

Connecting to Workplaces:

Validating Outcomes Demonstrations with Employers



Taxi Driver Demonstration

LBS Level 3

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



Literacy Network Northeast



Far Northeast Training Board (FNETB)

Acknowledgements

Taxi Driver Demonstration

Demonstration Description

The learner is given a real life scenario of a typical fare transaction and must calculate the customers' (customer's) change, calculate the tip, give change and fill out a receipt.

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All demonstrations can be found on the following websites:

<http://demonstrations.alphaplus.ca/DemonstrationBank/>

or

<http://www.nt.net/literacy/>

We would like to acknowledge the employers that helped make this project a success.

A-1 Taxi, Timmins

Oscar's Taxi, Cochrane

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Table of Contents


Essential Core Skills Chart	1
Assessment Preamble	3
Demonstration Purpose	4
Demo Learning Outcomes	5
Additional Information	6
Tutor Instructions	7
Section A: Mapping Skills — Learner Instructions:	8
Section B: Oral Component Instruction sheet for Tutor	9
Section C: Money Skills	10
Section D: Recording a Fare Transaction	12
Learner Evaluation and Feedback	13
Tutor Evaluation and Feedback	14
Demonstration Marking Guide	15
Answer Key	17
Suggested Learning Activities	20

Essential Core Skills Chart

Taxi Driver 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.

Essential Core Skills Chart

	HRSDC Essential Skills	Most Important → Important				
Most Important 	Time Management	Be on time	Maintain attendance	Be safety conscious	Problem solve	Work independently
	Writing Skills	Complete simple forms	Prepare receipts	Write names, addresses	Write messages	Keep records
	Math Skills	Handle money	Make calculations with dollars	Verify calculations	Make proper change	Read, record information on a table
	Reading Skills	Complete simple forms	Make journals, keep logs	Write messages, notes	Keep records	Write names and addresses
	Important	Additional Skills	Practise good hygiene	Use appropriate vocabulary, language, tone	Respect cultural, ethnic diversity	Foster successful client relationships

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

“Taxi Driver” profile continues on next page.

Taxi Driver Profile (continued)

More Workplace Information from Participating Employers

Methods most often used to train employees:

(In order of importance)

1. Job Shadowing
2. Use a map, follow instructions with a coach

Requirements most employers look for:

1. Clean driving record
2. Knowledge of town streets
3. Good with people
4. First Aid
5. CPR

Courses employers most often provide to employees:

1. First Aid
2. CPR
3. One on one driving lessons to familiarize driver with local routes

Number of employers who stated they would hire applicants who do not have a Grade 12 equivalent:

Yes — 2 employers No — 0

Number of employers who would consider applicants who could demonstrate or submit their demonstration results:

Yes — 2 employers No — 0

Employers also base their hiring decisions on:

Driving record, criminal record, good hygiene

Assessment Preamble

More about pre-demonstration training and assessment:

Assessing a learner's performance in accordance with expectations in a real-world place of employment is more complicated than assessing the learner's work for academic purposes where 6 out of 10 is a pass. How do instructors determine what constitutes a pass for demonstrations of employment-related activities and skills? How do they know where to draw the line between what is good enough in a particular job and what is not? There is no simple answer. Instead, the answer lies in the relative importance placed by each individual employer on the overall significance of various tasks and duties in pursuit of desired company objectives. It is not something that others outside the company are necessarily aware of. Until more of that information is available, instructors may need to rely on their own good common sense in helping learners determine an appropriate level of performance for employment-related activities.

Assessment of workforce demonstrations is also challenging for instructors because of inconsistencies across employment sectors. What is acceptable in one workplace setting may not be acceptable in another. What is high on the priority list in one setting may not factor in much at all in another. Even within same industries, specific expectations and required levels of performance will not be consistent location to location. For that reason, the assessment of end-of-training or employment-readiness demonstrations should be less concerned with measuring discreet elements of separate learning outcomes and more interested in recognizing the learner's overall successful accomplishment of each integrated employment-related task.

