

Learning Resource

EnterTech



Revision 1.0, February, 2000.

**THIS DOCUMENT IS THE PRODUCT OF THE IC² INSTITUTE,
THE UNIVERSITY OF TEXAS AT AUSTIN.
ANY UNAUTHORIZED USE, REPRODUCTION, OR TRANSFER
OF THIS DOCUMENT IS STRICTLY PROHIBITED.
COPYRIGHT © 2000 BY IC² INSTITUTE.
ALL RIGHTS RESERVED.**

No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of IC² Institute.

All product names mentioned herein are for identification purposes only and may be trademarks and/or registered trademarks of their respective companies and/or institutions.

TABLE OF CONTENTS

Introduction.....	1
1 Job Skills.....	2
1.1 Dress appropriately for the job.....	3
1.2 Follow safety requirements.....	7
1.3 Follow employee handbook.....	11
1.4 Follow quality standards.....	16
1.5 Demonstrate honesty and accuracy.....	21
1.6 Identify job responsibilities.....	28
1.7 Describe customer service and relationship to business.....	31
2 People Skills.....	35
2.1 Demonstrate required on-the-job behaviors.....	36
2.2 Identify and make use of personal strengths.....	38
2.3 Convey a positive attitude.....	40
2.4 Manage personal stress.....	44
2.5 Communicate messages, ideas and opinions.....	46
2.6 Give and receive criticism and suggestions.....	48
2.7 Work cooperatively with others.....	50
2.8 Work with diverse group of supervisors, co-workers and customers.....	51
2.9 Communicate effectively with customers.....	54
3 Organizational Skills.....	57
3.1 Identify, evaluate, process and store information.....	58
3.2 Use organizational systems for information.....	60
3.3 Demonstrate self-management.....	63
3.4 Coordinate with others.....	66
3.5 Use business tools.....	68

4 	Communication Skills.....	71
	4.1 Speak clearly and concisely to convey information.....	72
	4.2 Answer questions concisely.....	74
	4.3 Listen for understanding.....	77
	4.4 Follow verbal instructions.....	80
5 	Interpretation Skills.....	82
	5.1 Obtain information from written materials.....	83
	5.2 Interpret meaning of written materials.....	87
	5.3 Organize and compose information.....	91
	5.4 Record information.....	96
	5.5 Interpret graphics.....	100
	5.6 Obtain information from visual inspection.....	103
6 	Number Skills.....	105
	6.1 Use numbers, arithmetic operations and numerical concepts.....	106
	6.2 Perform calculations using formulas, conversion tables and calculators.....	109
	6.3 Use math to solve problems.....	112
	6.4 Apply concepts of measurement.....	114
	6.5 Locate numerical information and input data.....	119
7 	Strategy Skills.....	121
	7.1 Define problem and apply problem-solving techniques.....	122
	7.2 Generate solutions.....	125
	7.3 Evaluate effectiveness of solution.....	127
	7.4 Identify and evaluate systems.....	129
8 	Growth Skills.....	132
	8.1 Manage on-going learning.....	133
	8.2 Learn from a variety of sources.....	136
	8.3 Share learning with others.....	138
	8.4 Use learning strategies.....	140

[THIS PAGE INTENTIONALLY LEFT BLANK FOR PRINTING]

Introduction

Welcome to the EnterTech Learning Resource Guide, a workbook that presents the skills and information that employers define as essential for job success. This Guide provides you with information and practice exercises that will support and enrich your EnterTech experience and provide a solid foundation for your future work experience.

The Learning Resource has eight chapters, each covering one of eight main skill areas:

1. *Job Skills*
2. *People Skills*
3. *Organizational Skills*
4. *Communication Skills*
5. *Interpretation Skills*
6. *Number Skills*
7. *Strategy Skills*
8. *Growth Skills*

**MASTERING THESE SKILL AREAS WILL HELP YOU FIND AND RETAIN
A JOB THAT WILL SUPPORT YOU NOW AND IN THE FUTURE.**

1 | JOB SKILLS

Understanding what your employer needs and expects of you is key to becoming a successful employee. During EnterTech's new employee orientation, our Human Resource Director presents our company's history and mission, introduces you to our Policies and Procedures, and defines job duties and responsibilities as well as employee benefits. Your awareness of expectations and procedures will help you become a valued member in the workplace.

CHAPTER 1: JOB SKILLS PROVIDES YOU WITH SEVEN UNITS OF INFORMATION AND EXERCISES:

- 1.1 Dress appropriately for the job
- 1.2 Follow safety requirements
- 1.3 Follow employee handbook
- 1.4 Follow quality standards
- 1.5 Demonstrate honesty and accuracy
- 1.6 Identify job responsibilities
- 1.7 Describe customer service and relationship to business

EACH UNIT IS DIVIDED INTO FIVE SECTIONS:

- **OBJECTIVE** describes what you will do in this unit.
- **YOU'VE DONE THIS BEFORE** introduces the skill unit and describes how you use the skill in everyday life.
- **HOW IT WORKS AT WORK** shows you how to apply the life skill to situations at work.
- **TRY IT!** presents exercises to help you apply your life skills in various work situations.
- **REMEMBER** recaps the essential information in the unit.

1.1 DRESS APPROPRIATELY FOR THE JOB

Objective: When asked what clothing to wear to work, you choose by picking appropriate clothing conforming to the company's dress code policies.

YOU'VE DONE THIS BEFORE

What should you wear? You make decisions about what to wear every day. Where you are going, who you are going to meet, and what you are going to do all help you decide what you will wear. You probably dress differently to:

- go on a date
- go on a picnic
- go on a job interview
- go to a children's party
- go to school.

HOW IT WORKS AT WORK

Most workplaces have written **dress codes** included in their Policies and Procedures.

Company dress codes state:

- clean and appropriate attire, and
- clothes that meet safety requirements.

Clothes that are appropriate for one job may not be right for another job. For example, a business suit that is appropriate for an executive would be out of place on the warehouse worker. High heels worn by the Administrative Assistant would be wrong and a potential safety hazard if worn by the warehouse forklift driver.



While on the job, you are representing your company. Therefore, clothing that is torn, or dirty, too short, too tight, too low cut, or that contains a potentially offensive logo is inappropriate.

TRY IT!

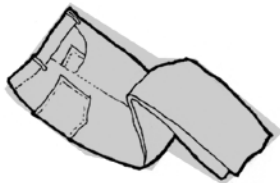
Exercise: Appropriate Dress or Not?

Brianna is getting ready for work. She will be working in the warehouse, packing and unpacking boxes.

Select the items that are appropriate for her to wear, including required safety gear and list them on the chart on the facing page:



A.



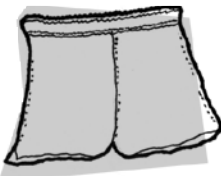
B.



C.



D.



E.



F.



G.



H.

Exercise: Brianna's Clothing for Work

When you have finished selecting Brianna's clothes for the day, list items of clothing that are acceptable and unacceptable below.

ACCEPTABLE

Example: Sweatshirt

Example: Khaki Pants

UNACCEPTABLE

Example: Ripped Jeans

Example: High Heels

Exercise: Closet Exploration

When you are at home, check out your closet. Do you have appropriate clothing for working at EnterTech? Make a list of the clothes in your wardrobe that are acceptable and unacceptable for work at EnterTech and bring it in to fill out this chart, or take this chart home:

ACCEPTABLE

Example: Khaki Pants

UNACCEPTABLE

Example: High Heels

EXERCISE: SHOPPING ADVICE

Post on the EnterTech Company Bulletin Board (within the computer) the names of local stores or service organizations that provide affordable work clothes. This information will help your EnterTech teammates.

REMEMBER:

- *Clean and neat win the day!*
- *Use common sense in selecting your wardrobe.*
- *If in doubt about required safety gear, check your Employee Handbook.*

1.2 FOLLOW SAFETY REQUIREMENTS

Objective: When asked to follow safety requirements, you choose appropriate safety equipment and react to safety concerns in an appropriate manner.

YOU'VE DONE THIS BEFORE

Each day, we exercise common sense when it comes to safety. We don't walk out into traffic. We don't climb ladders with heavy objects. We don't carry things down stairs that we cannot see over or around. We don't wear high heels to do yard work. We don't smoke in bed. We don't drink and drive. In other words, every day we practice safety.

In school, we were taught about safety. We practiced fire drills, learned how to walk (not run!) while correctly holding a pair of scissors, and learned how to cross the street at the light. We were told to wear reflective or light clothing when walking or riding a bike at night.

By now, practicing safe behaviors should be second nature to you: something you do almost without thinking. You make safe and responsible choices daily.

You also follow safety signs daily. You stop at a stop sign or red light. You obey the solid "Don't Walk" sign at the crosswalk. You "Yield" to on-coming traffic. Signs are safety rules.



HOW IT WORKS AT WORK

Workplace safety is a **top priority** at companies like EnterTech for many reasons, including:

- concern for employees,
- good employer/employee relations,
- lower insurance premiums, and
- compliance with OSHA (Occupational Safety and Health Administration).

A safe workplace makes common sense. It also makes good money sense. Accidents on the job cost companies money, in terms of lost productivity, staff shortages, and increased costs for insurance, repairs, and paperwork.

Companies work to insure safety by placing safety signs throughout the workplace; providing employees with safety gear, also known as Personal Protective Equipment; conducting safety training, including how to prevent accidents; and providing safety information in the Employee Handbook.

Although companies take many steps to keep the workplace safe, it is ultimately up to you to be responsible for your own safety and the safety of others by following rules and guidelines, obeying signs, looking out for potential risks, reporting hazards, and using common sense.

TRY IT!

Exercise: Personal Protective Gear

Test your knowledge: Match the activity to the protective gear required for that activity.

Put letters for Activity beside Protective Gear. Note: Gear may match more than one activity.

Protective Gear

1. Safety glasses _____
2. Face shield _____
3. Apron _____
4. Ear plugs _____
5. Hard hat _____
6. Leather gloves _____
7. Dust mask _____
8. Steel-toed shoes _____

Activity

- a. Working in a dusty room
- b. Soldering
- c. Using power tools
- d. Handling toxic chemicals
- e. Welding
- f. Walking around stacked shelves
- g. Using sharp tools
- h. Working near loud equipment

Exercise: Preventing Accidents

Choose one or as many responses as apply.

1. How can you prevent slipping and falling in the workplace?

- a. Carry huge boxes up and down ladders.*
- b. Wear high heels.*
- c. Try to reach boxes on your own even if they are stacked over 12 ft.*
- d. Clean up your work area.*
- e. Don't worry about anyone but yourself.*
- f. Wear sensible shoes.*
- g. Keep your work area uncluttered.*
- h. Be aware of your environment at all times.*
- i. Be aware of low-flying spacecraft.*

2. What do you do if you are driving a forklift and the brakes do not work properly?

- a. Finish what you are doing and let the next person deal with it.*
- b. Be sure to tell the next person to be careful.*
- c. Stop immediately and tell your supervisor.*
- d. Don't worry about it; it is not your problem.*
- e. Keep blowing the horn the whole time you drive it.*

3. If you see a bottle of liquid without a label, you should:

- a. Dump out the liquid and throw out the bottle.*
- b. Smell the liquid in order to identify, then label the bottle.*
- c. Don't worry about it; it is not your problem.*
- d. Notify your supervisor or refer to your OSHA manual for procedures.*
- e. Taste it and then decide what it is.*

4. You need to lift a box of unknown weight. Should you:

- a. Bend from the waste and lift it?*
- b. Find a dolly or a pallet jack?*
- c. Test the weight of the box by pushing on one side, then lift it?*
- d. Call a team member to help you?*
- e. Show your strength by lifting it as high as possible?*

REMEMBER:

- Safety begins with you!
- Use common sense.
- Obey signs.
- Prevention is the key!

1.3 FOLLOW EMPLOYEE HANDBOOK

Objective: When asked to answer questions about company policies towards employees, you are able to locate and understand the information and explain it in your own words.

YOU'VE DONE THIS BEFORE

The **Employee Handbook, found at EnterTech in the On-Line Resource**, is just like the other resources you work with daily. It is like a telephone book because you can look for specific resources. It is like a dictionary of terms because you can look up what your manager means by your “performance.” It has a Table of Contents so that you can find information easily, just like most non-fiction books.

Your **Employee Handbook** contains vital information for you as an employee. You want to know every detail in it so you can perform your job to the best of your ability. You also need to know how to protect yourself from harm or unfair treatment.

HOW IT WORKS AT WORK

If you know and understand the rules in the Employee Handbook, you’re helping yourself hold onto your job! The Handbook helps you know how to perform your job according to the correct procedures and guidelines. If you ever have a question, go to the handbook for information about your rights as an employee. You’ll need to read through the whole Handbook once or twice; after that, use the Table of Contents to help you find the answers to any question you may have.

Employee handbooks usually contain information about the following:

- Your benefits package
- Holiday pay
- Attendance requirements
- Performance requirements
- Paycheck procedures
- Overtime pay
- Safety policies
- Reporting injuries
- Grounds for termination
- Disability policies
- Drug and alcohol abuse and testing
- Equal opportunity policy
- Vacation pay
- Retirement plan
- Dress code requirements
- Timecard procedures
- Rate of pay
- Suggested tax deductions
- Safety responsibilities
- Grounds for discipline
- Employer responsibilities
- Family and medical leave policies
- Sexual harassment policies

AND MORE...

This is a lot of information. If you know it, you can find out exactly what is expected of you and what you can expect from others on the job.

TRY IT!

Exercise: What EnterTech Can Do For You!

Read the following brief version of the EnterTech Employee Handbook, which is also in the On-Line Resource. After you read it, answer the questions that follow:

ENTERTECH BRIEF EMPLOYEE HANDBOOK

BENEFITS

a. Family and Medical Leave Policy

The Family and Medical Leave Act (FMLA) of 1993 requires employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for certain family and medical reasons. Unpaid leave must be granted for any of the following reasons:

- To care for the employee's child after birth, or placement for adoption or foster care;
- To care for the employee's spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes the employee unable to perform the employee's job.

FMLA also grants protection of your job and job benefits during employee leave:

- For the duration of FMLA leave, the employer must maintain the employee's health coverage under any "group health plan."
- Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.
- The use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave.

b. Medical Coverage

EnterTech offers several medical plan options, depending on office location. These options include a major medical plan, point-of-service option, and HMOs. Preventive medical coverage and mail order prescription drugs are available through a number of these options.

c. Vision Care Benefit

Under the Vision Service Plan (VSP), both employees and dependents are eligible for a vision examination every 12 months, lenses (spectacle or contacts) every 12 months, and frames every 24 months. If these services are obtained through a VSP-participating provider, exam services are paid-in-full after a \$15 co-pay, lenses are paid-in-full after a \$25 co-pay, and selected frames are paid-in-full after a \$25 co-pay. VSP pays participating providers directly for covered services and materials.

d. Tuition Reimbursement

All employees are eligible for tuition reimbursement for any degree program or formal course that EnterTech deems appropriate and pertinent to the employee's career at EnterTech.

EnterTech will reimburse up to 10 semester hours of work in any one term. Reimbursement is contingent upon the student earning a passing grade that is accepted by the school for credit or confirmation of satisfactory completion of the course from the school when a course is not graded. Full reimbursement will be made for tuition, required fees, and required textbooks. All supplies including notebooks, pens, calculators, computers, and software are the responsibility of the student. Parking fees, transportation costs, late fees, and finance charges are not reimbursable.

e. College Scholarships

EnterTech offers a limited number of college scholarships each year to the children of EnterTech employees. Children of employees who have worked at EnterTech for five years or more are eligible to compete for these scholarships.

f. PC Purchase Program

Employees who have completed 90 days of employment and work a minimum of 20 hours per week are eligible to purchase PCs and accessories from EnterTech at wholesale prices. Payment options include cash at time of order, interest-free payroll deduction over a 24-month period, or a combination of the two options.

g. Employee Referral Program

EnterTech offers a \$250-\$500 employee referral bonus to any existing EnterTech employee who refers a candidate for hire. The candidate must be employed with EnterTech for 90 days before the bonus is paid.

