
<td><strong>$2 x 10 = 20.00</strong></td>
<td>**Toonie Rolls $50 x = **</td>
</tr>
<tr>
<td><strong>$5 x 23 = 115.00</strong></td>
<td><strong>Total Rolled Coins: $65.50...</strong></td>
</tr>
<tr>
<td><strong>$10 x 8 = 80.00</strong></td>
<td><strong>Total Loose Coins and Bills: $531.16..</strong></td>
</tr>
<tr>
<td><strong>$20 x 12 = 240.00</strong></td>
<td><strong>Total Cash: $531.16...</strong></td>
</tr>
<tr>
<td><strong>$50 x =</strong></td>
<td><strong>Total Cash (in drawer): $531.16</strong></td>
</tr>
</tbody>
</table>

### Financial Totals

- **Total Cash Sales (from end of shift receipt):** $256.32
- **Total Debit Sales (from end of shift):** $428.89
- **Total Credit Card Sales (from end of shift):** $350.23
- **Total Sales:** $1035.44

### Additional Totals

- **Total Cash Sales:** $1310.28
- **Float:** $274.84
- **Subtotal minus Float:** $1035.44

- **Total Sales from above:** $1035.44

### Cashier Calculations

- Minus “Subtotal minus Float” from above: $1035.44
- **+ / - Over or under:** $0

**Cashier’s Signature:** learner signature

**Manager’s Initials:**
NOTE: Included at the end of Chapter 3 Math, is a list of Internet websites for you or your learners to visit. They all deal with math concepts like the ones covered in this curriculum.

**Chapter 3 Learner Self-Assessment**
Each chapter contains a learner self-assessment. This is to be used by both the learner and the practitioner. The learner has a visual of what they have learned so far, as well as what they might need to continue to work on. It gives the same view for the practitioner.

**Chapter 3 Learner Evaluation and Feedback**
Each chapter contains a learner evaluation and feedback section. This is another tool for awareness of what is being learned as well as a tool for the practitioner to evaluate.

**Chapter 3 Skills Checklist**
The skills checklist is designed to show learners how the skills they have learned in the chapter are transferable to other areas of their life.
Chapter 4: Reading

The chapter on reading deals specifically with reading to follow instructions and locating and reading information on a computer screen. It is assumed that learners taking this training can read at a 3/4 level. If you find you need to teach more fundamentals of reading to a particular learner, by all means, do so.

Learning Activity 4-1 - What do cashiers read?
The purpose of this activity is to get learner’s thinking about reading in the context of a cashier. They can call upon their own personal experiences or they can use the knowledge they have gained in this course to create a list.

Learning Activity 4-2 - DISCUSSION
Have learners share their lists from Learning Activity 4-1. Once you’ve discussed their ideas, share the Essential Skills list with them. It is located on the page following Learning Activity 4-1 and 4-2.

A) Reading to Follow Instructions and Directions

Discuss this page with learners making sure to point out and explain the examples given.

Learning Activity 4-3 - Reading to Follow Instructions and Directions
Mindy works at John’s Deli. Her manager, Shelly, hands her a note. Learners read the note and follow along with Mindy’s day. Learners are stopped and asked questions throughout the reading. Answers will vary throughout as they often call for learners to think things over and come up with their own solutions.

STOP answer examples are as follows:

STOP! Where did Mindy go wrong?
She doesn’t read the note as soon as she receives it.

STOP! What do you think Shelly’s reaction will be? What will she ask Mindy?
Shelly might be annoyed or angry. She will ask Mindy if she read the note and if not, how come she didn’t read it.

STOP! What do you think of Mindy’s mental list? What important piece of information did she miss while scanning the note?

Mindy’s mental list is not in the order that Shelly wrote it in. Mindy failed to see that the list was prioritized by Shelly.

STOP! Why could this get Mindy into trouble?
The pop guy normally delivers to the side door. He has no reason to go to the back door and therefore won’t see the note.

STOP! What else has gone wrong for Mindy today? Why didn’t the pop delivery man read the note? How did all of this affect the stock boy?

