



## **UNIT 3**

# **Workforce and Organizational Management**

Unit 3 introduces students to the principles of workforce and organizational management in a Food Service and Hospitality business. Students will be engaged in a variety of learning activities, from finding out how various food service and hospitality establishments have implemented Total Quality Management (TQM) to creating work schedules. They will apply management concepts in a team project, and they will explore the use of technology in the management of a food service organization.

- |                 |                                  |
|-----------------|----------------------------------|
| <b>Module 1</b> | Outcomes of Effective Management |
| <b>Module 2</b> | Workforce Management Strategies  |
| <b>Module 3</b> | Business Procedures              |

# UNIT 3

## Workforce and Organizational Management

### MODULE 1

## OUTCOMES OF EFFECTIVE MANAGEMENT



Module 1 presents strategies that will assist students in understanding the components of effective management in the food service and hospitality business, and the impact they have on profitability, productivity, employment atmosphere, consumer and client satisfaction, and business growth. This module addresses the following topics:

- The Functions of Management
- The Six Areas of Successful Management
- The Outcomes of Effective Management

#### **Standard 3**    *Workforce and Organizational Management*

Students will understand workforce and organizational management, including the roles and responsibilities of management and employees. They will demonstrate content proficiency by:

- 3.1 Describing the outcomes of effective management, such as profitability, productivity, employment atmosphere, consumer and client satisfaction, and business growth.

**FOOD SERVICE AND HOSPITALITY CURRICULUM**  
**UNIT 3: Workforce and Organizational Management**  
**Module 1: Outcomes of Effective Management**

STANDARDS	INSTRUCTIONAL STRATEGIES
<div data-bbox="183 321 602 447" data-label="Section-Header"> <p><b>Food Service &amp; Hospitality Content Standards</b></p> </div> <p><b>Standard 3</b>  <i>Workforce and Organizational Management</i></p> <p>Students will understand work-force and organizational management, including the roles and responsibilities of management and employees. They will demonstrate content proficiency by:</p> <p>3.1 Describing the outcomes of effective management, such as profitability, productivity, employment atmosphere, consumer and client satisfaction, and business growth.</p>	<p><b>Opener</b></p> <p>Ask students to write down all the thoughts that come to mind when they hear the saying, "work smarter, not harder." Discuss how this principle can apply to all aspects of life, including the Food Service and Hospitality Industry. Have students read and discuss the Food Service and Hospitality Standard 3: Workforce and Organizational Management.</p> <p><b>The Functions of Management</b></p> <p>Explain to students that the goals of the Food Service and Hospitality industry are accomplished through effective management practices. Showing a transparency (Resource 1), explain the six areas of management required to operate a business and/or complete a project:</p> <ul style="list-style-type: none"> <li>• Planning (setting goals, action plan and work schedule)</li> <li>• Organizing (assigning tasks)</li> <li>• Staffing/Coordinating (utilizing people's skills and abilities to accomplish the tasks)</li> <li>• Directing/Motivating (making decisions and delegating responsibilities)</li> <li>• Reporting/Communicating (evaluating results)</li> <li>• Budgeting (making a fiscal plan, accounting, and controlling)</li> </ul> <p>Explain how managerial success in these six areas contributes to a food service and hospitality business' profitability, productivity, employment atmosphere, customer satisfaction and business growth.</p> <p>Assign student groups a mini-project in which they are to follow the six areas of management. Using Resource 2, go over the assignment, having students first identify which mini-project they would like to accomplish and then assisting them in creating an effective management plan to implement and evaluate. Have groups evaluate the quality of their projects and the effectiveness of their management plans in a written report that also assesses the impact the project would have on profitability, productivity, employment atmosphere, customer satisfaction and business growth.</p>



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ASSESSMENT/EVALUATION	RESOURCES
<p>The written report includes evaluation of group's ability to plan, organize, staff, direct, report, and budget (all six areas of management). Reflections should include both accomplishments and failures. Group reports identify potential impact of project on profitability, productivity, employment atmosphere, customer satisfaction and business growth.</p>	<p>Resource 1, "Six Areas of Management," Transparency Sheet</p> <p>Resource 2A-B, "Effective Management Practices," Group Activity Sheet</p>