Question 1. You've just found out you're pregnant, but you want to continue at EnterTech in your full-time job. What benefits can you expect? How much time off?

Question 2. Will EnterTech assist your children to go to college?

Question 3. You have three friends who want to get a job assembling computers and are qualified to work at EnterTech. How much might you earn by referring them to EnterTech?

Question 4. You have two children and are a single parent. What will it cost you personally to get eye exams for you and your children if you use EnterTech's Vision Service Plan?

Question 5. Can you get help from EnterTech to continue your own education? How much?

Question 6. You'd like to purchase one of EnterTech's computers. How much of a discount will you receive? How do you have to pay?

Your Employee Handbook is a reference you will need to use every day.
Learn it! Know It! Use it! Protect Your Job!

REMEMBER:

- *Use key words in the Table of Contents to help you find the information you need.*
- *Keep your Employee Handbook handy. It's a vital resource.*

1.4 FOLLOW QUALITY STANDARDS

Objective: When asked to answer questions about quality procedures, you are able to locate and understand the information and explain it in your own words.

YOU'VE DONE THIS BEFORE

Have you ever completed a home project? Painted a room? Built a table? Hung wallpaper? Assembled a child's tricycle? Do you cook for yourself or for your family? Have you ever changed the oil in your car? Whenever you work on a project, chances are that you want to do a quality job. You don't want the wallpaper to be crooked, or the table to have a wobbly leg, or the tricycle to lose a wheel. You may not have written down your definition of quality, but you follow standards, or expectations of good work, just the same.

HOW IT WORKS AT WORK

To insure that businesses of all kinds meet quality expectations, the International Standards Organization (ISO) created requirements and procedures, called ISOs, that insure safety, consistency, and high standards of production. High tech manufacturing companies, like EnterTech, often have ISOs on the company intranet or online resource at computer-build stations so that their employees can check building standards at any time.

TRY IT!

Exercise: In Search of...: Understanding ISOs

Read the ISO below on what to do if you discovered a broken or missing part while assembling a computer. Read the ISO carefully; then answer the questions that follow.

Hints: The writing style of an ISO often sounds very official because it explains in a clear way a procedure that everyone must follow to the letter of the law. Don't be put off by it.

1. Try to get the general idea of each numbered item by looking for the most important words or phrases (called key words or key phrases.)
2. You might run into unfamiliar words, sometimes specialized words to that industry (ex., "component"). Make sure to read the Definitions section carefully. Also, sometimes the word is defined within the sentence in a statement set off by commas (ex. "You follow standards, or expectations of good work, just the same"). A standard is defined as an expectation of good work.
3. Ask questions when in doubt. Companies value employees who are careful, not who are too proud to ask!

International Standards Organization (ISO)

Procedure E-9003: Receiving Inspection: Missing or Broken Parts

1. Purpose

This procedure defines suitable means of identifying, recording, and replacing missing or broken component parts.

2. Scope

This procedure applies to all employees handling components, receiving components, inspecting, or assembling components.

3. Definitions and Acronyms

3.1 Component: Any part, hardware, software, or subassembly that forms part of an EnterTech product.

3.2 Receiver: Person performing the initial receiving inspection of components or material. This inspection includes count, identity, and condition of material.

4. Procedure

Tested and inspected material or product shall be clearly labeled or separated to differentiate it from untested or uninspected material or product at all times.

Material or product that has passed inspection or testing shall be clearly labeled or separated from material or product that has failed inspection or testing.

4.1 Defective, Broken, or Damaged Parts

4.1.1 Components that do not pass receiving or visual inspection shall not be released for further use or used in assembly.

4.1.2 Damaged component will be labeled as such.

4.1.3 Damaged component will be separated and placed in “reject” bin.

4.1.4 Damage will be noted on traveler and recorded on Assembly database.

4.1.5 Internal Work Order form must be sent immediately to Materials Handling for replacement part or parts.

4.2 Missing Parts

4.2.1 Parts listed on traveler, but missing from the kit, shall be requested immediately from Materials Handling via Internal Work Order form.

4.2.2 Delay or “down time” caused by missing part will be noted on Assembly database.

Answer the following questions in the space provided below. Give your Learning Resource page to your Instructor to review your answers.

Example: What does EnterTech mean by “component?”

Answer: Look in the Definitions portion of the ISO. A component is something that forms a part, or portion, of an EnterTech product. A component might be small, like a sound card inserted inside the computer, or large, like a monitor screen.

1. Who at EnterTech must follow this ISO procedure?

2. Materials that have passed inspection must be clearly
_____ and _____ from
untested products at all times.
3. List four things you must do when you discover a broken part:

4. What do you do if a part you need is missing from your kit?

Exercise: Create Your Own Standard

Choose something that you do often, such as cooking dinner, going out on a date, cleaning your bedroom, or going shopping. For example, you might write the following:

Quality Assurance Standard for Washing Used Car

Purpose: To get the exterior of car as clean as possible in order to sell it.

Scope: Any person who wishes to sell his or her car.

Procedures:

- Wash car with hose to clean off surface dirt.
- Fill bucket with water and car soap.
- Have clean sponge and towels available.
- Have vacuum cleaner and tire brush available.
- Wash car thoroughly, beginning at the roof and working your way down to tires.
- Brush tires with soapy water.
- Hose car off, beginning at the roof and working your way down to tires.
- Towel dry the car. Be sure to change towels when they become wet or dirty.

Now, write your own **QUALITY ASSURANCE STANDARD**.

Be sure to identify:

- Purpose
- Scope (who must follow your standards?)
- Procedures

This exercise could be fun to do with a child—especially one who does not like to do yard work or clean his room!

REMEMBER:

- Quality counts in everything you do!
 - When in doubt on the job, look up ISOs.
 - Ask your Supervisor if you have a question.
- Companies value employees who make this effort!

1.5 DEMONSTRATE HONESTY AND ACCURACY

Objective: Given a situation which demands a personal action, you choose the honest and/or accurate action by making a judgement about what is honest and what is accurate.

YOU'VE DONE THIS BEFORE

What time does the movie begin? How are you feeling? Did you get the job? Pass the test? Finish mowing the lawn? Take the car keys? Win the game? Why were you late? Where is the school located? Did you bring home any supplies from the office because you were short on pens and pencils?

You've probably noticed that life is filled with questions. You expect honest and accurate answers so that you can function well. You don't want to be told that the movie starts at 6 p.m. when it really started at 5:45 p.m. You don't want to be promised \$10 an hour and then receive \$6.50. You don't feel good about others when they don't tell you a straight answer.

Others expect you to be honest and accurate in your interactions with them as well so that they can function. Do you remember who first told you that lying is wrong? Was it a parent? A teacher? A friend? A minister, priest, or rabbi? Can you remember a time when telling the truth was really hard—like the time you broke your mother's favorite glass? Although telling the truth is not always easy, it remains the “best policy.”

HOW IT WORKS AT WORK

Employers highly value employee honesty and accuracy. Telling the truth on forms—employment applications, timesheets, insurance, accident reports, performance evaluations—insures that businesses run smoothly. If workers aren't honest in providing information, how could a company trust them with expensive equipment and confidential information about products? Honesty is serious business: trusting your co-workers, trusting your employers, and being trusted by the company. Honesty builds trust, the critical factor of team success within a company.

Honesty also means not losing profits. If supplies or products from the company disappear, the company loses money and may have to cut back on its workforce.

Being accurate on inventory counts, cycle times (the amount of time it takes to build something, such as a computer), material locations, and delivery sites saves companies time and money.

The best companies, including EnterTech, consistently work to improve quality, by asking for employee input. Honest feedback is appreciated—even if it is critical of a company's policy or procedure—because it can lead to improvements. Remember: develop a strong job conscience!

TRY IT!

Exercise: You Be the Judge

Read the following scenes. How do you feel about or judge each employee's action? Rate each action on a scale of 1-5-with 1 being "No big deal" and 5 being "Very concerned!" Circle the number that best matches your feelings.

1. Joe, the forklift driver, hates doing paperwork. Instead of filling his timesheet out daily, noting variations in his schedule, he fills it out at the beginning of the week. Usually his timesheet is accurate since Joe works regular hours. But, sometimes, he forgets to note a day out for illness or for the times that he leaves work a half an hour early or that he returns 15 minutes late from break.

1 2 3 4 5
← [NO BIG DEAL - SOMEWHAT CONCERNED - VERY CONCERNED!] →

2. Carol, in Materials Handling, is proud of her work record. She'd like to complete more kits, the supplies for parts of the factory, than anyone else on her team. One morning she accidentally drops a disk drive and damages it. No one sees the accident. She puts the damaged part far back on the shelf and continues to work.

1 2 3 4 5
← [NO BIG DEAL - SOMEWHAT CONCERNED - VERY CONCERNED!] →

3. On his EnterTech job application, Preston states that he has some experience in working in a warehouse, when, in fact, he has never had any.

1 2 3 4 5
← [NO BIG DEAL - SOMEWHAT CONCERNED - VERY CONCERNED!] →

4. Knowing that EnterTech prefers to hire individuals with GEDs or high school diplomas, Lynn put on her resume that she had earned a GED, although she had not.

1 2 3 4 5
← [NO BIG DEAL - SOMEWHTA CONCERNED - VERY CONCERNED!] →

5. On his application for insurance, Cliff, does not report that he has a history of high blood pressure.

1 2 3 4 5
← [NO BIG DEAL - SOMEWHTA CONCERNED - VERY CONCERNED!] →

6. Preston is taking inventory. His supervisor wants to make sure that there will be enough components at the build-stations for the next shift. It's late in the day and Preston has to pick his child up from daycare. Instead of counting parts, he decides to put in "approximate" numbers.

1 2 3 4 5
← [NO BIG DEAL - SOMEWHTA CONCERNED - VERY CONCERNED!] →

Now, explain briefly why you feel the way you do for each of the preceding examples.
Write in your explanation and then show this page to your Instructor for comments.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Exercise: Honesty, Is It the Best Policy?

Read the following scenes. What do you predict will be the results of each person's action?

Rate each action on a scale of 1-5-with 1 being "Something bad" and 5 being "Something good!"

Circle the number that best matches your feelings.

1. You want to go out with your buddies after work, but your mother-in-law is visiting from out-of-town and expects you to be home at the end of the day. You decide to explain to your friends the truth rather than make lame excuses.

1 2 3 4 5
← [SOMETHING BAD - SOMETHING OKAY - SOMETHING GOOD!] →

2. You notice that your friend has put on a lot of extra weight. Without mentioning her weight, you tell her how hard it is to exercise alone and how you'd welcome her company on your brisk walk after work.

1 2 3 4 5
← [SOMETHING BAD - SOMETHING OKAY - SOMETHING GOOD!] →

3. Salina came over to help Lynn on her kitting of parts because Lynn was swamped, and Salina had finished doing all her shelving for the day. Lynn thanks Salina in front of their supervisor and the team at the next day's meeting.

1 2 3 4 5
← [SOMETHING BAD - SOMETHING OKAY - SOMETHING GOOD!] →

4. George hasn't had any paid experience in a Warehouse, but he used to help his dad load trucks for construction jobs so he understands how to check that everything that's needed is in place. George documents his unpaid experience on the EnterTech job application and explains it to the Human Resources person who interviews him.

1 2 3 4 5
← [SOMETHING BAD - SOMETHING OKAY - SOMETHING GOOD!] →

5. Even though it's late in the day, Preston knows he has inventory to do to prepare for the next day's computer builds. He's worried about being late to the daycare center, so he calls his sister and asks if she would be willing to pick up his daughter. She accepts, but he promises to change the oil on her car next weekend.

1.....

2.....

3.....

4.....

5.....

← [SOMETHING BAD - SOMETHING OKAY - SOMETHING GOOD!] →

Now, explain briefly why you feel the way you do for each of the preceding examples. Write in your explanation and then show this page to your Instructor for comments.

1. _____

2. _____

3. _____

4. _____

5. _____

REMEMBER:

- Be honest in your work and relations with others because it's morally correct, builds trust, reduces company loss, and leads to improvements in performance.
- Omitting information can be another form of lying.
- Inaccuracy can lead to wasted time and money.
- Be trustworthy: your friends, teammates, and employer will value you and your word!

1.6 IDENTIFY JOB RESPONSIBILITIES

Objective: Given the opportunity to describe your job, you identify and interpret your job responsibilities.

YOU'VE DONE THIS BEFORE

Throughout your life you assume many different roles, such as: student, parent, spouse, musician, athlete, cook, and employee. Each role carries with it responsibilities. For example, if you're a student it is your responsibility to:

- attend classes,
- follow the teacher's instructions,
- complete homework assignments, and
- learn the course material.

If you're the family cook, it is your responsibility to:

- prepare a grocery list,
- do the grocery shopping,
- prepare a healthy and tasty meal, and
- serve the meal on time.

For you to perform your role and responsibilities well, you often need to know other people's roles. As a student, you expect the teacher to prepare good lessons, answer questions, and evaluate your work. As the family cook, you may expect your sister to set the table and do the dishes.

All of the things that you do in your daily life can be broken down into individual responsibilities. Knowing your responsibilities and identifying the others' responsibilities is often key to completing projects with high quality and minimum of stress.

HOW IT WORKS AT WORK

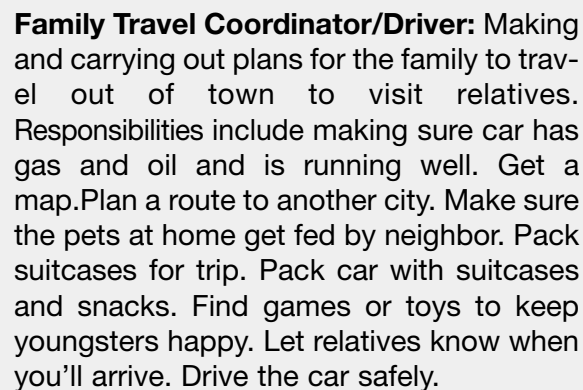
Whenever you begin a new job or receive a promotion, the company provides you with a job description that will detail your role and responsibilities. Your employer will also share with you the company's Mission Statement and an Organizational Chart so that you will understand how your job fits into the larger goals of the business. You may also view the job descriptions of other employees so that you understand the roles and responsibilities of your teammates. This information will also help you map out possible career paths. The EnterTech Mission Statement, Organizational Chart, and job descriptions are detailed in your Employee Handbook, which may be found in the On-Line Resource.

TRY IT!

Exercise: Write Your Job Responsibilities

Select one of your many roles. Give yourself a job title and create your own job description by listing your duties and responsibilities. Possible roles: parent, spouse, student, volunteer, house cleaner, family travel coordinator, social director (party planner!), cook.

SAMPLE JOB DESCRIPTION:



Family Travel Coordinator/Driver: Making and carrying out plans for the family to travel out of town to visit relatives. Responsibilities include making sure car has gas and oil and is running well. Get a map. Plan a route to another city. Make sure the pets at home get fed by neighbor. Pack suitcases for trip. Pack car with suitcases and snacks. Find games or toys to keep youngsters happy. Let relatives know when you'll arrive. Drive the car safely.

Now try it yourself:

MY JOB RESPONSIBILITIES:

Job Title: _____

Role: _____

5 Main Responsibilities:

1. _____
2. _____
3. _____
4. _____
5. _____

Exercise: My EnterTech Responsibilities

Now, think about your experiences at EnterTech. What do you do every day? Think about what you do when you first arrive at EnterTech and throughout the day. List your EnterTech responsibilities below—even if you share those responsibilities with others. You may start with: attending every day!

Hint: If you are a new EnterTech trainee this week, list your responsibilities as a student in this program.

Share your list with a fellow EnterTech employee. Did you miss anything?

ENTERTECH RESPONSIBILITIES

- _____
- _____

REMEMBER

- Read your job description carefully,
- Know your own responsibilities, and,
- Learn what is expected of others on your team.
- Safety, quality, and creating a positive work place is everyone's job!