Mindy makes a meat sign but instead of leaving it on Shelly’s desk, she put it up. The pop delivery man put the pop where he normally does which means Mindy had to move it. She asked the stock boy to help her. He might have had other important things to do instead of helping Mindy correct her own mistake. He may end up getting behind in his own work.

STOP! Help Mindy make the most of the day she has left. Go through the prioritized list in the note and see what she’s done and what she has left to do. Then make a new prioritized list for Mindy.

(Note: learner’s may do this in a variety of ways, including a table or a list with notes beside the list of whether she’s done it or not. The notes should be clear to you.)

- **check expiration dates on deli meat and remove expired items**
  She didn’t do this. She needs to ask the butcher if he still needs her to do this job.

- **take down bread sale signs**
  Done.

- **wipe down bread shelves before bread shipment arrives**
  She didn’t really do this. If she has time, she needs to go back and move the bread and wipe the shelves properly. If not, she needs to do it at the end of her shift on her own time.
• make sale signs for upcoming sliced meat sale and put them on my desk when done
  She made the signs, but she needs to take them down and put them on Shelly’s desk.

• when pop shipment arrives tell driver to pile at back door, not side
  This wasn’t the ideal way to get the pop to the back door, but the job is done.

Learning Activity 4-4 - DISCUSSION
Allow learners the opportunity to discuss LA 4-3 as a group. What went wrong? What was Mindy’s first mistake? Ask learner’s how Mindy must have felt by the end of the morning. How will Mindy approach reading notes from now on? What did Mindy learn?

Learning Activity 4-5 - PLU Lists
1. 604 6. small navel
2. no 7. $9.27
3. $9.08 8. o
4. $14.00 9. $25.17
5. 601

Learning Activity 4-6 - Memos
Learners are asked to read the memo and Scenario 1. This could be read out loud.

Learning Activity 4-7 - DISCUSSION
Discuss Scenario 1 with the group. The policy and procedure in the memo states that all cashiers are to ask customers if their purchase is a gift, and if so, stamp the back of the receipt. A customer could try to return a gift and not be allowed to because their receipt is not stamped accordingly. Mavis did not ask and did not stamp.
After reading Scenario 2, discuss the situation with learners. Ask if they were surprised. Ask how the customer might have felt.

NOTE ON THE REALITY OF THE WORKPLACE
Please read and discuss this section with your learners. They need to know that not all businesses are well organized with good communication practices in place.
B) Locating and Reading Information on a Computer

Learning Activity 4-8 - Cashier and Reading on a Computer
Learners are asked to pick two different types of cashiers who use computers and write reasons why they might need to read from a computer screen. You may find that this activity works better as a discussion.

Cashier Job #1: Pizza Cashier
- read from a list of ingredients
- read the order as well as addresses and phone numbers back to the caller
- read order forms
- read directions to a person’s house
- may have to read credit card information

Cashier Job #2: Hardware Store Cashier
- read account information
- read credit card information
- read item codes for parts
- read delivery information
- read numbers
- read warranty information

Learning Activity 4-9 - A Computer Checklist
If learners check no for anything on the list, please provide them with some training in that area. If they have a lot of items checked no, if possible offer them some computer training or make suggestions as to where they can get extra training.

Learning Activity 4-10 - Cash Register Computer Screens
Computer cash register screens vary a great deal. Have students find images using the Internet. Print them out and compile them in a binder or perhaps on a bulletin board for everyone to see.
(NOTE: Some graphics you’ll find are smaller and not very clear. Avoid these ones as they are too hard to read. Search for large, clear graphics.)

Learning Activity 4-11 - DISCUSSION
Have learner’s share their images of computer screens. Discuss the different styles. Have learners study these screens and ask questions that get learners to look around for different areas on the screen. For example:
What button would you click to clear the screen? What is that button for do you think? What is the cashier’s name? This will require you to look at the screens first in order to come up with some visual comprehension questions. This might be challenging for some learners. Guide them with questions and provide answers. The point is to get learners looking at and thinking about possible cash register screens.

