

Subject: CAPE Entrepreneurship Unit Two

Unit: Ethics and Social Responsibility

Lesson: 4

Topic: Business Etiquette

Performance assessment:

You are meeting a potential client for the first time over lunch. Your focus is on ensuring a successful and professional dining experience. You will participate in the following tasks:

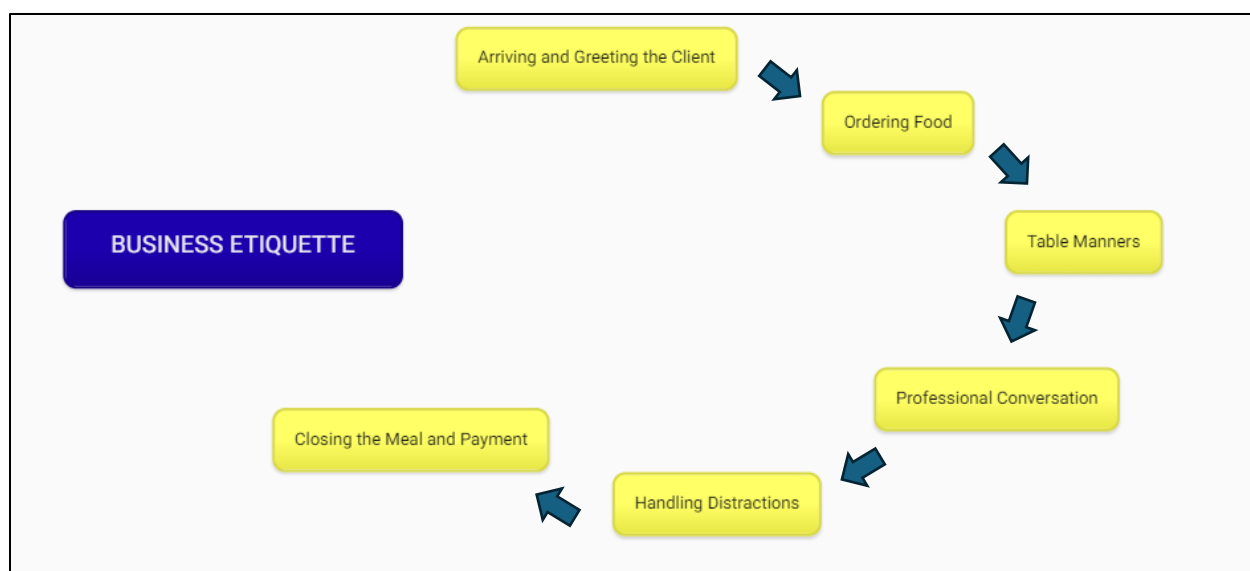
1. Arriving and Greeting the Client
2. Ordering Food
3. Table Manners
4. Professional Conversation
5. Handling Distractions
6. Closing the Meal and Payment

Business Dining Meeting Rubric

Criteria	Excellent (5)	Good (4)	Adequate (3)	Needs Improvement (2)	Poor (1)
Punctuality	Arrives 5-10 minutes early; waits for the client before being seated; demonstrates respect for the client's time.	Arrives on time; is ready and prepared to begin the meal promptly.	Arrives slightly late (1-5 minutes); offers a polite apology but does not disrupt the flow.	Arrives more than 5 minutes late without a strong reason, causing mild disruption.	Arrives very late, causing the meeting to be delayed or disrupted significantly.
Greeting and Introductions	Offers a firm handshake, greets	Greets the client politely, with a firm	Greets the client but lacks	The greeting is rushed or	Fails to greet the client

Criteria	Excellent (5)	Good (4)	Adequate (3)	Needs Improvement (2)	Poor (1)
	the client warmly and professionally, and makes smooth introductions.	handshake and appropriate tone.	confidence or formality (e.g., weak handshake, informal tone).	awkward, missing key elements of professionalism (e.g., no handshake or eye contact).	appropriately (e.g., no introduction, too informal, or inappropriate greeting style).
Ordering Food	Orders appropriately (e.g., not too expensive, messy, or complicated), considers the client's preferences, and ensures cultural sensitivity is respected.	Orders appropriately and follows the client's lead but may not fully consider cultural or dietary preferences.	Orders appropriately for the setting but may not consider the client's preferences or sensitivity to cultural norms.	Orders something inappropriate (e.g., expensive, messy), making the client uncomfortable, or shows little cultural awareness.	Orders very poorly or disregards the client's preferences entirely, creating an awkward atmosphere.
Table Manners	Demonstrates excellent etiquette (e.g., utensil use, posture, waiting until all are served); creates a comfortable dining atmosphere.	Displays good table manners with minor lapses (e.g., adjusting posture but still maintaining professionalism).	Table manners are adequate but show occasional lapses (e.g., improper utensil use, not pacing with the client).	Lapses in table manners (e.g., elbows on the table, eating too quickly/slowly, talking with mouth full) disrupt the experience.	Displays poor table manners, significantly impacting the professionalism of the meeting (e.g., improper utensil use, slouching).
Professional Conversation	Balances business and light conversation seamlessly, listens actively, avoids interruptions, and steers clear of controversial topics.	Maintains a good mix of business and casual conversation but may not be as smooth or balanced.	Engages in business conversation but struggles to balance between light talk and business, sometimes missing social cues.	The conversation is mostly business-focused, with minimal effort to engage the client on a personal level or build rapport.	Dominates the conversation with inappropriate topics or fails to engage the client meaningfully.