1.7 DESCRIBE CUSTOMER SERVICE AND RELATIONSHIP TO BUSINESS

Objective: When asked about the merits of customer service, you will be able to note why customers are important to business success.

YOU'VE DONE THIS BEFORE

Did you ever mow your neighbor's yard or baby sit for their children? Did you ever deliver newspapers or sell raffle tickets for an event? If so, then you participated in "customer relations." You knew that to be hired again, you had to please your neighbors by doing a quality job. You learned quickly that to sell anything, you had to be polite, enthusiastic, and listen to your customers' requests. You also had to know your product and be able to answer questions about it.

Even if you have never run your own business or worked for someone else's company, you have years of experience being a customer. Every time you buy a product, go to a movie, or have your hair cut—you are the customer. Think about what it takes to make you satisfied as a customer at the sales counter, at a restaurant, or on the telephone with a customer representative? Politeness? Service? Awareness of your needs? Anything else?

HOW IT WORKS AT WORK

In the workplace, the customer is the person (or place) you are providing with goods or services. If that person is outside the company, such as a school principal who wants to buy computers for his school, he is an external customer. If that person is inside the company, such as an assembly worker who needs more wire from the warehouse, she is an internal customer. Perhaps this concept is new to you, but it is widely used in business and is an important one. **In effect, employees who work for the same company are each others' customers. In a successful business, they treat one another with the same respect as they do external customers!**

Whether customers are external or internal, the goal is to provide them top quality service. Customer satisfaction is the key to a successful business.

TRY IT!

Exercise: Customer Identification

Here's a description of all the different places part #34610-H7N goes within EnterTech. You will be asked to decide which is the internal and which is the external customer by circling the correct word next to each question:

FILL IN NAMES OF VIRTUAL CO-WORKERS CORRESPONDING TO THESE ROLES!

1. Part #34610-H7N is shipped in batches of 100 from a little company in Utah, in a big box. A warehouse shipping handler removes the box from the delivery truck and places it in the Receiving area of the loading dock.

2. The warehouse manager checks to see where these parts can be stored in the warehouse. Then he fills out a Warehouse Work Order so they will be moved there.

3. The warehouse worker gets the Work Order, and moves the box to the location given by the manager.

4. A materials handler worker gets a list of things from an assembler to bring to the assembly floor, including one of these parts. He goes to where they're stored, takes one, and brings it to the assembler who requested it.

5. The assembler attaches it to a motherboard. Then she gives the motherboard to another assembler.

6. The second assembler puts the motherboard into a computer, and puts the computer on the rack with finished computers.

7. The shipping clerk picks up the computer, puts it in a padded box, and then puts the box on the loading dock. When the truck comes, he loads it onto the truck to be sent to Computers Galore, Inc.

8. Computers Galore, Inc. unloads the computer, puts it in their storeroom, and sells it to a woman trying to start her own business.

Now, circle the correct word (internal or external) for each of the statements below.

1. EnterTech is the **internal/external customer** of the company in Utah.
2. The first assembler is the **internal/external customer** of the materials handler.
3. The second assembler is the **internal/external customer** of the first assembler.
4. Computers Galore, Inc. is the **internal/external customer** of EnterTech.
5. The woman starting her own business is the **internal/external customer** of Computers Galore.

Exercise: What Does the Customer Want?

Pretend you are someone who must respond to what each customer wants in the following situations. Write your answer about what they are actually asking for and what you would have to do to fulfill their expectations. Have your instructor check it.

1. "This dress is great. But I don't think I'd wear it in yellow. What do you think?"

2. "My newspaper has been missing for the last two Sundays. I'm not paying my bill until you get me both issues!"

3. "We've got to get these boxes out of here. Can you talk some of your buddies into staying late so we can load them up?"

4. "I'm afraid the last haircut I had here was a disaster. I'll take my business elsewhere if your stylists don't do what I ask for!"

5. "The meal we ordered wasn't served hot. There's no water in our glasses yet. And you didn't bring us any bread at all! What kind of joint is this, anyway?"

REMEMBER:

- A customer is anyone—inside or outside of the company—for whom you provide a service or product.
- Customers expect and deserve high quality service.
- You need to listen carefully to what the customer is saying to figure out what the customer really needs.
- Always treat customers with respect.

2 | PEOPLE SKILLS

A large part of working at a job is working with people. You not only have to listen and understand your supervisors, you also have to communicate and cooperate with your co-workers. And you also have to effectively communicate with your company's customers, making sure they have a pleasant experience with your company. So, being able to talk and listen to a diverse group of people is a great skill that will serve you well in your job and your life as a whole.

CHAPTER 2: PEOPLE SKILLS PROVIDES YOU WITH NINE UNITS OF INFORMATION AND EXERCISES:

- 2.1 Demonstrate required on-the-job behaviors
- 2.2 Identify and make use of personal strengths
- 2.3 Convey a positive attitude
- 2.4 Manage personal stress
- 2.5 Communicate messages, ideas and opinions
- 2.6 Give and receive criticism and suggestions
- 2.7 Work cooperatively with others
- 2.8 Work with diverse group of supervisors, co-workers and customers
- 2.9 Communicate effectively with customers

EACH UNIT IS DIVIDED INTO FIVE SECTIONS:

- **OBJECTIVE** describes what you will do in this unit.
- **YOU'VE DONE THIS BEFORE** introduces the skill unit and describes how you use the skill in everyday life.
- **HOW IT WORKS AT WORK** shows you how to apply the life skill to situations at work.
- **TRY IT!** presents exercises to help you apply your life skills in various work situations.
- **REMEMBER** recaps the essential information in the unit.

2.1 DEMONSTRATE REQUIRED ON-THE-JOB BEHAVIORS

Objective: When in various job situations, you follow workplace rules and demonstrate appropriate behaviors.

YOU'VE DONE THIS BEFORE

You encounter rules for behavior almost anywhere people gather. At the movies, you're expected to be quiet during the show and to take crying babies outside. Most restaurants have a "No shirt. No Shoes. No service," policy. At home parents require children to keep their room clean, to call if they're going to be late, and to be home before 11 p.m. on a school night. You demonstrate required behaviors daily—every time you follow instruction or play by the rules.

HOW IT WORKS AT WORK

Work places set rules for employee behavior that you are expected to know and to demonstrate daily. Many of these rules are just common sense, such as "Be on time" and "Call in if you are going to be late or to be absent." Some rules are specific to the individual work place, such as EnterTech's safety gear regulation. Most often, these required behaviors are presented in the Employee's Handbook. Learn to adopt these required behaviors and to demonstrate them everyday. Your job—and possible promotion—depends on it!

TRY IT!

Exercise: On-the-Job Checklist

Use the checklist below to evaluate yourself on required on-the-job behaviors at EnterTech. **Keep a record for at least a week.** Place a "Y" in the column if you demonstrated the behavior and an "N" if you do not.

BEHAVIORS	Mon.	Tues.	Wed.	Thurs.	Fri.
Attend daily					
Arrive on time					
Return from break on time					
Attend meetings					
Wear required safety gear					
Are drug and alcohol free					
Ask questions					
Are alert and ready to work (No sleeping on the job!)					
Follow directions					
Respect supervisor and co-workers					
Complete assignments in a timely manner					

Exercise: Strategy for Improvement

How did you do? If you marked “N” in any of the sections above, write what you can do to improve below, then e-mail your instructor with your improvement plan.

Strategy for Improvement

Example: I will improve by being on time at work. I will set my alarm 15 minutes early to make sure that I catch the earlier bus.

REMEMBER:

- Be at work every day.
- Be on time.
- Work with energy and quality.
- Be positive.
- Companies value employees who know and follow the rules!

2.2 IDENTIFY AND MAKE USE OF PERSONAL STRENGTHS

Objective: When you are applying for a job or when you are working, you are able to demonstrate and tell others about your strengths and abilities.

YOU'VE DONE THIS BEFORE

If you have ever recognized that you are good at something (driving, spelling, running, drawing) and used that skill to your advantage, then you have “leveraged” a personal strength. It’s important to know your own strengths and to learn to use them. Pay attention to what you enjoy doing. Chances are you enjoy doing things you are good at doing.

HOW IT WORKS AT WORK

In the work place there are many opportunities for you to shine—especially if you leverage your personal strengths. For example, if you are a strong public speaker, you may volunteer to present team reports to your manager. If you write well and do not enjoy public speaking, you may volunteer to take the team notes. Employers and co-workers will appreciate you when you work from your strengths.

TRY IT!

Exercise: Brag On!

Take a moment to think of the things that you do best. Under the headings below, list three or more of your skills, qualities, and talents.

Things I Like About Myself:

for example: sense of humor

1. _____
2. _____
3. _____

Things I Like About Myself As a Friend:

for example: loyalty

1. _____
2. _____
3. _____

Things I Like About Myself As a Worker:

for example: always on time

1. _____
2. _____
3. _____

Now, fill in the space below.

Things I Like About Myself As a _____:

1. _____
2. _____
3. _____

Exercise: Certificate of Self-Appreciation!

Suggestion: Create a certificate format to fill out. This should closely resemble a formal certificate that one would receive at an awards ceremony.

Complete the following certificate in recognition of your unique qualities.

“I hereby recognize and appreciate myself for the following qualities, talents, and skills:”

REMEMBER:

- You possess many strengths.
- Use these strengths to your advantage—and to the advantage of your co-workers and your company!

2.3 CONVEY A POSITIVE ATTITUDE

Objective: When dealing with customers and co-workers you demonstrate a positive and helpful attitude.

YOU'VE DONE THIS BEFORE

When you smile and say, “Good Morning!” even on a Monday, when you cheer up a worried or depressed friend, when you decide to make the best of a bad situation and encourage others to do the same, you are conveying a positive attitude.

HOW IT WORKS AT WORK

Employers expect you to have a positive attitude at work, and they reward individuals who demonstrate enthusiasm, helpfulness, and cooperation. Your fellow workers will also respond best to a positive attitude. This does not mean that you need to overlook things that may be wrong, unsafe, or unfair in the workplace. It just means you need to form your complaint in a way that people will want to listen.

TRY IT!

Exercise: Attitudes + or –

Place a “+” or “–” after each statement to indicate which ones you consider positive or negative. (Use + for positive and – for negative.) Rewrite each negative statement (–) in a more positive way.

1. Is it time for a break yet?

2. Looks like you're swamped. Is there anything I can do to help?

3. This warehouse is an accident waiting to happen!

4. Carol is a terrible gossip!

5. Is every order a rush order around here?

6. Delivering that kit is not in my job description.

7. Bea is a demanding but fair supervisor.

8. Why can't I get off early next week; it's my kid's birthday!

9. Sam never asks you to do something he wouldn't do himself.

10. I'm afraid that we can't meet the deadline without more help.

Exercise: Attitude Adjustment

George arrives at the team meeting tired and in a bad mood. Read his comments. You may choose a partner and read the script out loud. Then, rewrite George's lines to give him a positive attitude. You may work with a partner on this exercise, and you may want to read your new script to the group. Be sure to share your rewrite with your instructor for feedback!

1. Team member: "Good Morning, George!"

George (*grunts*): "I hate Mondays. Man, I wish I could have slept in today."

Rewrite: _____

2. Team member: "The alarm always seems to ring earlier on Mondays. Want a donut and a cup of coffee?"

George: "No. Those donuts are always stale. Well, give me a cup of coffee. It may keep me awake during this meeting."

Rewrite: _____

3. Maricella enters the meeting room smiling and greets everyone. She calls the meeting to order.

Maricella: "Hope you all had a great weekend. I want to start by reviewing the last shift's accomplishments."

George (*under his breath to a co-worker*): "The shiftless shift. I wonder how far behind they made us?"

Rewrite: _____

4. Maricella: “The last shift really did great. It’s up to us to keep things moving. We have a large order for a local school district that has to be filled this week or the kids won’t have computers.”

George: “Maricella, we’re short staffed—as usual on a Monday. We can’t possibly meet the assembly line demands. And I won’t work over my lunch break.”

Rewrite: _____

5. Maricella: “There’s no reason for anyone to work over lunch. I can assign two of the new employees to your team.”

George: “That’s no good. We’ll lose time training them and I heard that they’re lazy. What about giving us overtime to finish this job?”

Rewrite: _____

6. Maricella: “I don’t think we’ll need to keep people over. The new workers are already trained and they’ll be a great asset to your team.”

George (*Under his breath to a co-worker*): “I’ll bet. This company never wants to pay overtime.”

Rewrite: _____

THE END

REMEMBER:

- Helpful, polite, and positive win the day!
- A bad attitude is contagious, so lighten up!
- Pay attention to how you express yourself, including your body language, tone of voice, and expressions.

2.4 MANAGE PERSONAL STRESS

Objective: When dealing with the demands of work, you manage stress effectively.

YOU'VE DONE THIS BEFORE

People deal with stress in countless ways. Which of these have you tried?

- Counted to 10 and taken a deep breath
- Ate a pound of chocolate
- Asked for or paid for a massage
- Taken a vacation
- Slept in late
- Seen a doctor
- Changed your diet
- Exercised
- Learned to meditate
- Tried herbal remedies, aromatherapy
- Taken a hot, bubble bath

There are many other ways, too!

HOW IT WORKS AT WORK

Deadlines. Rush orders. Demanding supervisors. Sudden changes in procedures. Co-workers with differing views and values. Paper work. Malfunctioning equipment. Performance evaluations. The workplace is filled with stress producers. Add to these problems at home, rush hour traffic, the flu season, and the cost of groceries and it's no wonder that stress related illnesses are a main cause of absenteeism in the workplace.

Learning to leave home stresses at home and to manage work-related stresses on the job will make you a better employee and a healthier person.

TRY IT!

Exercise: The One Minute Vacation

Tight muscles mean that we're storing stress in our bodies, often without being aware of it. Anxiety, worry, and negative thoughts are familiar signs of mental stress. Sometimes it only takes one minute to let go of stress.

At home, in the classroom, at work, or wherever you find yourself, just follow these simple steps to relieve stress.

- Find a comfortable position. You may want to sit up in a chair, lie down on the floor, or relax on a couch.
- Take three deep, long, slow breaths.
- Continuing to breathe deeply, picture in your mind a beautiful natural setting where you feel safe and happy.
- Do this simple exercise for a minute every time you need a break from the stress of everyday life.

REMEMBER:

- Learn to identify what causes you stress.
- Breathe deeply to release stress.
- Identify healthy ways to cope with stress.

2.5 COMMUNICATE MESSAGES, IDEAS AND OPINIONS

Objective: When called upon to share ideas or information or to listen to others, you communicate effectively.

YOU'VE DONE THIS BEFORE

Whenever you deliver a message, give a friend advice, teach a child how to cross the street safely, share a tip for saving money at the grocery store, or report the big sale going on at Target, you are communicating effectively. When you listen carefully to a friend's problems, feelings, or ideas, you are also communicating effectively. You are called upon to share information, ideas, and opinions daily. How often you communicate well determines how smoothly your life runs.

HOW IT WORKS AT WORK

This is the Information Age and in the workplace communication is power. Employers expect you to share information, ideas, and opinions and to listen well to communications from supervisors, co-workers, and customers. Most workplaces provide employees with multiple ways to communicate, such as through e-mail, bulletin boards, team meetings, formal and informal reports.

TRY IT!

Exercise: Distinguishing Fact from Opinion

Facts are things that are true. Opinions are beliefs not based on positive knowledge but on what seems true or probable to you. To get others to share or to understand your opinions, you may need to back up your opinions with facts.

Judge each statement below as being either a fact or an opinion.
Place an “**F**” beside each fact and an “**O**” beside each opinion.

1. ____ EnterTech produces up to 23 personal computers an hour.
2. ____ Joe is a great guy and a terrific forklift driver.
3. ____ Carpools are less expensive than driving your personal car and are less harmful to the environment.
4. ____ Each shift must report its progress daily.
5. ____ You all worry too much about safety in the workplace.
6. ____ I believe that Carol would be a strong shift leader, so I am going to vote for her.
7. ____ Bea is a very fair supervisor.
8. ____ Each personal computer must pass a burn-in test.
9. ____ Paychecks are issued every two weeks.
10. ____ EnterTech is a wonderful place to work.