## **SIX AREAS OF MANAGEMENT**

### **Planning**

**(setting goals, action plan, and work schedule)**

### **Organizing**

**(assigning tasks)**

### **Staffing/Coordinating**

**(utilizing people's skills and abilities to accomplish the tasks)**

### **Directing/Motivating**

**(making decisions and delegating responsibilities)**

### **Reporting/Communicating**

**(evaluating results)**

### **Budgeting**

**(making a fiscal plan, accounting, and controlling)**

## **EFFECTIVE MANAGEMENT PRACTICES**

**Purpose of Assignment:**

Your group is to plan a mini-project related to Food Service and Hospitality. You will be asked to apply effective management practices as you plan and carry out your project. At the end of the project, you will be asked to evaluate your management practices and submit a written report.

**Directions:**

1. Select one of the following mini-projects that can be implemented into the foodservice classroom (or create one of your own that meets with your teacher's approval).
  - Create a new, profitable menu item
  - Evaluate guest satisfaction
  - Determine how to decorate for a special event or special occasion
  - Plan an FHA-HERO meeting
  
2. As a team decide exactly what you plan to do for your mini-project.
  - If you are creating a new menu item, exactly what menu item will it be and what recipe will you be using?
  - If you are going to evaluate guests, what information do you want to know and how will you collect this information?
  - If you are going to decorate the classroom for a special event, which event will it be, what type of decorations will be needed, and how will they be acquired?
  - If you are going to plan an FHA-HERO meeting, what will be the goals and agenda of the meeting?
  
3. Complete a plan that covers the six areas of management. This plan should begin with the planning of the project and end up with actual implementation and evaluation of the project.
  - A. Planning:
    - 1) What are the specific goals of the project?
    - 2) What is your plan of action for implementation?
      - a) What needs to be done? (Determine the major tasks.)
      - b) What is the timeline? (Determine when the tasks need to be done.)

## **EFFECTIVE MANAGEMENT PRACTICES (cont.)**

B. Organizing: What specific jobs must be done to accomplish each task? (A task analysis is the clear examination of the specific performances involved in accomplishing the task.)

C. Staffing/Coordinating:

- 1) What staff will be needed and what specific jobs/tasks will be assigned to them?
- 2) Will training be required? If so, what type of training?

D. Directing/Motivating:

- 1) Who is responsible for the decisions?
- 2) Who will manage the project?
- 3) What is the chain of command?

E. Reporting/Communicating: Once implemented, how will the project be evaluated?

F. Budgeting:

- 1) What is the project's estimated budget?
- 2) What is the project's actual budget (after implementation)?

4. Complete the project following the management plan.

5. Evaluate the success of the project.

How well did you accomplish your goals? Was everything done in a timely manner? Did everyone complete his or her assigned responsibilities? Did you remain within the budget?

6 Write a complete report that includes four parts:

- The management plan (see #3).
- The implemented project (see #4).
- An evaluation of the project (see #5).
- An evaluation of the potential impact of the project on profitability, productivity, employment atmosphere, customer satisfaction and business growth.



# UNIT 3

## Workforce and Organizational Management

### MODULE 2

## WORKFORCE MANAGEMENT STRATEGIES



Module 2 introduces strategies that will assist students in understanding workforce management strategies such as shared responsibilities, negotiation, planning and decision making. This module addresses the following topics:

- Principles of Total Quality Management (TQM)
- Management Strategies Applied to Work Schedules

#### **Standard 3**    *Workforce and Organizational Management*

Students will understand workforce and organizational management, including the roles and responsibilities of management and employees. They will demonstrate content proficiency by:

- 3.2 Explaining workforce management strategies, such as shared responsibilities, negotiation, planning, and decision making;
- 3.3 Using effective workforce management strategies; and
- 3.4 Analyzing how workforce management strategies affect employees' actions.