Success in the workforce involves not only understanding and being able to meet the particular demands of the job but also being aware of and avoiding serious mistakes that could put the job in jeopardy. For that reason, an important aspect of pre-demonstration training should involve helping the learner: 1) recognize relative levels of importance associated with different job duties and tasks, 2) become aware of the level and quality of performance that is expected, and 3) anticipate possible outcomes or repercussions for different kinds of mistakes.

Discuss, or research and discuss, the role each skill plays and its relative importance in the overall success of day-to-day work. Identify mistakes that might constitute a fireable offence. Take these discussions into account when you assess the learner's performance on this demonstration.¹

1. Jane Barber, *Connecting to Workplaces: Validating Outcomes Demonstrations with Employers*, Chambermaid/Housekeeping Cleaner Demonstration, 2005

Demonstration Purpose

(To be shared and discussed with learner prior to administering the demonstration)

- ▶ To prepare learner, through a series of activities simulating a variety of relevant duties: taking a fare, making change, map reading, recording a fare, writing a receipt, preparing a credit card transaction, etc... for multi-tasking and organizational skills necessary to be a taxi driver
- ▶ To prepare learner for time management skills necessary by imposing a time limit to complete each task (section)
- ▶ To assess required written communication skills through the use of related documents (receipt and fare recording sheet)
- ▶ To assess numeracy skills – money math and calculation abilities through performance of a fare transaction
- ▶ To assess map reading and mapping skills
- ▶ To assess speaking and listening skills through oral role playing scenarios focusing on appropriate interaction and response of learner in the role of a taxi driver

Demo Learning Outcomes



Performing a fare transaction

<p>Domain</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communications <input checked="" type="checkbox"/> Numeracy <input checked="" type="checkbox"/> Self Management and Self Direction <p>Learning Outcomes:</p> <p>Perform basic operations with numbers Read and write for various purposes Speak and listen effectively</p> <p>Skill set</p> <p>Perform basic money calculations Fill out forms (receipt)</p> <p>HRDC Essential Skills:</p> <ul style="list-style-type: none"> • Numeracy (money operations) • Reading text (receipt) • Document use (filling out receipt) • Thinking skills: problem solving, Decision making 	<p>Success Markers</p> <ul style="list-style-type: none"> • Estimates and counts money amounts to \$100 • Make change for money amounts up to \$100 • Record the value of a collection of coins and bills up to \$100 • Reads and writes money amounts using two forms of notation (number and words) • Writes legibly • Writes the date • Follow instructions <p>Transition Markers</p> <ul style="list-style-type: none"> • Handles money operations indicated in success markers up to \$50 • Correctly fills out parts of basic form information (receipt)
<p>Demonstration Description</p> <p>The learner is given a real life scenario of a typical fare transaction and must calculate the passenger's change, calculate the tip, give change, fill out a receipt, record the fare transaction and list the steps in a credit card transaction. In addition the learner must demonstrate map-reading skills by mapping out routes. The learner must also respond to customer inquiries in an appropriate manner.</p>	
<p>Relation to Learner's Goal</p> <p>To obtain employment as a taxi driver</p>	<p>Demonstration Assessment Purpose:</p> <p><input type="checkbox"/> Initial <input type="checkbox"/> Ongoing <input checked="" type="checkbox"/> Exit</p>

Additional Information

Recommended Amount of Practitioner / Tutor Assistance Allowable

Practitioner / Tutor may clarify demonstration activity. Assist in filling out learner evaluation of demonstration is also allowable. A calculator is allowable for verification but learner should initially attempt to do operations mentally.

Time Estimate or Limit

As time is essential in completing a real-life fare transaction, time limits will be assigned for completion of each section of the demonstration as outlined in learner instructions and agreed upon with learner.

When results are available

Immediately for review and recommendations

Evaluation Criteria

- ▶ Demonstrations finished in agreed upon time
- ▶ 90–100% accuracy

What will be evaluated

- ▶ Accuracy of answers
- ▶ Time in which it took for learner to complete demonstration
- ▶ Success and Transition Markers

How will it be evaluated

Using marking guide included

Additional Suggestions to Modify the Demonstration

- ▶ Instructor can act as a customer and demonstration can be wholly performed verbally using facsimile money.
- ▶ A local map of the city or town in which the learner lives in is always the best choice to assess map reading skills as a taxi driver must be knowledgeable about his/her city.