**Chapter 4 Learner Self-Assessment**
Each chapter contains a learner self-assessment. This is to be used by both the learner and the practitioner. The learner has a visual of what they have learned so far, as well as what they might need to continue to work on. It gives the same view for the practitioner.

**Chapter 4 Learner Evaluation and Feedback**
Each chapter contains a learner evaluation and feedback section. This is another tool for awareness of what is being learned as well as a tool for the practitioner to evaluate.

**Chapter 4 Skills Checklist**
The skills checklist is designed to show learners how the skills they have learned in the chapter are transferable to other areas of their life.
Chapter 5: Time Management

The chapter on time management is specific to “being on time”. Often if someone has difficulty in this area, they also have difficulty in seeing that they have a problem. Part of your job as instructor is to guide them to seeing whether they have a problem or not.

Learning Activity 5-1 - DISCUSSION

The purpose of this activity is to get learner’s thinking about why people are late for work and the idea of time management in general. This can be a fun activity where learners come up with every reason they can think of as to why someone might be late. Have a couple of fun things to throw in (My dog ate my car keys!) and then be prepared to wrap it up by bringing it back to being serious.

Use the quotes after the discussion as another discussion prompt.

A) Being on Time

Many people who are late also believe they have a right to be late because of their busy lives, busy children, other commitments, etc. They offer excuses as to why they are late and get angry when you question those excuses. Use tact when dealing with learners that you believe suffer from chronic lateness. Positive change is the desired outcome here. It will depend on the learner whether you take a supportive role or a hard-nosed “this is how it is” approach.

Learning Activity 5-2 - Chronic Lateness Checklist

Reiterate and reinforce the idea that taking a good, hard, and honest look at one’s behaviour is the only way to truly see if someone has a problem.

If possible, sit with each learner and go over their list with them, helping them to see whether their lateness is a problem.

If it would be good to go over this activity with the group once they have completed their checklist. Go over each item and discuss it with the group.

Learning Activity 5-3 - Personal Reflection

This activity will vary, as learners reflect at different levels. If you find learners have problems reflecting, guide them in their reflection.
Learning Activity 5-4 - DISCUSSION
The point of the activities before this one is self-awareness. The point of this activity is to share what they have learned, but only if they are comfortable.

Learning Activity 5-5 - DISCUSSION
Discuss the list with the group, taking each item and talking about the consequences of that item.

Learning Activity 5-6 - What behaviours do you need to change?
Learners are asked to write the reasons why they are late in the one column and the causes of those behaviours in the other. Assist where needed. Explain to learners that “sleeping in” might not be the whole problem. It’s not as easy as someone saying, “well just get up earlier then” if the problem is bigger. Going to bed earlier might be a better solution.

Learning Activity 5-7 - Excuses, Excuses!
Suggestions will vary.

Shane: Put the alarm clock on the other side of the room so that you can’t hit snooze. Go to bed earlier to get more sleep.

Mickey: Work has to be a priority over television! Use a VCR or DVD to record shows and watch them the next day.

Michelle: Morning routines do not take priority over getting to work on time. Get up 20 minutes early to have your coffee and watch the news. Listen to the news in the car on the way to work.

Learning Activity 5-8 - Your Plan of Action!
You may need to assist learners in coming up with a plan of action that makes sense. Suggest that they come up with something that is smaller and more attainable and work towards bigger change.

Learners may need extra printouts of the plan of action pages. Have them ready just in case.
Learning Activity 5-9 - Putting Your Plan into Action!
This form is for learners to record their successes and the areas that they had difficulty in so that they can alter their plan. Altering a plan is often part of the process.

Chapter 5 Learner Self-Assessment
Each chapter contains a learner self-assessment. This is to be used by both the learner and the practitioner. The learner has a visual of what they have learned so far, as well as what they might need to continue to work on. It gives the same view for the practitioner.

Chapter 5 Learner Evaluation and Feedback
Each chapter contains a learner evaluation and feedback section. This is another tool for awareness of what is being learned as well as a tool for the practitioner to evaluate.

Chapter 5 Skills Checklist
The skills checklist is designed to show learners how the skills they have learned in the chapter are transferable to other areas of their life.