**FOOD SERVICE AND HOSPITALITY CURRICULUM**  
**UNIT 3: Workforce and Organizational Management**  
**Module 2: Workforce Management Strategies**

STANDARDS	INSTRUCTIONAL STRATEGIES
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <b>Food Service &amp; Hospitality Content Standards</b> </div> <p><b>Standard 3</b></p> <p><b>Workforce and Organizational Management</b></p> <p>Students will understand workforce and organizational management, including the roles and responsibilities of management and employees. They will demonstrate content proficiency by:</p> <ul style="list-style-type: none"> <li>3.2 Explaining workforce management strategies, such as shared responsibilities, negotiation, planning, and decision making;</li> <li>3.3 Using effective workforce management strategies; and</li> <li>3.4 Analyzing how workforce management strategies affect employees' actions.</li> </ul>	<p><b>Opener</b></p> <p>Tell the students the parable of the three blind men who described different parts of an elephant and ask students what is wrong with what the blind men reported. Relate the parable to the study of business, in that one can study the individual functions of business or they can look at the business as a whole.</p> <p><b>Total Quality Management</b></p> <p>Tell the students that there is an approach to business management that looks at the whole picture, and it's called Total Quality Management (TQM). Have student groups research TQM in the library and report on the key concepts that make TQM successful in food service and hospitality (e.g. the internal customer). Have the class make a composite of TQM qualities and create a list of questions to ask regarding how TQM is implemented in local Food Service and Hospitality establishments. Have student groups interview managers of assigned food service establishments to determine TQM practices. Have groups discuss results of interviews with class and present recommendations to the class regarding which TQM practices could be applied in the foodservice classroom.</p> <p><b>Work Schedules</b></p> <p>As an activity to demonstrate the principles of TQM, have the class analyze how this management strategy affects the process of scheduling employees for a work shift. Have students examine two types of work schedules used in food service, one for an individual employee and another for a group of employees (Resource 1). Discuss the characteristics of effective work schedules. Note such features as shared responsibilities and planning. Have student groups determine a work schedule for a simple menu or specific task for one employee and have it "tested" and evaluated by another group. Ask students to write a brief paper analyzing the effect of management strategies on employee attitudes.</p>

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Module 2: Workforce Management Strategies

ASSESSMENT/EVALUATION	RESOURCES
<p>Group reports on TQM include description of essential concepts of TQM philosophy and offer concrete suggestions for implementation in the foodservice classroom.</p>	<p>Internet: The National Restaurant Association web site: <a href="http://www.restaurant.org">www.restaurant.org</a></p> <p><i>The World of Culinary Supervision, Training, and Management</i>, selected chapters</p>
<p>The work schedules provide enough detail to enable an employee to accomplish the assigned work in the time specified.</p>	<p>Resource 1, "Sample Work Schedules," Student Information Sheet</p>
<p>Students papers identify positive effect on employee attitudes through use of effective management strategies.</p>	

## SAMPLE WORKS SCHEDULES

### Single Employee Work Schedule (Sample)

Name: \_\_\_\_\_ Hours: 5:00 - 10:00 a.m.

Position: Line Tray Server

Supervised by: \_\_\_\_\_

- |                   |   |
|-------------------|---|
| 5:00 - 5:30 a.m.  | Read breakfast menu.<br>Prepare station for serving food.   |
| 5:30 - 6:00 a.m.  | Check quality, temperature, and appearance of food and relay any problems to supervisor.  |
| 6:00 - 7:00 a.m.  | Serve food from station on tray line.<br>Requires using appropriate utensils for proper portion control.<br>Beverages are served from dispensers, pitchers, cooling units.<br>Place all food and beverage items on a tray on the conveyor belt.<br>Load completed trays into transport carts.<br>Maintain work station. |
| 7:00 - 8:00 a.m.  | Transport food carts to patient floors.<br>Clean work station.  |
| 8:00 - 8:15 a.m.  | Break.  |
| 8:15 - 9:00 a.m.  | Return carts with empty trays to dish room.   |
| 9:00 - 10:00 a.m. | Stock floors.   |



### Multiple Employee Work Schedule (Sample)

**Menu:** eggs (poached or scrambled) sausage patties  
 oatmeal  
 assorted dry cereals  
 strawberry flavored low fat yogurt  
 toast (wheat or white) with pats of butter and jelly juice  
 (orange, apple, or cranberry)  
 milk (non-fat or low-fat)  
 coffee (regular or decaf with choice of sugar and cream or milk)

<b>Time</b>	<b>Cook</b>	<b>Tray Line Server</b>	<b>Tray Line Server II</b>	<b>Cleaning Technician</b>
4:00 – 4:30	Reads menu and recipes; sets up work station.			
4:30 – 5:00	Readies equipment; makes coffee.			
5:00 – 5:30	Prepares oatmeal, eggs, and sausage.	Reads menu. Prepares work station.	Reads menu. Prepares work station.	
5:30 – 6:00	Makes toast.	Checks for quality and temperature of food.	Sets out beverages and condiments.	
6:00 – 6:30	Cleans work station.	Serves food from station.	Serves food from station.	
6:30 – 7:00				Empties trash cans into outside dumpster.