REMEMBER:

- Clear communication will prevent misunderstandings and problems.
- Use the tools employers provide for communication: e-mail, bulletin board, meetings, suggestion boxes, report forms.
- Listen well if you want to be heard in turn.

2.6 GIVE AND RECEIVE CRITICISM AND SUGGESTIONS

Objective: In the workplace you give and receive constructive criticism designed to improve the job quality.

YOU'VE DONE THIS BEFORE

Everyone has given and received criticism. Has a friend ever told you that a certain outfit wasn't flattering or that you drive too fast? Has a teacher advised you how to do better on a test or improve your math scores? Has a parent told you to behave in front of company? In turn, have you ever told a friend to shape up or told your mother that you didn't like her new furniture?

Sometimes we are our own most severe critics. Do you ever scold yourself for not doing better on a job, or on a test, or in a relationship?

Criticism is a part of life. Just remember: it should not be given or taken as a personal attack or value judgment. The best criticism is constructive—it is designed to help you improve performance on a task. It should be positive and productive. It should not be a comment about the person.

HOW IT WORKS AT WORK

Employers expect high quality work performance. You can expect to be evaluated formally after your probation period ends and at least annually thereafter. Good supervisors and team leaders will give you consistent feedback—positive and negative—on your job performance. Their goal is to help you do a better job and succeed in the workplace. Co-workers will also give each other feedback. It's important to listen to critical comments and improve your skills. It's as important to hear positive feedback. Be sure to pat yourself on the back!

TRY IT!

Exercise: Improve These Comments

Below are examples of criticism that should be given in a better way. Underneath each one, write what is wrong with the comment. Then, rephrase it in a better way.

Tip: Whenever possible, change “You” statements to “I” statements. People often feel attacked or become defensive when a critical comment begins with “you.” Instead, tell them how their behavior affects you.

Example:

“You must be uncoordinated if you can’t drive a forklift. A 5 year-old could do it!”

This statement insults the person and does not teach her how to drive a forklift.

Rephrase: “I remember how awkward I felt the first time I drove a forklift, but it is no big deal. Here, let me show you.”

1. “Your method will never work. Try something else.”

2. “Use your gloves. You’re too clumsy to unpack boxes without them.”

3. “I wish Dave had been assigned to work with me. He’s a lot faster than you!”

4. “You’re always late. Can’t you read a bus schedule?”

5. “What in the world are you doing? Don’t you know anything? Give it to me!”

REMEMBER:

- Criticism needs to be constructive for people to hear it!
- Do not belittle the person—address behavior.
- Give positive feedback as well as negative.
- Learn from your mistakes. It’s the only way to grow.

2.7 WORK COOPERATIVELY WITH OTHERS

Objective: When asked to complete a task, you work cooperatively with others as an effective team member.

YOU'VE DONE THIS BEFORE

When you work with others to get a job done, you are cooperating. If you've participated in a team sport, you know the importance of cooperation and teamwork. If you've had friends help you move, you know how great it is when people help each other to complete a big task.

HOW IT WORKS AT WORK

Employers look for strong team players. They know that it takes everyone pulling together to meet deadlines and achieve quality work. They expect you to cooperate with co-workers and supervisors. Companies value your contributions as a team member more highly than your achievement as a "lone star."

TRY IT!

Exercise: Trust Me!

Since this is an exercise about cooperation, you'll need a partner, preferably someone working on the same skill. If no partner is available, go on to the next Performance Objective until a classmate is available.

Choose a partner to lead you on a trust walk. Close your eyes and allow your partner to guide you to a water fountain or other spot. Your partner's job is to give you directions and insure your safety. Hold onto your partner's forearm. Your job is to listen carefully and follow directions. Change roles at the end of the exercise.

How did you do on your trust walks? Did you keep your eyes closed? Were your partner's directions clear? Did you feel safe? Provide 2 comments about your experience.

REMEMBER:

- Work cooperatively with others to meet deadlines and complete large tasks.
- Divide work evenly and recognize each individual's strengths and talents.
- Remember that feedback is an important part of cooperation.

2.8 WORK WITH DIVERSE GROUP OF SUPERVISORS, CO-WORKERS AND CUSTOMERS

Objective: When working with others, you recognize and respect their similarities and differences.

YOU'VE DONE THIS BEFORE

People differ from one another in many ways, such as ethnicity, race, gender, age, or physical abilities. Attitudes may differ also. While you may agree or disagree with someone, it's important to show respect for the other person's thoughts, customs, and values. Your daily world is enriched by the food, language, music, clothing, and products of many different cultures.

HOW IT WORKS AT WORK

Manufacturing technology is a good example of the importance of diversity, that is, the ability to respect differences. For example, computer parts may come in from Sri Lanka and finished computers may be shipped to Brazil. You may be dealing with sales representatives from Hong Kong. Manufacturing technology relies on cooperation among people. Whether you work in manufacturing technology or not, you'll need to work with a variety of people. You will share some things and differ on many. How well you work with those who are different from you may determine your success in the workplace.

TRY IT!

Exercise: Getting to Know You

Choose a partner. Select someone you don't know or who appears to be very different from you. Interview each other to discover 10 ways you are alike and 10 ways you are different. You may want to ask the following questions:

1. What is the cultural meaning of your name?

2. What is your race?

3. Where were your grandparents born?

4. What is your religion, faith, or belief system?

5. What languages do you speak?

After you have completed your interview, write the ways you are similar and different.

Similarities

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Differences

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

What surprised you about how you were similar and how you were different?
In the workplace, you may be surprised that you share many things with people who appear to be different than you.

REMEMBER:

- Remember that everyone is different and must be accepted as a unique, contributing member of the work team.
- The quality of someone's work is what counts in the workplace.
Find out what each person can contribute and build on that strength.
- If you have a problem with someone, realize that it may take time and an extra effort in communication to improve the situation. However, it's worth the effort!

2.9 COMMUNICATE EFFECTIVELY WITH CUSTOMERS

Objective: When serving a customer, you provide prompt and efficient service by communicating clearly, remaining polite, and taking initiative.

YOU'VE DONE THIS BEFORE

Each of us wants to be treated with honesty and respect. You make an effort to do this when communicating with others, so they will respond to you in the same way. Remember the last time you went shopping? As the customer, if you had a pleasant experience, chances are you continue to do business with that same store or company. We've all had to deal with good and bad employees. In the end, it's the employee who goes that extra mile to help us that we remember and appreciate.

HOW IT WORKS AT WORK

As an employee, part of your job responsibility is to provide the customer with excellent service. Most customers will be pleasant, but those with complaints may be angry, even rude. Regardless, it's up to you to treat the customer with respect. This does not mean you have to put up with abusive behavior, but you should always make an effort to remain polite, honest and helpful.

TRY IT!

Exercise: The Customer Is Always Right

A. Below are several statements that an employee has made to a customer.

Decide whether or not these are positive and correct ways to address a customer at the workplace. If you decide that the comment is inappropriate, rewrite it in a more positive way.

1. "I don't know the answer to your question, but maybe my supervisor can help."

2. "Lady, we're doing the best we can. You can take your business somewhere else if you aren't satisfied."

3. "I'm sorry, we're out of that item. Would you like me to place a special order for you?"

4. "Excuse me, I didn't understand what you just said. Could you repeat that, please?"

5. "Look, I don't have to time to deal with loud-mouth customers like you."

- B. Below is a conversation between a customer and an employee.
Rewrite all the employee's responses.

Customer: "I can't find what I'm looking for. Could you help me?"

Employee: "Uh, in just a moment. I'm busy."

Customer: "You all look short-handed today."

Employee: "Yeah, everybody called in sick. Just my luck."

Customer: "Could I speak to your supervisor, please?"

Employee: "I don't know where he is. He's never around when we need him."

Customer: "Listen, I'm in a hurry. I've got a doctor's appointment in 15 minutes."

Employee: "Hey, that's not my problem."

Customer: "This has been one of those days. Usually I can find things for myself."

Employee: "Maybe you need glasses."

REMEMBER:

- To the best of your ability, remain polite and helpful.
- Be honest. If you don't know how to help a customer, find someone who can.
- In the end, it's up to you to make sure the customer has a pleasant experience.

3 | ORGANIZATIONAL SKILLS

Sometimes work will seem overwhelming because you will be so busy. To help deal with the pressures at work, it is essential that you develop good organizational habits to manage your time well. Being efficient helps to keep things going smoothly and helps to fix problems faster. Also, if you're organized, it helps you work with others better. So, getting yourself organized will help make you a valuable employee at work.

CHAPTER 3: ORGANIZATIONAL SKILLS PROVIDES YOU WITH FIVE UNITS OF INFORMATION AND EXERCISES:

- 3.1 Identify, evaluate, process and store information
- 3.2 Use organizational systems for information
- 3.3 Demonstrate self-management
- 3.4 Coordinate with others
- 3.5 Use business tools

EACH UNIT IS DIVIDED INTO FIVE SECTIONS.

- **OBJECTIVE** describes what you will do in this unit.
- **YOU'VE DONE THIS BEFORE** introduces the skill unit and describes how you use the skill in everyday life.
- **HOW IT WORKS AT WORK** shows you how to apply the life skill to situations at work.
- **TRY IT!** presents exercises to help you apply your life skills in various work situations.
- **REMEMBER** recaps the important information in the unit.

3.1 IDENTIFY, EVALUATE, PROCESS AND STORE INFORMATION

Objective: You organize and apply job-related information appropriately.

YOU'VE DONE THIS BEFORE

We are exposed to information everyday. When we grocery shop, we read labels to determine if we want to buy the product and to learn how much it costs. Also, we save our receipts to help keep track of our grocery bill so we know how much we have spent and how much we have left in our budget. We look at the ads in the Sunday newspaper for the best deals and jot down facts, figures, and phone numbers. Our world is full of separate pieces of information that do not make sense until we process them and fit them into our lives.

HOW IT WORKS AT WORK

At work, information flows between people, teams, and departments constantly. There are always new orders to fill, a phone call to return, a package to ship. Taken as a whole, this information could feel like random numbers and words (part #32405, ext. 789, call ASAP, etc.). Yet when you realize that part #32405 is a special screw and your supervisor wants you to call him at his extension, 789, as soon as possible, you will start to work better because you will be making sense of all the random information.

TRY IT!

Exercise: Store It Away!

You recently visited your sister, who is moving to another city. She gives you a large box, filled with supplies from her home that she thought would be useful to you. Before you can store them in your apartment and be able to find them at a later date, you'll need to group them into categories of similar objects. You need to create the categories and then list all the objects that belong within that category.

Ex. a hairbrush and shampoo might be under Personal Products

Objects:

- | | |
|--------------------------------|------------------------------------|
| 1. Sweatshirt | 11. A dish for feeding a dog |
| 2. Bag of chips | 12. A tee shirt |
| 3. Flea collar | 13. An audio tape of rock and roll |
| 4. A blues CD | 14. Large bag of chocolate chips |
| 5. Notebook | 15. Box of paperclips |
| 6. A box full of shirt buttons | 16. Scotch tape |
| 7. Playing cards | 17. Magic markers |
| 8. Screwdriver | 18. A pair of shorts |
| 9. Hammer | 19. Dog leash |
| 10. 2 yards of cotton fabric | 20. Nails |

REMEMBER:

- Take the time to make sure you know what you are reading, seeing or hearing.
- Double check to see if you understand the information you have just read, seen or heard. If you don't, ask a question.
- Once you understand, use your knowledge of information to help you work better.

3.2 USE ORGANIZATIONAL SYSTEMS FOR INFORMATION

Objective: You use available resources to locate, file or retrieve information.

YOU'VE DONE THIS BEFORE

You have already used organizational systems daily. When you use an address book to keep track of all your friends' and relatives' phone numbers and addresses, or write appointments and other stuff on your wall calendar, you're using an organizational system that you organized yourself. If you look up a TV show in the TV Guide or a city agency in the Yellow Pages, you're using an organizational system that someone else created. Organize information so it's easy to find when you need it. Organizing saves time at home, and in the workplace too, so you have more time for other activities.

HOW IT WORKS AT WORK

At work, you have resources available to you to find quickly and easily the information that you need. There usually is a list of phone extensions and e-mail addresses so you can contact someone easily. In the EnterTech Employee Handbook you may look up paycheck procedures, overtime rules, and information about personal phone calls. There are filing systems for company records. You may use aisle and row markers to stock or retrieve inventory in the warehouse. Some areas of the company may have abbreviations or a special series of letters to represent that area, such as **WAR** for Warehouse or **ASM** for assembly. And don't forget about the EnterTech On-line Resource, where you can find out what a word means, look up **OSHA** safety regulations or **ISO** procedures, and find step-by-step instructions for how to do your job. On the EnterTech electronic bulletin board, your classmates and your instructor can post community resources for childcare options.

TRY IT!

Exercise: Find It Fast!

You have learned about EnterTech's resources, including the Employee Handbook, the On-Line Resource, and the electronic bulletin board. There are many places outside the company, such as the Yellow Pages, where you can find information. Where would you find the answers to the following questions? Fill in the blanks with the correct letter or letters. (You may find more than one resource is useful!)

**A. ENTERTECH
COMPANY NEWSLETTER**

**D. ENTERTECH
ON-LINE RESOURCE**

**G. ENTERTECH
ELECTRONIC BULLETIN
BOARD**

**J. SUNDAY
NEWSPAPER**

**B. DICTIONARY OF
TERMS**

**E. ENTERTECH
ORGANIZATIONAL CHART**

**H. CLASSIFIED ADS OF
NEWSPAPER**

**K. BULLETIN BOARDS
IN CHURCHES,
SYNAGOGUES, AND
GROCERY STORES**

**C. OSHA-SAFETY
MANUAL**

**F. ENTERTECH
EMPLOYEE HANDBOOK**

**I. YELLOW PAGES OF
PHONE BOOK**

**L. THE WORLD WIDE
WEB**

Where would you find...

1. ____ the job description of an EnterTech manager?
2. ____ more information about an employee featured in the company newsletter?
3. ____ the federal standards for protective eye equipment?
4. ____ good sources for affordable clothing?
5. ____ names of daycare centers?
6. ____ information about local inexpensive entertainment?
7. ____ job listings for other companies?
8. ____ information about social service agencies that provide assistance?
9. ____ the federal guidelines on fire prevention plans?
10. ____ information explaining what Form I-9 is?
11. ____ information on parenting classes?
12. ____ where your position fits in the EnterTech organizational structure?
13. ____ the company's vacation policy?
14. ____ information on the skills you have learned "on the floor?"
15. ____ information about bus routes?
16. ____ the definition of an ohmmeter?
17. ____ what the abbreviation PPE stands for?
18. ____ information about the safety guidelines for wearing hard hats?
19. ____ the definition of a sound card?
20. ____ procedures for sick day?

REMEMBER:

- Most information is organized in some way—for instance, alphabetically, color-coded, by date, or by area of EnterTech. Figure out how each system is organized.
- If you can't find what you need, don't give up, ask someone!
- Remember, sometimes the answer you're looking for won't be found the first time you look. Don't give up!
- If you can't find what you're looking for, think of related keywords you could use to search for what you want.

3.3 DEMONSTRATE SELF-MANAGEMENT

Objective: When given a series of tasks, you are able to prioritize tasks, estimate the time needed and the time available to complete them, and organize your schedule to accomplish them.

YOU'VE DONE THIS BEFORE

Each day you make choices based on how well you manage yourself. Everyone needs to wake up, keep the household running, put food on the table, pay bills, and get to wherever one needs to go. If you have children, you also need to make sure they get to daycare or school on time, take care of their health needs, feed them, and give them attention. You might also have responsibilities for elderly family, which may require transportation to doctors' appointments, help with cooking, cleaning and shopping, and specific help if the family member is disabled.