Materials Required

1. Authentic receipt
2. Calculator
3. Fare recording sheet
4. Timing device – clock, timer or watch
5. Authentic city map or photocopy of local city map
6. Two different coloured highlighters (yellow and green)

Tutor Instructions

1. Explain to learner the purpose of the demonstration and how it relates to his/her goal. Give a brief synopsis of the necessary duties and skills of a taxi driver. (Demonstration Purpose)
2. Read through demonstration description with learner, discuss evaluation criteria, conditions, the time limit and clarify instructions.
3. Give learner instructions and materials — read through and explain (paraphrase) making sure learner understands what is required of him / her and feels prepared.
4. Each section of the demonstration is to be given to the learner separately. Record the time in which it takes for a learner to complete each section using the marking guide. If a learner goes over the allotted amount of time allow them to continue until he/she is satisfied. Once the learner completes Section A — (Mapping Skills) immediately administer Section B — (Oral Component) as directed on **Oral Component Instruction sheet for Tutor**. Likewise administer the last two sections individually.

*Give the learner an authentic **local** map or photocopy of a local map along with Learner Instruction sheet when administering Section A.*

***Locations in bold** in Section A should be replaced with relevant local sites and destinations prior to administering the demonstration. Local maps can be located through <http://www.mapquest.com>*

5. Once learner has finished, assess the learner's demonstration activity using the marking guide.
6. Discuss results immediately after demonstration giving positive reinforcement for correct responses and highlighting and discussing areas of improvement.
7. Assess if demonstration should be re-administered.
8. Have learner fill out Learner Evaluation Feedback form.
9. Fill out Tutor Evaluation Feedback form.
10. Place a copy of the demonstration in the learner file along with related notes and observations you have made.

Name _____ Date _____

Section A: Mapping Skills — Learner Instructions:

You are on duty as a taxi driver for Max's Cab Company. You are at the corner of **Wyandotte and Ouellette Ave.** (downtown Windsor) in your taxicab (#0170) and are radioed to pick up a passenger at **South Walkerville Library; 1425 Tecumseh Rd. E** located between Moy Ave. and Hall Ave. The passenger wants to go to the **Windsor Arena at 572 McDougall** located at the intersection of Wyandotte St. E. and McDougall Ave.



Using the map provided: (hardcopy from website noted below)
(Provided online for demonstration purposes only)

Map of City of Windsor

<http://www.visitwindsor.com/pdfmaps/City%20Map2003.pdf>

Map Key

<http://www.visitwindsor.com/pdfmaps/City%20Map%20Key.pdf>



1. Map the route you would take to get to your passenger in yellow.
2. Map the route you would take to get to your passenger's destination in green.

Section B: Oral Component Instruction sheet for Tutor

Read the following section to your learner noting their responses. Feel free to ad-lib and role-play pretending you are a customer.

Scenario 1:

When you arrive at South Walkerville Library at 10:30 a.m. you notice your passenger standing out front with a large duffle bag, a backpack and a bag full of library books.

Explain what you would immediately do or say?

(Tutor notes observations in space below)

Scenario 2:

The passenger is extremely anxious and says he/she will be late and asks you to drive faster. What is your response?

(Alternative: Tutor: "I'm going to be late! Can you drive any faster?")

(Tutor notes observations in space below)

Section C: Money Skills

Learner Instructions:

You have arrived at your passenger's destination at 10:45 a.m. The fare display on your meter reads \$12.75. The passenger gives you two \$10.00 bills and says, "Just give me \$5.00 back and I need a receipt."



Based on this situation answer the following questions:

Please attempt to answer all questions
WITHOUT using a calculator, at first.