# UNIT 3

## Workforce and Organizational Management

### MODULE 3

### BUSINESS PROCEDURES



Module 3 provides various instructional activities to assist students in learning the appropriate business procedures and the uses of technology in food service businesses. This module addresses the following topics:

- Tools Used by Food Service Management
- The Business Plan as a Tool
- The Computer as a Management Tool
- Computer Proficiency
- Creating a Web Resource Guide
- Using Technology to Connect with FHA-HERO

#### **Standard 3** *Workforce and Organizational Management*

Students will understand workforce and organizational management, including the roles and responsibilities of management and employees. They will demonstrate content proficiency by:

- 3.5 Identifying appropriate business procedures for food service and hospitality organizations, such as the use of business plans; spreadsheets for payroll and inventories; and other tools for budgets, recordkeeping, and correspondence with clients; and
- 3.6 Describing the uses of technology in the various segments of the food service and hospitality industry.

**FOOD SERVICE AND HOSPITALITY CURRICULUM**  
**UNIT 3: Workforce and Organizational Management**  
**Module 3: Business Procedures**

STANDARDS	INSTRUCTIONAL STRATEGIES
<div data-bbox="190 317 605 447" data-label="Section-Header"> <p><b>Food Service &amp; Hospitality Content Standards</b></p> </div> <p><b>Standard 3</b>  <i>Workforce and Organizational Management</i></p> <p>Students will understand work- force and organizational manage- ment, including the roles and responsibilities of management and employees. They will demon- strate content proficiency by:</p> <ul style="list-style-type: none"> <li>3.5 Identifying appropriate busi- ness procedures for food service and hospitality organizations, such as the use of business plans; spreadsheets for payroll and inventories; and other tools for budgets, recordkeeping, and correspondence with clients; and</li> <li>3.6 Describing the uses of tech- nology in the various seg- ments of the food service and hospitality industry.</li> </ul>	<p><b>Opener</b></p> <p>Suggest to the students that just as the chef has his or her tools in the kitchen, the manager of a food service and hos- pitality establishment also has tools. Ask the class members to brainstorm to come up with examples of the tools that the food service manager uses. Write the student responses on an overhead projector or white board.</p> <p><b>Business Plans</b></p> <p>Tell the students that one of the most important tools the manager has is the business plan. Explain that the business plan is basically a blueprint for running the business. It is required by banks and other lenders to get financing to start the business, but it also provides a useful reference for guiding managerial decisions. Use the Internet to show student examples of business plans or use Resource 2 from Unit 15, Module 1.</p> <p>Explain to students how the business plan helps managers track, monitor and evaluate progress. Tell them that the business plan is a living document that managers and own- ers will modify as they gain knowledge and experience. By using a business plan to establish timelines and bench- marks, management can gauge the business' progress and compare projections to actual results. As a planning tool, the business plan provides a guide through the various phases of the business. A well conceived plan will help identify roadblocks and obstacles to help managers avoid them and establish alternatives. Tell the students that many good business owners and managers share their business plans with their employees to foster a broader understand- ing of where the business is going.</p> <p><b>The Computer as a Restaurant Management Tool</b></p> <p>Ask students to identify ways in which they think technol- ogy has become an integral part of the day to day opera- tions of the Food Service and Hospitality Industry. Verify that everything from sound systems and menu systems to computerized food preparation equipment is now ubiqui- tous in the industry. Review how computers perform a wide variety of business functions in restaurants, helping operators boost their efficiency and productivity (Resource 1). In addition, food service managers and owners use the Internet as a source of information and as a marketing tool</p>



FOOD SERVICE AND HOSPITALITY CURRICULUM  
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Module 3: Business Procedures