Your schedule may be determined by the schedules of many other people in your life. You arrange your life around school schedules, work schedules, bus schedules, child-care facility schedules, and store hours. You feel as if your time isn't your own!

All of these responsibilities take time, coordination, and discipline. The way to cope is to recognize you must make choices by developing a list: what is most important to do, what is second most important to do, etc. Then you need to estimate how long each task will take. You may not get through your whole list, but the important work gets done first. You also probably have to put off things you enjoy, such as listening to music or watching television, until you've met your responsibilities. But what a good feeling to know that you can manage yourself!

HOW IT WORKS AT WORK

Your employer expects certain things from you: you'll be on time; you'll show up daily; you'll do your best to complete your work in the available time; you'll work well with others. These expectations sound easy, at first, but if you have many tasks given to you, you might feel overwhelmed.

Actually, you do the same things at work you've had to do at home:

- estimate the time it takes to do each task;
- coordinate with others;
- take care of the important things first, before you go off for that coffee break.
- It's also helpful to build in a small amount of extra time for the weird things that happen only once in a while (like a letter falling off your keyboard when you have to input data)!

TRY IT!

Exercise: Do It Today!

Read the following task assigned to you by Sam Chapa, your EnterTech supervisor, for today. Since you work from 8:00 to 5:00, you'll need to prioritize these tasks. Make your choices about how you will manage your time by deciding:

- what is most important
- what has to be done before something else can be done;
- what is possible to get done in the available time.

Fill in the time blanks with what you think you can do in each half-hour time slot.

- He asks you to please move the lots in the following shelves to the loading dock by the end of the day:
- Yellow Shelves: A15; G4-G9; Shelves R18-R21
- If you have time, also Shelf 23T
- Each shelf has one lot on it.
- Each lot takes about 30 minutes to move.
- You will need a forklift if you move the lot on Shelf A15, but the forklift will be taken in for repairs at 1:00 and won't be available after that time.
- There are boxes in the yellow area blocking the G shelves. It will take you about one hour to get them out of the way.
- Try not to leave any of the five tasks half-finished when you go to lunch.
(It can cause a mix-up in the warehouse.)

Work out a schedule for today below, listing when you'll do each of the tasks. Here's an example of where you would start. Will you have time to do shelf 23T?

8:00	<u>Remove boxes in way of G Shelves</u>
8:30	<u>Remove boxes in way of G Shelves</u>
9:00	<u>Move Lot G4</u>
9:30	<u></u>
10:00	<u></u>
10:30	<u></u>
11:00	<u></u>
11:30	<u></u>
12:00	<u></u>
12:30	<u></u>
1:00	<u>LUNCH BREAK BEGINS</u>
1:30	<u>LUNCH BREAK ENDS</u>
2:00	<u></u>
2:30	<u></u>
3:00	<u>Half- hour BREAK</u>
3:30	<u></u>
4:00	<u></u>
4:30	<u></u>
5:00	<u></u>

REMEMBER:

- Estimate how much time the task will take.
- Prioritize the things you need to do, so the important things are done first.
- Decide if there is something that has to be done before something else can be done.
- Write out a schedule to help you keep track of everything.
- Leave yourself a few minutes extra time, just in case something goes wrong.
You'll either have extra time or enough time if you count this time in.

3.4 COORDINATE WITH OTHERS

Objective: In managing work duties, you communicate clearly and coordinate as necessary with co-workers.

YOU'VE DONE THIS BEFORE

Life demands that we communicate with the people in our environment, whether it's deciding what time to meet a friend at the movies, planning who will pick up the kids from school, or just letting family know where you are going and when you expect to return. By necessity, we all have to arrange daily schedules and negotiate responsibilities.

Every time you communicate with another person about where you plan to be or what you intend to do, you are coordinating.

HOW IT WORKS AT WORK

Scheduling is important in the workplace to keep business running smoothly.

For example, if everybody went to lunch at the same time, who would help customers, receive shipments, or answer the phone? Coordinating schedules at work is very important, whether you are taking a break, going to lunch, scheduling a visit to the doctor or dentist, attending "Parent Day" at your child's school, or taking that much-needed vacation. People have to know where you are and when you'll be back, so that other employees can cover your responsibilities.

TRY IT!

Exercise: Break Time!

Suppose you are creating the daily break schedule for your company. Below is a list of your co-workers and their shift times. All of your co-workers need to take an hour-long lunch or dinner break near the middle of their shifts. Make sure that someone is always present to handle deliveries and deal with customers. It's time to coordinate!

The hour lunch/dinner breaks for an 8:00 a.m. - 5:00 p.m. shift can be taken at:
12:00 noon or 1:00 p.m.

The hour lunch/dinner breaks for a 12:00 noon - 8:00 p.m. shift can be taken at:
4:00 p.m. or 5:00 p.m.

The hour lunch/dinner breaks for a 4:00 p.m. - 12:00 midnight shift can be taken at:
7:00 p.m. or 8:00 p.m.

SCHEDULE		
NAME	SHIFT	BREAK
Susie	8 a.m. - 5 p.m.	Noon - 1:00pm
Bill	8 a.m. - 5 p.m.	_____
Lorenzo	8 a.m. - 5 p.m.	_____
Howard	12 noon - 8 p.m.	_____
Alma	12 noon - 8 p.m.	_____
Andy	4 p.m. - 12 midnight	_____
Wanda	4 p.m. - 12 midnight	_____
Pedro	4 p.m. - 12 midnight	_____

REMEMBER:

- Check with others before you go on break.
- Let your supervisor know ahead of time why you will be absent and for how long.
- Be ready to problem-solve and support your team members when schedules are created.

3.5 USE BUSINESS TOOLS

Objective: You use workplace systems and tools to manage and share information.

YOU'VE DONE THIS BEFORE

We are all tool-users. When you are in the kitchen making dinner, your tools include cutting knives, pots and pans, spatulas, and measuring spoons. When you are in an office, your tools include a computer, pens and paper, and a telephone. Tools allow us to create, repair, and enhance our environments. We use them every day, often without realizing what an important role they play in making our lives easier and more efficient.

HOW IT WORKS AT WORK

Each workplace contains tools specific to the tasks that need to be accomplished. The telephone, computers, and FAX machines are all office tools that assist in communication. You will likely be using these and other tools to communicate with fellow employees and to record or relay information to people outside of the company. No matter the tool provided to you, it's important to ask for help if you are not sure how to use it appropriately. Knowing how to use tools safely and effectively, and selecting the right tool for each task is a big part of succeeding in the workplace.

TRY IT!

Exercise: The Choice Is Yours

Below is a list of communication/information tools that you may encounter on the job. Next to each tool is a description of its use. Read the descriptions carefully, then complete the following matching exercise.

1. **Voice mail.** Records incoming telephone messages; serves the same function as an answering machine, but no machinery other than a telephone is required.
2. **E-mail.** Electronic mail. A service that sends messages on computers. Messages may either be sent within an office or to people outside the office.
3. **Software.** The program that tells a computer what to do.
4. **Word Processing.** Using a computer to produce text (written) documents. Word processing has replaced the need to type documents on a typewriter. Examples of word processing programs are WordPerfect, Microsoft Word, and Word Pro.
5. **Spreadsheet program.** A computer program which displays a table of numbers in rows and columns, used for accounting, budgeting, and other work with figures. EXCEL is a popular spreadsheet program.
6. **Desktop publishing.** Using a computer program designed to create printed documents from beginning to end, including brochures, newsletters, flyers, and reports.
7. **Database program.** A program that manages data and can be used to store, retrieve, and sort information. Examples are Lotus Approach, Microsoft Access, Filemaker, and dBASE.

Match each tool with the corresponding activity.

Note: Tool may match more than one activity.

Tool

Activity

1. Spreadsheet

a. Sending a memo to 3 co-workers

2. E-mail

b. Leaving a telephone message

3. Desktop publishing

c. Writing a monthly report

4. Word processing

d. Creating a budget

5. Voice mail

e. Designing a company newsletter

6. Database program

f. Typing a simple document

g. Creating an address book

h. Saving a document

REMEMBER:

- Communication tools are increasingly important in every area of business.
- Knowing how to use tools efficiently will contribute to your success on the job.
- If you're not sure how to operate a tool, the best strategy is to ask for help.

4 | COMMUNICATION SKILLS

How well we communicate with one another often determines how smoothly our lives run. In the workplace, you will be expected to attend meetings, receive instructions, answer e-mails, listen to and share information with co-workers, and answer questions. Improving your speaking and listening skills will help you avoid misunderstandings and improve the quality of your work.

CHAPTER 4: SPEAKING SKILLS PROVIDES YOU WITH FOUR UNITS OF INFORMATION AND EXERCISES:

- 4.1 Speak clearly and concisely to convey information
- 4.2 Answer questions concisely
- 4.3 Listen for understanding
- 4.4 Follow verbal instructions

EACH UNIT IS DIVIDED INTO FIVE SECTIONS:

- **OBJECTIVE** describes what you will do in this activity.
- **YOU'VE DONE THIS BEFORE** introduces the skill unit and describes how you use the skill in everyday life.
- **HOW IT WORKS AT WORK** shows you how to apply the life skill to situations at work.
- **TRY IT!** presents exercises to help you apply your life skills in various work situations.
- **REMEMBER** recaps the important information in the unit.

4.1 SPEAK CLEARLY AND CONCISELY TO CONVEY INFORMATION

Objective: When communicating in the workplace, you speak clearly and use appropriate language.

YOU'VE DONE THIS BEFORE

How was your day? Where are you going? What work experience have you had? Why is the sky blue? Every day you ask and answer dozens of questions, relay information, and share feelings and experiences. Speaking clearly is a part of communicating effectively so that you can avoid costly misunderstandings.

An important part of speaking clearly is using language appropriate to your listener or situation. For example, you may describe a party one way to a close friend and another way to your teacher, parent, or supervisor. Just remember: use language appropriate to your audience so that they will hear what you say and not be distracted by how you say it!

HOW IT WORKS AT WORK

At work you will be expected to follow instructions, ask questions, share information with supervisors and co-workers, and give directions. Clear, appropriate, and quick communication is often the key to getting the job done well.

Tips for effective communication:

1. Look your listener in the eye while speaking.
2. Get to the point quickly.
3. Check to make sure that you are understood.
4. Use appropriate workplace language—do not swear or use slang.

TRY IT!

Exercise: Speak Easy

- **Choose** a partner who will serve as your careful listener. You'll need a partner as a source of information. If no partner is available, go on to the next Performance Objective until a classmate is available. Give your partner the Speak Easy checklist.
- **Pick** an activity that you know well, such as how to change a flat tire, make an excellent spaghetti sauce, fly a kite, plan a party, do a French braid, or find the quickest bus route to downtown. Make sure that the activity you select has several steps.
- **Describe** the process to your listener. Remember to speak clearly and use appropriate language. (You may want to spend a few minutes organizing your thoughts before you speak!)
- When you have finished describing the process, ask your partner to give you feedback about how well you communicated.

CHECKLIST:

Listener: Please answer YES or NO to the following statements.

Then discuss your comments with the speaker.

- | | | |
|---|------------------------------|-----------------------------|
| • The speaker made eye contact. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| • The speaker spoke clearly. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| • The speaker described the main point. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| • The details were in logical order and easy to follow. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| • The speaker checked to see if you understood the topic. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| • The speaker did not speak too quickly. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| • The speaker used appropriate language. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| • The speaker stayed on topic and did not include information you did not need. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| • The speaker allowed you to ask questions. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| • The speaker answered questions clearly and completely. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |

REMEMBER:

- Look them in the eye.
- Start with the main topic and then add details.
- Tell them all they need and only what they need.
- Check to see if you are being understood.
- Keep your language workplace appropriate.

4.2 ANSWER QUESTIONS CONCISELY

Objective: When asked for information, you respond concisely and accurately.

YOU'VE DONE THIS BEFORE

Did you have a nice weekend? Where did you go to school? What kind of job are you looking for? You answer dozens of questions everyday. Often a short, concise answer is most appropriate. Usually when someone asks, “How are you?” the response expected is a brief, “Just fine,”—not a long history of your aches and pains. Paying attention to what you are being asked and responding accurately are important communication skills.

HOW IT WORKS AT WORK

The workplace is filled with people who need answers—now! Your supervisor wants to know if your team is meeting its production goals. A co-worker asks where the office supplies are kept. A trainee needs directions to the Personnel Office. A customer wants to know when her computer will be shipped. Answering questions accurately and concisely will ensure that work is not delayed. Be sure to say, “I don’t know,” if you cannot answer someone’s question. Giving someone incorrect information can disrupt the flow of work and waste time.

TRY IT!

Exercise: Good Answer!

Read the following questions and answers. Judge the answers as

- A) Concise and accurate
- B) Does not answer the question—gives too little, inaccurate, or imprecise information
- C) Answers the question but gives useless information

Place the letter of your answer in the space below. Explain why an answer is not a good one.

Example:

Question: “What time is the shipment due? I’ll need to have a crew there to unload it.”

Answer: “Around 11 a.m. or so.”

B. The information is imprecise. It would be better to say: “The shipment is scheduled to arrive at 11:10 a.m.” so that a crew will not waste time.

1. How many people are on your team?

Answer: Joe is usually on my team, but he was assigned to Materials Handling today and Rita is out sick, so I am really short handed.

2. Who can give me more information about our company’s vacation leave policy?

Answer: Well, I had a week off last year. I heard that Marciella went to Mexico on vacation and had a fabulous time. I think that Sam is the best person to ask about leave time.

3. I live in your neighborhood. What is the best bus to take to work?

Answer: Carpools are the way to go. I know one guy who rides a bike in to work, but that's too much exercise for me. The bus takes forever, then you have to walk two extra blocks to work.

4. Do you know where this order goes?

Answer: Yes. Take it to receiving.

5. I forgot my lunch today. Is there a good place to eat nearby?

Answer: That's too bad. I forgot my lunch last Thursday and just went hungry. You can have half of my sandwich if you want. I just have peanut butter and jelly. Or there's the cafeteria but the food is awful. The best place around here to eat is the Café over on 2nd St.

REMEMBER:

- Answer questions accurately and concisely.
- Stick to the point.
- If you don't know an answer, just say so.

4.3 LISTEN FOR UNDERSTANDING

Objective: When listening to others speak, you demonstrate your understanding by being able to paraphrase or summarize their main points.

YOU'VE DONE THIS BEFORE

Now, listen carefully. You are called upon daily to listen to instructions, directions, information, lessons, stories, problems, hopes, and dreams. Paying close attention and asking questions if something is unclear are ways to ensure that you understand what someone is telling you. Being able to paraphrase or to repeat what someone has told you in your own words demonstrates your understanding.

HOW IT WORKS AT WORK

During team meetings at work, schedules are set, assignments are made, and instructions are given. Your supervisor and your co-workers will tell you about work changes, problems that they have encountered, and other workplace concerns. It is important to pay attention to what is being said, to ask questions for clarity and to be able to demonstrate your understanding by repeating what you have been told in your own words.

TRY IT!

Exercise: Listen Up!

Choose a partner who will read the following statement to you. You'll need a partner as a source of information. If no partner is available, go on to the next Performance Objective until a classmate is available. Listen carefully. Take notes, if necessary, listing main points. Then repeat what you heard in your own words. Your partner will tell you if you understood the statement.

For Listener:

Take notes below as you listen to your partner.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Directions to Speaking Partner:

Read the statement below to yourself to make sure that you understand what is written. Then read the statement aloud to your partner. Try to read clearly and at a normal speed. Answer any questions your partner may have about what you read. Then ask your partner, using her own words, to tell you what you read.

When she has repeated what you told her, give your partner feedback. Did she remember the main points? Did she demonstrate that she understood what you said? If not, where did misunderstanding occur?