1. What is the total amount of money your passenger gave you?

2. What is the change due **NOT** including the tip?

3. What is the amount of your tip?

4. Fill out the receipt below using the current date:

Max's Cab Co.,
171 Park St., Windsor. ON N9A 4M9
(519) 250-7600

Date _____ 20 ____

Received from: _____ \$ _____

The sum of _____ _____ dollars
100

Memo: _____

Cab # _____ Signature _____

Performing a credit card transaction

5. Your next passenger decides to pay by credit card instead of cash. The fare is \$26.85.

Please list in order all the steps involved when a customer wants to pay by credit card.

Section D: Recording a Fare Transaction

Using the scenario above in questions 1–4 record your fare transactions for the **first passenger only** on the following chart:



Arrival Time	Pick-up Location	Destination	Departure Time	Fare Amount	Tip	Method of Payment

Name _____ Date _____

Learner Evaluation and Feedback

Demonstration: Performing a fare transaction and map reading

1. Did you enjoy doing this demonstration?

- yes no

2. How well did you think you did at this activity?

- Very poorly Not that well Fairly well Very well

3. Did you use the skills that you learned in the program?

- No, not at all Barely any at all Some Yes, a lot

4. Did you need more time?

- Yes a little Yes a lot No, I had enough time

5. Were the instructions easy to follow?

- Not at all A little confusing Yes I needed clarification

6. Do you think this demonstration activity is relevant to your goal of becoming a taxi driver?

- Yes No Not sure

Tutor _____ Date _____

Tutor Evaluation and Feedback

1. Do you think this was as close as possible to a real-life situation?

Not at all A little Yes Very Much

2. Did you find the instructions easy to follow?

No Yes

3. Do you think you need additional information?

Not Yes

If you answered yes, in what area did you require more information?

Additional comments:

Demonstration Marking Guide

Yes = 1 No = 0

Section A	Correct start point	Correct destination point	Logical route to pick up	Logical destination route			
Points							
Section B	Greet customer appropriately	Assist with bags	Confirm destination address	Friendly interaction			
Points							
Section C	Q 1	Q 2	Q 3	Q 4			
Question (1-3) One point for each correct answer Question (4) 5 points — one for each correct element				<input type="checkbox"/> Date filled out correctly <input type="checkbox"/> \$ amount filled out correctly in numbers <input type="checkbox"/> \$ amount filled out correctly in words <input type="checkbox"/> Signature field filled out <input type="checkbox"/> Memo field filled out			
Points							
Question (5) 8 points	Q5 <input type="checkbox"/> Select credit card as payment method <input type="checkbox"/> Enter fare amount <input type="checkbox"/> Swipe customer card <input type="checkbox"/> Ensure card number/name is legible <input type="checkbox"/> Have customer sign receipt <input type="checkbox"/> Return credit card to customer along with receipt <input type="checkbox"/> Keep a copy of the receipt <input type="checkbox"/> Record transaction on fare recording sheet						
Points							
Section D	Arrival Time	Pick-up	Dest.	Depart.	Fare	Tip	Method of pay.
Possible 7 points — one for correctly filling out each entry							
Points							
Time Management							
(Point value)	Incomplete (0)	Partially (1)	Mostly (2)	Complete (3)			
Finished within agreed upon time limit							
Section A							
Section C							
Section D							

Demonstration Marking Guide (continued)

Total all points in yellow shaded boxes for a total out of possible points	/40	Percentage:
Observations		
<p>Note Applicable Success Markers</p> <ul style="list-style-type: none"> <input type="checkbox"/> Estimates and counts money amounts to \$100 <input type="checkbox"/> Make change for money amounts up to \$100 <input type="checkbox"/> Record the value of a collection of coins and bills up to \$100 <input type="checkbox"/> Reads and writes money amounts using two forms of notation (number and words) <input type="checkbox"/> Writes legibly <input type="checkbox"/> Fills out documents correctly <input type="checkbox"/> Follow instructions <p>Transition Markers</p> <ul style="list-style-type: none"> <input type="checkbox"/> Follows instructions <input type="checkbox"/> Asks for clarification <input type="checkbox"/> Handles money operations indicated in success markers up to \$50 <input type="checkbox"/> Correctly fills out parts of basic form information (receipt) <ul style="list-style-type: none"> Fills out date correctly Fills in money amount in numbers correctly Fills in money amount in words correctly 		
Additional comments or observations:		
Recommendations:		
<input type="checkbox"/> Successful	<input type="checkbox"/> Try Again	

Answer Key

Section A: Mapping Skills

Answers for 1. and 2.