ASSESSMENT/EVALUATION	RESOURCES
	<p>Internet resources for business plans: <a href="http://www.bplans.com/samples/sba.cfm">www.bplans.com/samples/sba.cfm</a> Resource 2, Unit 15, Module 1, "Business Plan," Student Information Sheet</p> <p>Resource 1A-B, "Computer Use for Food Service Management," Teacher Information Sheet</p>

**FOOD SERVICE AND HOSPITALITY CURRICULUM**  
**UNIT 3: Workforce and Organizational Management**  
**Module 3: Business Procedures**

STANDARDS	INSTRUCTIONAL STRATEGIES
<div data-bbox="180 317 602 449" data-label="Section-Header"> <p><b>Food Service &amp; Hospitality Content Standards</b></p> </div> <p><b>Standard 3</b>  <i>Workforce and Organizational Management</i></p> <p>Students will understand work-force and organizational management, including the roles and responsibilities of management and employees. They will demonstrate content proficiency by:</p> <p>3.5 Identifying appropriate business procedures for food service and hospitality organizations, such as the use of business plans; spreadsheets for payroll and inventories; and other tools for budgets, recordkeeping, and correspondence with clients; and</p> <p>3.6 Describing the uses of technology in the various segments of the food service and hospitality industry.</p>	<p>to reach Internet-surfing consumers. Explain that since all signs point toward increasing use of technology in the food service industry, it is important that the students have proficiency in basic computer use. Test students for their basic computer skills. (Resource 2) Match students who do not have all the proficiencies with student mentors who have demonstrated proficiency.</p> <p>Explain that the computer also presents a way for food service businesses to easily access information, from recipes to product information to food safety information, such as recalls on food products. Create a file on the computer to record Internet resources for class use. (Resource 3) Using Resource 4 as a guide, construct a form in your Internet resource file that students can copy and paste within the file and then complete.</p> <p>Using a pertinent topic (e.g. Hazard Analysis Critical Control Point-HACCP), have students demonstrate finding information when the Uniform Resource Locator (URL) is known, and how to find information on food service and hospitality using different search engines (e.g. Google, Yahoo).</p> <p>Show students the newly created "World Wide Web Resource Guide" and tell them that throughout the course, as they find and use resources on the Internet, they need to enter information regarding the resource into this guide so everyone in the class can benefit.</p> <p>Have FHA-HERO members examine the FHA-HERO home page and then create a technology support group of students who would like to link the program with the community, either by creating a web page about the program that links with the school home page, or creating a multimedia presentation utilizing a digital camera and PowerPoint to portray class activities. Students would examine existing home pages from professional organizations, restaurants, various food related companies, and other school/education programs for ideas.</p>

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ASSESSMENT/EVALUATION	RESOURCES
Students demonstrate basic computer skills.	Resource 2, "Computer Skills Test," Student Activity Sheet  Resource 3, "Creating a Web Resource Guide," Teacher Information Sheet Resource 4, "World Wide Web Resource Guide," Student Activity Sheet
Students successfully locate pertinent information using search engines.	FHA-HERO home page: <a href="http://www.hect.org/fhahero/">http://www.hect.org/fhahero/</a>



## **COMPUTER USE FOR FOOD SERVICE MANAGEMENT**

The National Restaurant Association's 2001 Technology Survey reveals technology's growing role in restaurant operations. Restaurant operators are using technology to manage their operations more efficiently, to provide better service to customers, and to target and expand their marketing efforts.

### **Computer Use**

- Approximately eight out of 10 restaurateurs use computers to perform business functions in their establishments,
- More than half access the Internet for business-related purposes
- The most likely technology users are operations with larger sales volumes and higher check averages as well as those that are part of a chain.
- Operators using computers in their restaurants are most likely to use them for accounting functions, such as calculating profit and loss at the store, payroll in-store, and accounts payable and receivable.
- A majority of operators also use computers for inventory management, tracking employee time and attendance, processing customer orders, and processing credit- or debit-card transactions.

### **Personnel Training**

Among operators utilizing computers to provide employee training, the most commonly used format is CD-ROM.

- Approximately one out of 10 survey respondents said they provide computer-based training via CD-ROMs.
- A smaller proportion of operators report providing Internet- or Intranet-based training.

### **Internet Research**

Restaurateurs use the Internet for a wide range of business-related purposes.