Criteria	Excellent (5)	Good (4)	Adequate (3)	Needs Improvement (2)	Poor (1)
Handling Distractions	Handles distractions (e.g., phone, waiters) seamlessly and with professionalism; phone is on silent and not used during the meal.	Handles minor distractions well but may check phone once or appear momentarily distracted.	Handles distractions adequately but is occasionally flustered by them; phone may be checked once or twice.	Frequently checks the phone or fails to manage interruptions appropriately (e.g., answering the phone at the table).	Is frequently distracted or uses the phone during the meal, causing disruption and loss of focus on the client.
Closing the Meal	Thanks the client graciously, discreetly handles payment, and leaves a positive final impression with a clear follow-up plan.	Closes the meal politely, ensures smooth payment, and offers a professional farewell.	Closes the meal adequately but may lack confidence or leave the bill payment somewhat awkward.	Leaves the closing vague or awkward (e.g., unclear who pays), or offers an abrupt or unclear goodbye.	Fails to close professionally, causing discomfort or leaving a poor final impression (e.g., mishandling the bill entirely).



A business dining meeting is a complex social interaction that requires a combination of interpersonal, communication, and etiquette skills. As a performance assessment, it is an effective and nuanced method of evaluating a student's ability to navigate both professional interactions and social etiquette in a formal dining setting. The flow chart above shows the criteria being examined with this performance assessment. The assessment requires students to demonstrate a variety of skills, including time management, interpersonal communication, and business etiquette, all within the context of a shared meal. By using this method, I can measure the knowledge of my students and evaluate how well they can apply this knowledge in real-world, professional contexts – preparing them for future situations.

The core of a business dining meeting performance assessment lies in its ability to evaluate a student's performance through observable behaviours, such as their punctuality, communication style, and ability to maintain appropriate social decorum. I would use this assessment tool since it provides a holistic view of the student's competence, not just in formal etiquette, but in their ability to adapt to and manage the expectations of a professional environment. For instance, punctuality is a critical component of the rubric, reflecting a student's

respect for the client's time and their preparedness for the meeting. Additionally, I can go a bit deeper into the analysis of the assessment and not just focus on whether the student arrives on time, but also observe how the student handles early arrival, how they wait for the client, and how they prepare mentally and physically for the meeting.

Another important aspect of the business dining assessment is the greeting and introductions. This is where first impressions are made, and it is here that a teacher with a strong grasp of the rubric can help students understand the importance of appropriate body language, tone, and etiquette. A firm handshake, maintaining eye contact, and a polite introduction are basic yet essential elements of initiating a successful business interaction. I can evaluate how well students perform in these areas, not only ensuring they follow formal protocol but also considering the nuances of their social confidence and ability to manage initial awkwardness.

A business dining meeting as a performance assessment tool is an ideal method for evaluating a student's readiness to navigate professional settings with confidence and grace. By having an understanding of this assessment tool, I am facilitating students' practice of the technical aspects of dining etiquette, all while ensuring that they understand the underlying principles of professionalism and communication that will serve them in real-world business environments. By using this tool effectively, I can provide students with critical feedback and prepare them for the complexities of business interactions in a formal setting.

This rubric is a comprehensive assessment tool designed to evaluate a participant's ability to navigate a professional meal setting effectively. By breaking down the meeting into specific criteria, the rubric provides a clear framework for evaluating the social, interpersonal, and etiquette skills required for successful interaction with a client. This framework allows me to recognize the intricacies involved in assessing professionalism in an informal, yet high-stakes,

business environment. Each criterion captures a unique aspect of the dining experience, aiming to ensure that participants demonstrate both social awareness and professional acumen.