These answers will be subjective. The instructor is simply looking to note that the learner has mapped out a route that is logical and does not require unnecessary extra driving.

Section B: Oral Component

Scenario 1.

The learner should have demonstrated the following skills

- Greeted customer appropriately
- Assisted customer with bags
- Confirmed destination address
- Interacted in a friendly tone

Scenario 2.

The learner should have assured the customer that they will do their best to get them to their destination safely and as quickly as possible obeying all traffic rules and speed limits. Learner must remain calm and successfully demonstrate:

- A regard for safety
- Reliability
- Calmness
- Patience

Answer Key (continued)**Section C – Money Skills**

1. What is the total amount of money your passenger gave you?
\$20.00
2. What is the change due **NOT** including the tip?
\$7.25
3. What is the amount of your tip?
\$2.25
4. Fill out the receipt below (Rarely is the customer name filled out). Many taxi companies now have printed rolling receipts while there are still a few that use personalized or generic receipt books. The essential skill being assessed here is that the learner can fill out basic information including monetary amounts.

<i>Max's Cab Co.,</i>		Date <u>current date</u> 20__
171 Park St., Windsor. ON N9A 4M9 (519) 250-7600		
Received from:	<u>Passenger</u>	\$ <u>12.75</u>
The sum of	<u>Twelve</u>	$\frac{75}{100}$ dollars
Memo:	<u>Fare</u>	
Cab #	<u>0170</u>	Signature <u>Learner Name</u>

5. Answer should include the following information
 - Select credit card as payment method
 - Enter fare amount
 - Swipe customer card
 - Ensure card number/name are legible
 - Have customer sign receipt
 - Return credit card to customer along with a copy of the receipt
 - Keep a copy of the receipt
 - Record transaction on fare recording sheet

Section D – Recording a Fare

1. Using the above scenarios record your fare on the following chart:

Arrival Time	Pick-up Location	Destination	Departure Time	Fare Amount	Tip	Method of Payment
10:30	South Walkerville Library	Windsor Arena	10:45	\$12.75	\$2.25	Cash

Suggested Learning Activities

1 Attainments Dollars & Cents Series Computer Software

- a. Activities – making change
- b. Spending money
- c. First money – identification, adding bills and coins

4 [http:// www.aaamath.com](http://www.aaamath.com) – Under Math Topics click Money

Choose from a variety of money games

Coins

- ▶ [Converting Coins to Pennies](#)
- ▶ [Adding Nickels and Pennies](#)
- ▶ [Adding Dimes and Pennies](#)
- ▶ [Adding Dimes, Nickels and Pennies](#)
- ▶ [Adding Dollars, Dimes and Pennies](#)
- ▶ [Converting Coin Values](#)
- ▶ [Dimes for Pennies](#)
- ▶ [Nickels for Pennies](#)

Change

- ▶ [Change from a Purchase](#)
- ▶ [Coins for Change](#)

Adding and Subtracting Money

- ▶ [Add Money](#)
- ▶ [Subtract Money](#)

Consumer Math

- ▶ [Commission](#)
- ▶ [Discount](#)
- ▶ [Markup](#)
- ▶ [Sales Tax](#)
- ▶ [Price with Sales Tax](#)
- ▶ [Shipping](#)
- ▶ [Simple Interest](#)
- ▶ [Simple Interest and Principle](#)
- ▶ [Tips](#)

- ▶ **Estimating Tips**
- ▶ **Unit Price**
- ▶ **Unit Total**

3 Any money worksheets ex. <http://www.moneyinstuctor.com>

4 Date worksheets focusing on abbreviations for days of the week and months.