Thank you for agreeing to take care of my two dogs while I am away. They need to be fed in the morning and in the evening. It's so great that you live just around the corner from me. I am always looking for good dog sitters! The little dog, Scamp, gets a half can of wet food, mixed with a small bowl of dry food. The larger dog, Max, gets a full can of wet food mixed with a larger bowl of dry food. Their bowls are in the kitchen and their food will be on the kitchen table. Be sure to give them plenty of water. I'm glad you enjoy dogs. Scamp and Max are sweethearts. They love to play fetch, so if you have time, please play ball with them. Don't worry about my mail; my neighbor is collecting it. Thanks again and call me if you have any problems. The phone numbers where I can be reached will be on the table by the dog food.

REMEMBER:

- Listen carefully.
- Ask questions if you are unsure of what is being communicated.
- Repeat information in your own words to ensure understanding.

4.4 FOLLOWING VERBAL INSTRUCTIONS

Objective: When given verbal instructions, you complete tasks accurately.

YOU'VE DONE THIS BEFORE

Pick up a dozen eggs at the store. Read the last chapter of your history book for tomorrow's class. Clean your room. Turn left at the stop sign. You follow spoken instructions all the time. Usually instructions given verbally are for short and simple tasks. More complex tasks require written directions or diagrams.

HOW IT WORKS AT WORK

In the workplace, supervisors, team leaders, and co-workers will often give you brief verbal instructions about work assignments and changes in work orders. You will be expected to listen carefully and follow their instructions to complete tasks accurately. Be sure to ask questions when you do not understand a verbal direction. When possible, take notes—especially if the task described to you requires more than three steps to complete.

TRY IT!

Exercise: Follow Along

Choose a partner who will read you the instructions below. You'll need a partner as a source of information. If no partner is available, go on to the next Performance Objective until a classmate is available.

Listen carefully, ask questions if needed, then complete the task assigned. When you are done, check with your partner to see if you completed the assignment accurately.

Have a separate page with the passage below for the partner to read.

Directions to reading partner. Read the instructions below to your partner. You may need to select an item or two in your classroom for your partner to deliver to the instructor's desk, such as a stack of papers, a book, a pencil etc.

When your partner returns, check to see if she completed the task list accurately.
Did she follow your instructions? If not, why not?

Partner reads:

Step 1: We need to collect information about the make-up of the EnterTech students.
Look closely at your fellow students and determine:

1. How many are male and how many are female?
2. How many have brown or black hair?
3. How many are wearing earrings (both male and female)?

Step 2: After you collect this information, decide what percentage of the whole group is:

Female?

Male?

Has brown or black hair?

Wears earrings?

If you don't remember how to do percentages, refer to section 6.2 in
your Learning Resource.

Step 3: Write an e-mail to your instructor providing these percentages.

REMEMBER:

- Ask questions if you don't understand what was said the first time (because it might not be repeated.)
- Take notes if you can't remember all the directions.
- It's a good idea to carry a small notepad with you at work in order to jot down notes and important information.

5 | INTERPRETATION SKILLS

To function effectively in the workplace you must be able to read, interpret and understand a variety of written materials. Companies communicate to their employees through e-mail, memos, policy manuals, safety guides, and evaluation forms. If you read these materials, you will stay informed while you are on the job.

CHAPTER 5: INTERPRETATION SKILLS PROVIDES YOU WITH SIX UNITS OF INFORMATION AND EXERCISES:

- 5.1 Obtain information from written materials
- 5.2 Interpret meaning of written materials
- 5.3 Organize and compose information
- 5.4 Record information
- 5.5 Interpret graphics
- 5.6 Obtain information from visual inspection

EACH UNIT IS DIVIDED INTO FIVE SECTIONS:

- **OBJECTIVE** describes what you will do in this activity.
- **YOU'VE DONE THIS BEFORE** introduces the skill unit and describes how you use the skill in everyday life.
- **HOW IT WORKS AT WORK** shows you how to apply the life skill to situations at work.
- **TRY IT!** presents exercises to help you apply your life skills in various work situations.
- **REMEMBER** recaps the important information in the unit.

5.1 OBTAIN INFORMATION FROM WRITTEN MATERIALS

Objective: When asked to obtain information from written materials, you locate and apply information to the job.

YOU'VE DONE THIS BEFORE

When you look up how to program your VCR in the owner's manual, when you open the TV Guide to see what's on Thursday evenings, when you check the weather forecast in the newspaper, you are reading for information. From reading the back of the cereal box for sugar content to scanning the want ads for a job, you must read to function well in our society.

HOW IT WORKS AT WORK

No matter what your job, you will be required to read for important information in the workplace. From Employee Handbooks to policy manuals, from inter-office memos to order forms, from OSHA regulations to directions for assembling a personal computer, you will be expected to read carefully and to follow written instructions.

TRY IT!

Exercise: Reading: The First “R”

This is a quick location exercise. Get information off a shipping list, read main points to memo.

Read the paragraphs below that represent two different kinds of business writing and answer the questions that follow. Underline or highlight important points to help you with reading comprehension.

A. E-mail Memo

To: Material Assembly Team
From: Supervisor
Re: Faulty part alert

Good Morning. You are all doing a terrific job meeting our assembly deadlines. Yesterday you assembled an average of 22 computers an hour. Congratulations! Keep up the excellent speed and quality.

Tests last night revealed that we have accepted delivery of a faulty part. Sound Cards, inventory numbers 12-467B and 12-477C, are failing consistently. When installing sound cards today, please check inventory numbers carefully. Discard the above sound cards into the faulty components box and replace from a different inventory batch.

Questions:

1. Who is this memo directed to?

2. Why is the Supervisor pleased with this team's work?

3. What kind of part has been determined to be faulty? Why?

4. What should the assembler do if she discovered a faulty part?

B. Policy Change: Employee Parking

To: EnterTech Employees

From: Human Resource Department

Heretofore EnterTech employee parking in the south lot has been free during working hours. Because of the increase in cost of leasing the parking space, effective January 1, 2000, employees wanting to park in the south lot will be charged \$50.00 a month and will have to display an EnterTech parking sticker. Vehicles that do not have the parking sticker will be towed at the owner's expense.

This parking fee may be deducted automatically from your paycheck. Contact the Human Resource Department by e-mail to authorize the change.

Employees who desire free parking may still park in the north lot for free.

Questions:

1. What policy is being changed?

2. Why is the company changing this policy?

3. What can you do if you cannot afford to park in the south lot?

4. What do you need to do to continue parking in the south lot after January 1st?

REMEMBER:

- Read carefully.
- Underline or highlight the most important details.
- Always ask questions if you're uncertain about something.

5.2 INTERPRET MEANING OF WRITTEN MATERIALS

Objective: You read and apply job information accurately.

YOU'VE DONE THIS BEFORE

You use the information in charts and lists all the time. You might start your day creating a shopping list, then take a quick look at the bus schedule. If you have a VCR, you might set it for your favorite show while you are gone, after reading a television schedule from a list. If you have a doctor's appointment, you might check, but not believe, the height and weight chart in the office. When you pick up the newspaper, you might look at a chart that tracks schools' test scores, or that shows baseball playoff scores, or that compares auto insurance rates by state. And surely you check the pop music charts to see how your favorite MTV star is doing!

- A chart or list makes it easy to see things. Compare the paragraph above with the following list:
- a shopping list
- the bus schedule
- the television schedule from a list
- the height and weight chart in the office
- a chart with test scores
- a chart with playoff scores
- a chart comparing auto insurance rates

HOW IT WORKS AT WORK

In the workplace, lists are used to explain information, such as step-by-step instructions, a list of tasks, or for the physical specifications for a computer being built. Charts can be used to explain such things as converting from fractions to decimals or from the American system of weights and measurements to the metric system. Around the company, you might see charts showing which team has the highest rate of productivity, bar graphs that show sales figures for the month or quarter of the year, or a pie chart showing how much of the company's profits are made by each sales division. A common chart each year is a thermometer put out by United Way to show how close they are to reaching their goal for contributions. It has nothing to do with the weather or having a fever!

At work, you will often receive information in writing that you need to use in order to do your job. For example, you receive a memo that reads...

MEMO	
TO:	All
RE:	School Computers
<p>All computers assembled for the local school district now need to meet the following specifications beyond our standard computer configurations-</p> <p>128 megabytes of RAM an internal Zip Drive an Ethernet card</p> <p>This process is effective as of next Friday and will continue for the rest of this school year.</p> <p>Sam Chapa</p>	

You receive a lot of information from this memo. You know that changes are about to be made to computers for the local school district. You also can see exactly what changes will be made during the assembly process. And finally, you can note when these changes will be implemented (and for how long) so you know when to begin incorporating these changes into your work routine.

Written information is valuable because you can always re-read the information to double check that you've understood what you've read. But remember, if you're ever even slightly confused by what you've just read, you can always ask your co-workers and supervisor for clarification.

TRY IT!

Exercise: Work Order Reading

You arrive at your company and have a Work Order waiting for you from your supervisor. Read the Work Order and answer the questions that follow:

WORK ORDER	
TO SHIP:	25 COMPUTERS
DATE OF SHIPPING:	TODAY
RECIPIENT:	M. Jackson Tech Education School
	3000 Main Street
	Austin, Texas 78700
COMPUTER SPECIFICATIONS:	
All 25 computers need Internal Zip Drives	
5 computers need Graphics Card	
15 computers need Ethernet Card	
5 computers need Video Card	
Computers with Graphics and Video Cards need 128mb of RAM	
Computers with Ethernet Cards need 96mb of RAM	
SHIP:	Fedex and bill the recipient

Hey, I know you were supposed to start on materials handling this morning, but could you complete this work order first.

-Thanks...

1. Where are you shipping these computers?

2. When are you shipping them?

3. What computers need 96 mb of RAM?

4. Who gets billed for the shipping?

5. How many computers need Internal Zip Drives?

6. How many computers need 128 mb of RAM?

7. Should you fill this order before or after you start materials assembly?

REMEMBER:

- If you understand the labels on a chart, you'll understand its meaning.
- If you use common sense and read the labels, you should be able to interpret most charts. If you can't, ask questions about how the chart is organized and what the labels or legend mean.

5.3 ORGANIZE AND COMPOSE INFORMATION

Objective: When provided information, you organize and compose your ideas in appropriate written language.

YOU'VE DONE THIS BEFORE

Organizing information and writing is something you do every day. You might make lists of daily tasks; you write down phone messages. If you have been a student recently, you do written assignments. Many people still write letters; kids write their requests to Santa. Some people keep a journal; others write poetry. You might be the type who writes only when you have to say thank you. But most of us who have children or pets have to write to leave instructions for their care when someone else is helping out.

HOW IT WORKS AT WORK

In the workplace, organizing information and writing it down (or word-processing) is something you'll also do every day. For instance, you will use e-mail to contact your supervisor and co-workers, since most large technology companies have an internal mail system. If you need to leave early or request a day off, you'll probably have to send that request via e-mail. The better you organize and compose your thoughts, the more likely you are to have your request granted! Shift reports might be part of your responsibility, especially if you are a team leader. You might need to summarize requests of your team. When there's been an accident, you'll need to file a written accident report.

Although you might assume that working in a warehouse, or in materials handling, or materials assembly does not require writing at all, the evidence shows otherwise. You'll need to answer questions, describe events, explain procedures, and check on requirements, all in written form. This process, called documentation, is very important to all companies. The better you are at writing, the stronger your résumé is for higher level jobs!

A few things to keep in mind:

WRITING CLEARLY

- Write clearly, telling your reader only the most important information (usually the who, what, when, where, and why).
- Give your main idea first; fill in the holes with specific details or examples.
- Put your ideas in a logical order. It might be from most general to most specific, or from simple to complex or from most urgent to least urgent, or from most important to least important. The main thing is that there should be some pattern of organization to what you write!

TAKING NOTES

- Only write down key words to represent main ideas.
- Try to listen rather than to write.
- Use lots of white space. A new topic means a new section on the page.
- Use abbreviations, pictures, arrows, and underlining, to save time and to help you remember.
- Read over your notes soon after you've written them so that you can fill in gaps from memory.

WORKPLACE-APPROPRIATE WRITING

Just as you adjust how you talk with your friends to suit their vocabulary and style, your communication at work needs to be appropriate to that audience. Think about who will be reading your words.

- Express yourself in that person's vocabulary, style of speech, and in the type of sentences that that person uses.
- Avoid using words or phrases that only your peers use.
- Avoid slang and avoid any phrases that might offend someone. Be sensitive to making them feel comfortable with how you've expressed your ideas.
- Be aware that statements could have a sexual implication, so avoid anything that might have sexual or sexist overtones. Make sure you understand the company's policy about sexual harassment.

AND LAST OF ALL, PROOF-READING:

- Always look over what you've written before sending it, in order to catch simple errors in grammar, spelling, or self-expression.
- Read the whole document several times, first looking for clarity, organizational, or audience problems. Then read again, for grammatical or spelling errors.
- If helpful, try reading the document backwards, phrase by phrase, to help you catch errors.
- Remember that your reader gets a quick impression of you, based only on the way you express yourself. You want to make the best impression you can!

TRY IT!

Exercise: Getting the Word Out!

1. Write the following information in a clear memo. E-mail it to your instructor. You are the team leader who must convey this information. Leave out what you think is not important or shouldn't be included in this memo. The instructor will respond to it concerning its organization and clarity.

HINT: Make a bulleted list before you write your e-mail (which should be written in complete sentences) to help you to write the sentences in a logical order.

We are rotating shifts.

If you've been on the 7-3 shift, you'll go on the 3-11 shift for 5 weeks.

Then you'll shift to the 11-7 shift for 5 weeks. See Marciella Monsalve, the Materials Handling Supervisor, if you need an adjustment in your schedule. Marciella will try to work something out if you need a shift change.

We have to complete all of our orders by the end of this quarter of the year.

You'll also need to experience new roles by rotating through the following stations: 1) staging; 2) motherboard prep; 3) kitting; 4) build cells; 5) testing and burn station.

You'll spend one week on each of the five roles.

So by the end of each rotation in your shift, you will experience each role one time. After the next fifteen weeks, you will be assigned a more or less permanent shift and permanent role within Materials Handling.

Date: (Put today's date)_____

To: All EnterTech Materials Handlers

From: (Put your name)_____

Subject: Schedule Change and Role Change

Exercise: With A Little Help From Your Friends

In this exercise you'll get some practice taking notes.

You've agreed to take care of your sister's kids, and she's giving you instructions. You'll need a partner, preferably someone working on the same skill. If no partner is available, go on to the next Performance Objective until a classmate is available.

Your partner should read it aloud to you, the first time at normal speed and the second time just a little more slowly. After you've taken your notes, ask your partner to compare it to the original to see if you left any important ideas out.

"OK, here's a spare key. I'll be gone until next Tuesday, so you'll need to get Lucinda ready for kindergarten by 8:00. My neighbor Mrs. Sanchez will stop by to pick her up. Roberta and George must be out the door by 7:30 to catch the bus. Lucinda is fine with Cheerios and milk in the morning; she might eat a banana in it, but she hates apples in it. George never eats breakfast and Roberta likes an egg and toast, but only scrambled or hard-boiled eggs. She won't eat fried eggs. Everyone needs at least 45 minutes to get up and eat breakfast, so you can figure when you need to get up!

Lucinda comes home first. You'll need to be here by 3:00, when Mrs. Sanchez drops her off. Roberta and George come home late, after track and football practice—about 6 PM. It's best if you can have dinner ready by 6:30 because everyone is starved by then!

The kids can watch TV after they finish homework, but no more than 1.5 hours each. Lights out for Lucinda at 8:30 and for the other two by 10. Good luck!

Your notes:

REMEMBER:

- Write clearly.
- Start with your main point; then add details or examples.
- Arrange your ideas in some logical order.
- When taking notes, jot down key words.
- Write in language appropriate to your audience.
- Always proofread at least once!

5.4 RECORD INFORMATION

Objective: When given information to record, you demonstrate the ability to input data and complete forms accurately.