- The likelihood of food service operators to access the Internet for business-related purposes is related to average check size. More than seven out of 10 respondents with average checks of \$25 or more reported accessing the Internet for business-related purposes compared with 47 percent of those with average checks of less than \$8.
- Approximately two-thirds of the respondents reported that they use the Internet to obtain product information.
- Half said they use the Internet for weather information, recipes and industry news.
- Roughly 4 out of 10 respondents reported using the Internet to obtain advertising or sales-promotion information, market research, and local news.

## **COMPUTER USE FOR FOOD SERVICE MANAGEMENT** **(cont.)**

### **Restaurant Web Sites**

- Half of the survey respondents reported that they have a web site. Restaurant web sites contain a wide variety of information for consumers, investors and employees, but the features considered most valuable by the respondents were menus and general restaurant information.
- Respondents with average checks of \$25 or more and a sales volume of \$5 million or more were the participants most likely to maintain a web site.
- Roughly two-thirds of those operators with a web site indicated that they publish their web site addresses or market their web site to consumers.

### **E-mail Communications**

E-mail quickly has emerged during the past several years as an important method of communicating within restaurant organizations as well as with the outside world.

- Approximately half of the restaurateurs surveyed reported that they access e-mail for business-related purposes at work or home.
- Roughly three out of 10 respondents reported that they have a customer response or comment e-mail address. The respondents reported receiving a median of 10 e-mails per month from customers and more than one-third said the number of e-mails received has increased during the past six months.
- A majority of operators who offer an e-mail address publish the address for comments on their web site. More than one-third of the participants said they publish their customer response and comment e-mail address on business cards, while one-quarter publish the address on their menus.

Statistics from "Technology Clicks With Restaurateurs" by Robert Ebbin

*Restaurants USA*, October 2001

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## COMPUTER SKILLS TEST

**Directions:** Do you have the basic computer skills necessary to complete the assignments in this course? If you cannot perform some of the skills required, ask your teacher or a student mentor for assistance. Your teacher must verify that you are able to perform each of these skills.

COMPUTER SKILL	PROFICIENT	NEED ASSISTANCE
Turn on the computer.		
Select a wordprocessing program.		
Begin a memo to the teacher. Include your name, the date and your class period.		
Create a table that shows two columns and two or more rows. Label the first column "Search Engine" and the second column "Resource Located". You will use the first column to list different search engines used on the Internet for this activity and the second column to list Web addresses of information related to restaurant inspection available from the search engine.		
Uses the Internet to search for and find sources of information on restaurant inspections. Enter the name of the Search engine you use in the first column and the addresses of the resource you find in the second column.		
Use the Internet to find the California Restaurant Association's home page at <a href="http://www.calrest.org">www.calrest.org</a>		
Briefly describe what you find in the body of the memo.		
Check your spelling.		
Save and print your memo. Turn the computer off.		



## CREATING A WEB RESOURCE GUIDE

1. Create a file on your classroom computer using a familiar word processing program with a file name that is easily found by the students.
2. Create a title page, "World Wide Web Resource Guide."
3. Create a table of contents of important topics such as:

Careers in Food Service and Hospitality

Entrepreneurship

Equipment, Tools, and Supplies

FHA-HERO

Laws and Regulations

Management

Nutrition

Purchasing

Recipes

Resources for Evaluating Internet Information

Safety and Sanitation

Successful Stories

4. Create a resource page for evaluating Internet information. Some useful resources could be:

Bibliography on Evaluating Internet Resources

<http://www.lib.vt.edu/research/evaluate/evaluating.html>

Kathy Schrock's Guide for Educators, includes critical evaluation links and tools  
[school.discovery.com/schrockguide/eval.html](http://school.discovery.com/schrockguide/eval.html)

Web evaluation

<http://www.cyberbee.com/guides.html>

5. Create an evaluation form that students will complete when they examine information on the Internet.

## WORLD WIDE WEB RESOURCE GUIDE

Topic of Information: \_\_\_\_\_

Site Title: \_\_\_\_\_

Uniform Resource Locator (URL): \_\_\_\_\_

Check if criteria is met	Criteria	Comments
	Is easy to find.	
	Is easily navigated.	
	Is well organized.	
	Provides accurate information.	
	Provides useful information.	
	Provides useful links.	
	Provides interactivity.	
	Requires no special access or account.	