YOU'VE DONE THIS BEFORE

You daily record information which is important to your life. You write checks and record the amounts and payee in your check ledger book. You fill out deposit slips. You record phone numbers or e-mail addresses (and know that if you are not one hundred percent accurate the call or message won't reach the right person). When you establish an account, apply for a job or rent an apartment, you need to complete forms correctly. Of course, none of us can avoid filling out the Internal Revenue Service (IRS) tax forms accurately each year! You might record your child's height and weight at regular periods, or at the least, keep records of the child's immunization shots. All of these bits and pieces of numbers and text need to be recorded accurately and maintained on a regular basis in order to be useful to you.

HOW IT WORKS AT WORK

In the workplace recording information is a crucial part of many usual procedures: keeping a log of gauge readings; filling out batch cards; maintaining records related to your shift's production. Accurate inventory records of incoming boxes are critical to the company's profitability. If some information is not recorded, or recorded incorrectly, the mistakes can be costly. Imagine thinking you had supplies when you don't, or not knowing that you had 100 boxes of something rather than the 10 you ordered. Enough mistakes can make the entire system useless which is disaster for a company!

The single best trick to accurately recording information is to double check. On some days it may seem like things are too rushed for that extra effort, but those are exactly the days when you're most likely to make a mistake and usually the days when you can least afford a mistake.

TRY IT!

Exercise: Write It Right

For this exercise, you'll practice recording information accurately. You'll need a partner as a source of information. If no partner is available, go on to the next Performance Objective until a classmate is available.

Step 1: You've got two minutes to ask your partner the questions below (or observe the answer for yourself) and record the answer. Your partner can not repeat the information given. Don't read ahead until you've gotten the information first. Ready? Go!

Height: _____
Months since last birthday: _____
Number of children: _____
Glasses, contacts, or neither: _____
Middle name: _____
Color of favorite shirt: _____
City of birth: _____
Time he/she woke up this morning: _____
Prefer cats or dogs? _____
How many do you have? _____
What are their names? _____
Favorite food: _____
Last four digits of phone number: _____
Mother's first name: _____
Number of living grandparents: _____
Does he/she like dancing? _____

When you are finished recording this information, continue:

Step 2: Did you go back and double-check the information with the extra time you had?
Did you confirm the spelling of the names with your partner? Is your handwriting clear?
Did you include units (like *ft.* and *in.* for the height?)

Exercise: History of the Olympics

The following information is about the origin of the modern Olympics.
Read it carefully then fill in the blanks.

It is generally agreed that the first quadrennial Olympic festival was held in 776 BC. The ancient Olympiads were primarily part of a religious festival in honor of Zeus, the father of the Greek gods and goddesses, and were held in Olympia. They continued until 393 AD, when they were abolished by the Christian Byzantine Emperor Theodosius I. In 1894, Baron Pierre de Coubertin proposed that the ancient games be revived internationally. Two years later, the first Summer Olympics were held in Athens, Greece.

1. In what city did the Olympics originate? _____
2. What year did the modern Olympics resume? _____
3. In what city did the Summer Olympics begin? _____
4. Whom did the ancient Olympiads honor? _____
5. What year was the first festival held? _____

Exercise: That's Money in the Bank!

Below is a form that requires information from several different people. Gather all that information and fill out the form.

AUTHORIZATION FOR AUTOMATIC DEPOSITS

Return Authorization To:

XYZ Corporation

Payroll Department, P.O. Box 4111

Austin, TX 78722

I hereby authorize XYZ Corporation and the below-named financial institution (Institution) to initiate payroll deposits to my checking account or savings account indicated below. I also authorize XYZ Corporation and the Institution to initiate reversals, providing XYZ Corporation has notified me in advance.

Financial Institution _____
Phone No. _____
Branch and address _____

This authority is to remain in full force and effect until you have received written notification from me of its termination.

Employee Name _____
Social Security _____
(print, please)

Home Phone No. _____ Date _____
Employee Signature _____

XYZ Corporation reserves the right to discontinue Direct Deposit.

Authorization will take effect not less than 10 days after acceptance by the bank.

REMEMBER:

- Double-checking is the best way to prevent errors.
- If you have a series of numbers to record, read them aloud to someone else.
- Pointing to each number with a pencil will help you keep track.
- Read the information assigned a number slowly so that you understand the connection between the number and what it represents.

5.5 INTERPRET GRAPHICS

Objective: When presented with information in graphic form, you are able to interpret the meaning of symbols, maps and displays.

YOU'VE DONE THIS BEFORE

A graphic is a picture, map, or graph used to represent information. When you read a map, observe road signs on the highway, or respect a “no-smoking” symbol, you are understanding the world of graphics. Some information is transmitted best through the spoken or written word, but other information is easier to understand through graphic images.

Imagine driving through a school zone and, instead of seeing the graphic warning of children crossing the street, you hear a woman standing on the corner, shouting to traffic at the top of her voice, “Slow down!” Graphics offer a sensible and convenient way to convey messages in our everyday lives.

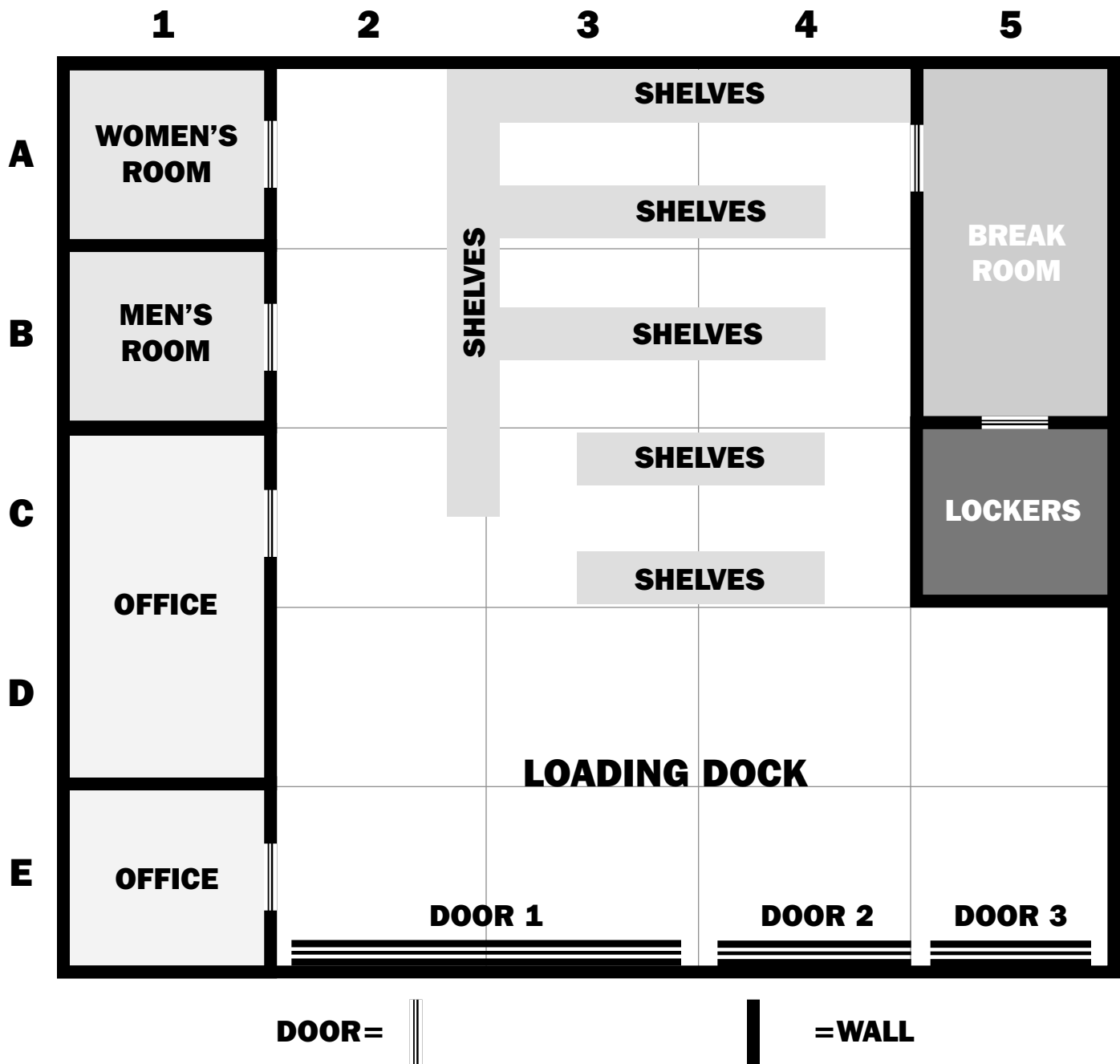
HOW IT WORKS AT WORK

In the workplace you will see much information conveyed through pictures or signs. Graphics are an easy way to convey important information to many employees at once. You will need to pay attention to safety signs and know how to read instructions that include pictures as well as words. When you see a picture or chart that doesn't make sense, carefully examine the labels and their arrangement for clues. As with any other form of information, the more you practice with it, the easier it will become.

TRY IT!

Exercise: Picture This

Look at this floor-plan of a building. Notice that along one side of the plan there are letters, and along the top side there are numbers. If you use a letter to tell you how far up the map to go, and a number to tell you how far to the right and left, you can pinpoint a single square area on the map.



1. Looking at the map above, give the letter-number location of these places:

Women's room: _____

Lockers: _____

Loading door 3: _____

2. Now find the shortest route from the Men's room to the Lockers, and write down the letter-number locations of the places that you pass through along that route:

REMEMBER:

- Signs at the workplace are often placed there for your safety.
- Be patient in developing your ability to read charts or other graphic information.
- The labels on a picture or chart will often give a clue as to its meaning.

5.6 OBTAIN INFORMATION FROM VISUAL INSPECTION

Objective: When presented with visual information, you are able to examine the information or items carefully in order to determine appropriate action.

YOU'VE DONE THIS BEFORE

Every time you start your car, do you check the fuel gauge, glance at the temperature gauge, and make sure no warning lights appear? Or, before leaving the apartment, do you check your favorite houseplant to see if it needs water? How many times have you opened the fridge to decide if a trip to the grocery was necessary? All of us are in the habit of getting information by visual inspection.

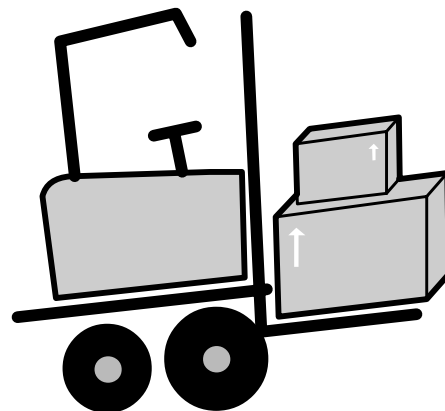
HOW IT WORKS AT WORK

At every workplace, visual inspection is a valuable and necessary skill. We visually check for mistakes to guarantee quality control at every step along the way. Visual inspection is one skill that people can do much better and faster than any machine. Naturally, we have to pay careful attention and focus entirely on the task at hand.

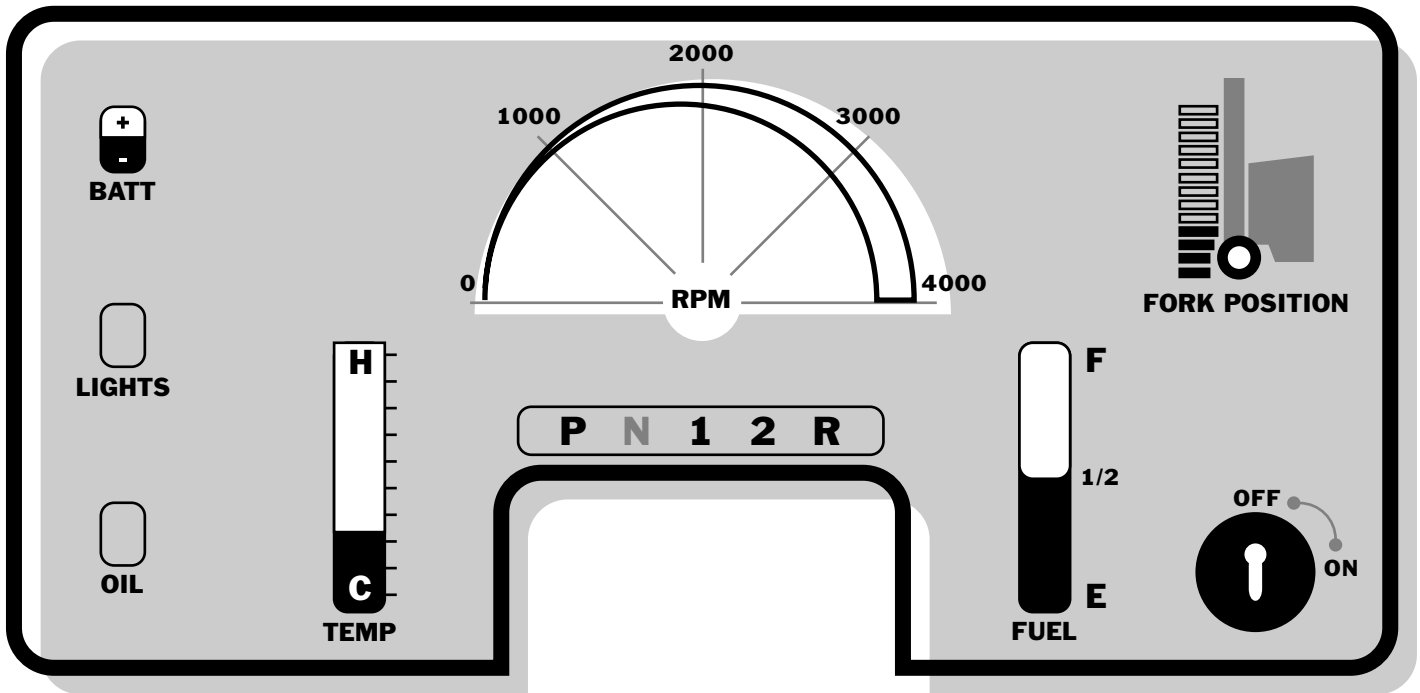
Remember that your eyes will see what they're trained to see. Someone who has had a lot of workplace experience may see a huge difference in something you would never have noticed at all. That's to be expected. Through practice, you too will master the important skill of visual inspection.

TRY IT!

Exercise: *What You See Is What You Get*



1. Below is a picture of a control panel for a large forklift. Note the following: List the indicators or gauges that are visible and what information each gauge shows?



Viewable items of information:

REMEMBER:

- Focus your attention.
- Don't feel discouraged; practice is all it takes.

6 | NUMBER SKILLS

Being comfortable with math will serve you well in whatever job you find. From taking inventory to estimating cost overrides, from weighing shipping contents to measuring shelf space, number skills assist with problem solving and help the work place run smoothly.

CHAPTER 6: NUMBER SKILLS PROVIDES YOU WITH FIVE UNITS OF INFORMATION AND EXERCISES:

- 6.1 Use numbers, arithmetic operations and numerical concepts
- 6.2 Perform calculations using formulas, conversion tables and calculators
- 6.3 Use math to solve problems
- 6.4 Apply concepts of measurement
- 6.5 Locate numerical information and input data

EACH UNIT IS DIVIDED INTO FIVE SECTIONS:

- **OBJECTIVE** describes what you will do in this activity.
- **YOU'VE DONE THIS BEFORE** introduces the skill unit and describes how you use the skill in everyday life.
- **HOW IT WORKS AT WORK** shows you how to apply the life skill to situations at work.
- **TRY IT!** presents exercises to help you apply your life skills in various work situations.
- **REMEMBER** recaps the important information in the unit.

6.1 USE NUMBERS, ARITHMETIC OPERATIONS AND NUMERICAL CONCEPTS

Objective: You use basic math on the job to count and estimate.

YOU'VE DONE THIS BEFORE

Numbers are a major part of our daily lives. We use numbers when we think about temperature, speed, cost, time, weight, and distance. Sometimes it's important to be very precise with numbers, but other times it's useful to estimate how much something costs or weighs, how fast you're going, or how much time a task takes.

Estimation means to make an educated guess. An estimate is different from a count. When you count, you add the numbers and are exact. When you estimate, you make your best guess. Your estimated number should be as close to the “real” number as possible, but does not have to be exact.

You can probably estimate:

- The distance from your home to a friend's house
- How many eggs you eat in a week
- How much a cat weighs
- The temperature outside today
- How much time it takes to brush your teeth
- How much dinner at your favorite restaurant would cost

HOW IT WORKS AT WORK

Estimation is important at work as well. You might have to estimate how much something weighs, how many boxes can fit on a shelf, or how many more parts you will need to complete a job. You'll certainly find yourself estimating how long it will take you to accomplish particular tasks. Making an accurate estimate is a useful skill, but it's not easy. It takes time and practice to be able to make good estimates.

TRY IT!

Exercise: In My Estimation

Estimate the answers to the following questions. Use the tips below to help you with your estimations.

TIPS FOR ESTIMATING SUCCESSFULLY

- Don't "sweat the small stuff." When you are estimating, look at the bigger numbers and don't worry about the smaller numbers.
- "Round off" to the highest or lowest number. (If you have less than half of something, you round down. If you have more than half of something, you round up.)
- Have a "peg"—a number that serves as a guideline. Your estimation will be either greater than or less than your peg number.

1. You and your 7 friends decide to order pizza for dinner. How many pizzas should you order? (There are 8 slices of pizza in each box.)

2. You have 4 dollar bills, 2 fives, and a pocket full of change—that seems to include a lot of pennies. How much money do you have?

You've been packing keyboards and hard drives, and you've noticed that you can fit six keyboards and four hard drives into a single box. You've packed three boxes in the last ten minutes. You look at the stack of parts you still need to pack, and you see that there are 20 keyboards and 18 hard drives left to pack.

3. How many more boxes will you need in order to finish packing the keyboards and hard drives?

4. How much time will it take you to finish packing?

REMEMBER:

- Notice how long it takes you to accomplish certain tasks. This will make it easier to estimate how long those tasks will take in the future.
- It takes time to learn to estimate well. You can improve your skill at estimating by practicing often. Challenge yourself to estimate how many boxes are on a certain shelf, then count them to see how accurate you were. Guess how large something is, then measure it. The next time you go to the grocery store, see if you can estimate how much your total bill will be before you check out. Your estimates may be way off at first, but you will improve with practice.

6.2 PERFORM CALCULATIONS USING FORMULAS, CONVERSION TABLES, AND CALCULATORS

Objective: When faced with a math problem on the job, you can solve using charts and a calculator.

YOU'VE DONE THIS BEFORE

If you've ever taken a long car trip, then you've probably calculated things like how many miles you can drive in a day and how many days it will take to reach your destination. You may have even said things like "half way there!" to mark your progress. Whether you realized it or not, you were calculating averages and percentages, and you were using formulas in your head to do it.

Let's try an example. You're taking a long trip. You have to drive 1,200 miles. You hit the road early one morning and in the first hour you drive 65 miles. In the second hour you drive 63 miles, and in the third hour you drive 52 miles. (You stopped for a little break). What's the average number of miles you cover in an hour? To figure out the average, use the formula:

$$\frac{\text{total number of miles driven}}{\text{total number of hours}} = \text{Average number of miles per hour}$$

Let's say you plan to drive for eight hours today. If you maintain this average how many miles will you be able to go? To figure out how far you will go today, use this formula:

$$\text{Average miles per hour} \times \text{Number of hours driving} = \text{total}$$

Now here's the tough one. If all goes according to plan, what percentage of your trip will you drive today? To figure this out, use the formula (Use a calculator!).

$$\frac{\text{number of miles driven today}}{\text{total number of miles in trip}} \times 100 = \text{percent of trip you will complete today}$$

Let's see if you calculated correctly. You drove an average of sixty miles an hour. If you keep that up, you will drive 480 miles today. What percentage of your trip is 480 miles? To calculate it, divide 480 by 1200. You get .4, which is a decimal. Multiply it by 100 and add your percentage sign. The answer is 40%. You're not quite half way there, but almost.

HOW IT WORKS AT WORK

You'll use averages and percentages all the time at work. For example, you may want to figure out the average time it takes to shelve some items, complete a pick list, pack a box, or even build a computer. Knowing the average time it takes to accomplish a task makes it easy to estimate how long it will take to do a particular job. You'll use percentages when you want to know how much of a job is left to complete, or how many parts are on back order.

TRY IT!

Exercise: Above Average

You're doing some shelving in the warehouse. You have 15 boxes to unpack and shelve, and you've already completed four of them. The first box took you 8 minutes, the second box took 14 minutes, the third box took 17 minutes, and the fourth box took 9 minutes. It's an hour before quitting time.

See if you can use averages and percentages to answer these questions.

1. What's the average amount of time it takes to unpack and shelve a box?

2. How many more boxes should you be able to finish before quitting time?

3. What percentage of the total number of boxes will you finish shelving before you leave for the day? (This is tricky, so think about it! And use a calculator!)

REMEMBER:

- To find an average, add up the numbers in a list. Then take that total and divide it by the number of items in the list. For example, to find the average of 3 and 5, add them and divide by 2. The average is 4.
- To find a percentage, divide your number by the total number of items in the group. Multiply the answer by 100, and add a percentage sign. For example, if you work five days a week, and you've already finished working four of them, then divide 4 by 5 to get .8. Now multiply by 100 and add a percentage sign. You've finished 80% of your work for this week!

6.3 USING MATH TO SOLVE PROBLEMS

Objective: You identify when and how to use math to help solve a problem.

YOU'VE DONE THIS BEFORE

You use math to solve small problems everyday, probably without even thinking about it. For example, do you make a list before you go to the grocery store? People who make lists will tell you it has two advantages. First, you don't forget to get something you need. You'll never return home to find that you can't make your famous spaghetti sauce because you forgot to pick up onions. Second, you don't buy things you don't need. You don't bring home a carton of eggs to discover that you still have ten eggs left in the carton you bought over the weekend. Looking at what you have and figuring out what you need before you shop is a great way to save both time and money. But did you realize how much math you use to make a grocery list? First, you have to think about how much of each item you need. Then you have to find out how much of each item you already have, and subtract to figure out how much to buy. Making extra so you will have leftovers, selecting products because you have coupons, and making choices to fit your budget all affect what goes on your grocery list. All these tasks require math. So the next time you prepare a delicious meal, congratulate yourself on all the excellent mathematical thinking that went into it.

HOW IT WORKS AT WORK

Figuring out what materials you need to do your job goes a long way toward helping you to be an efficient employee. Just like grocery shopping, that requires math skills. You'll need to count the materials you have on hand, find the total number of parts needed to do the job, then compare the two to determine what supplies you need to order. Keeping yourself or others well-supplied keeps the flow of productivity going and keeps your manager very happy!"

TRY IT!

Exercise: Stocking Up!

You're given three order forms that you need to fill. Combine the orders together to see how many parts you will need to fill each order. Next, check the number of parts on the shelf to make sure there are enough parts to complete all the orders. If you are short some parts, fill out the request form to get all the parts you need.



ZIP DRIVE
QUANTITY: 5
#113N89

[illegible]

- Double check your work. Everybody makes mistakes, but the people who double check catch and correct.

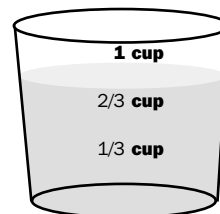
6.4 APPLY CONCEPTS OF MEASUREMENT

Objective: When asked to apply concepts of measure, you demonstrate the ability to perform measurements using instruments such as voltmeters, ohmmeters, rulers and scales to record the information.

YOU'VE DONE THIS BEFORE

Do you look at the gasoline gauge in your car to keep track of how much gas you have? Have you ever used a tape measure to figure out if a piece of furniture could fit in another location? Do you step on a scale every once in a while to keep track of your weight? If you've done any of these things, you've used instruments to make measurements. And you've taken those measurements and turned them into information you can use, such as "It's time to fill up the tank," "No, that furniture won't fit there," and "That exercise program seems to keep the weight off."

Here are two instruments you've probably used. Make a reading and fill the appropriate number into the blank.



Now take the information you got from the instruments and use it to answer these questions:

1. Are you running a fever? _____
2. You need half a cup of milk for a recipe. Do you need to fill the cup a little more or empty a little out of the cup? _____

HOW IT WORKS AT WORK

You may find yourself learning to read new instruments in your job. The measurements you take will be used to make decisions, so you need to be very careful and get accurate information. Technology companies depend on your accuracy in reading instruments to gather information that is used daily throughout the factory. Errors can mean losses of huge amounts of money, so you need to be exact.

TRY IT!

Exercise: Test It Out!

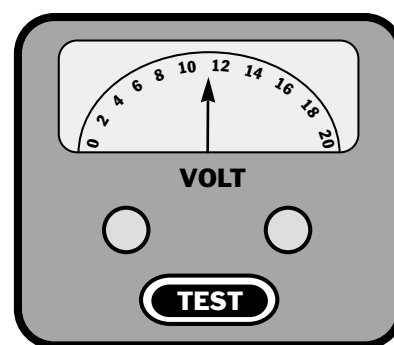
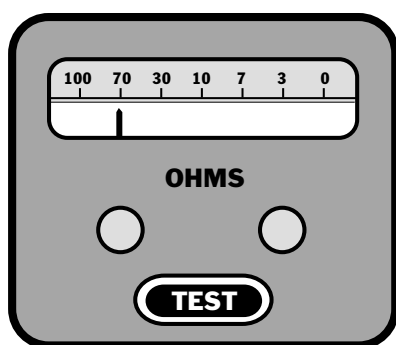
You may be asked to make readings and input the data you gather into a form. This can be difficult at first until you get used to the instruments and forms, so take your time, listen to directions, ask questions, and study examples of forms that have been filled out correctly in the past. Take a few minutes to study the example before you read the explanation of how to fill out the rest of the Quick Test Report forms. See how much you can figure out on your own.

ACCEPTABLE LEVELS		
TEST POINT #	VOLT	OHM
1	10-14	< 10
2	4-6	< 10
3		< 10

CHART 1

COMPUTER ID #	TEST POINT #
5837K	1 and 3
7655B	2 and 3
9825F	2 only

CHART 2

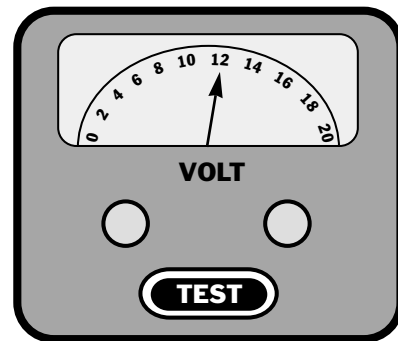
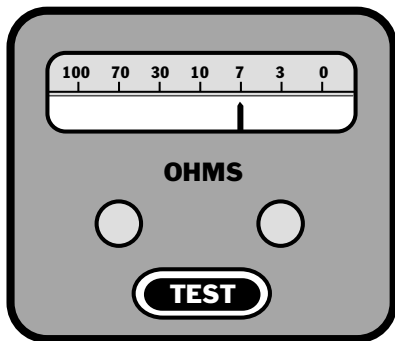


QUICK TEST REPORT FORM			
COMPUTER ID # 7655B		TEST POINTS # 2 AND 3	
TEST POINT 1	VOLTS	READING	PASS OR FAIL?
TEST POINT 2	VOLTS	11	Fail
TEST POINT 3	OHMS	70	Fail

EXPLANATION: TO COMPLETE THE FORMS BELOW

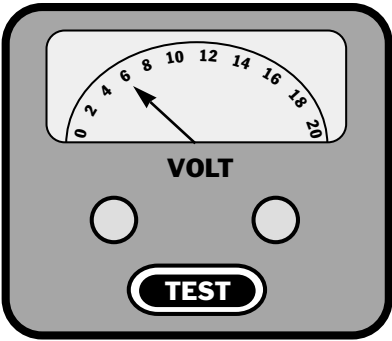
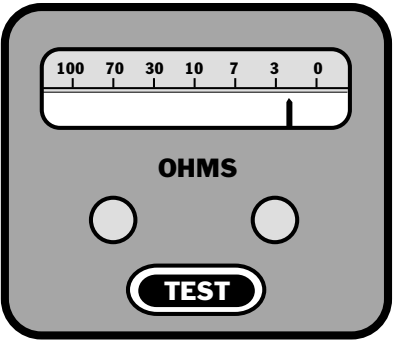
1. Read the computer ID number on the Quick Test Report and use chart 1 to figure out the acceptable ranges in volts or ohms. Use chart 2 to figure out which test points must be measured with the voltmeter or ohmmeter. Record the test points and the volts and ohms.
2. Read the data on the meters and record it in the Quick Test Report Form.
3. Use chart 1 to see if the level you find for each instrument falls within the acceptable range for that test point. If it does, write Pass on the Quick Test Report. If not, write Fail.

Exercise #1



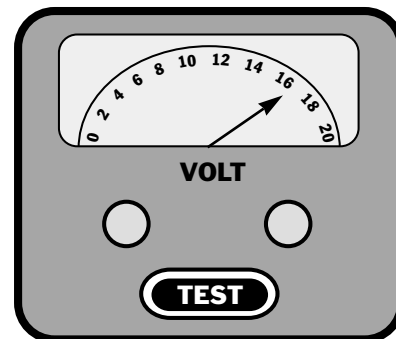
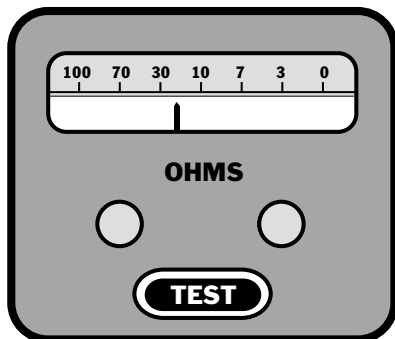
QUICK TEST REPORT FORM			
COMPUTER ID # 5837K		TEST POINTS # 1 AND 3	
		READING	PASS OR FAIL?
TEST POINT 1	VOLTS		
TEST POINT 2	VOLTS		
TEST POINT 3	OHMS		

Exercise #2



QUICK TEST REPORT FORM			
COMPUTER ID # 7655B		TEST POINTS # 2 AND 3	
		READING	PASS OR FAIL?
TEST POINT 1	VOLTS		
TEST POINT 2	VOLTS		
TEST POINT 3	OHMS		

Exercise #3



QUICK TEST REPORT FORM			
COMPUTER ID # 9825R		TEST POINTS # 2	
		READING	PASS OR FAIL?
TEST POINT 1	VOLTS		
TEST POINT 2	VOLTS		
TEST POINT 3	OHMS		

REMEMBER:

- One good way to figure out how to input data correctly is to study a few examples of forms that have been completed correctly.
- Take the time to carefully read any instrument you use. Record the data precisely, then double and even triple check your readings.
- Instruments are only as useful as they are accurate. Your job is to convey the information they display accurately.

6.5 LOCATE NUMERICAL INFORMATION AND INPUT DATA

Objective: You use tables, charts and gauges to gather and record data.

YOU'VE DONE THIS BEFORE

Every time we turn around, someone is asking us to fill out a form. Whether searching for a job, applying for a loan, or enrolling in school, you probably have plenty of experience filling out application forms. Completing an application is one way that you “input data.” On occasion, you may not have all the necessary information at hand to complete an application. That means you have to do some research. Where would you look to find the following personal information?

- Your social security number
- The address of your first employer
- The exact time you were born
- The amount of money you earned last year
- Your doctor's phone number

HOW IT WORKS AT WORK

In most businesses today, records are kept on computers. You will probably be asked to input data, or information, by filling out a form on a computer screen. Keeping records on computers means that information is immediately available throughout the company.

When you are the person who needs to access or get information, the process is quick and easy. The computer will display that information in a variety of ways. All you have to do is hit the right key.

TRY IT!

Exercise: Info Time!

To gather all the information you need, you will frequently have to look at a variety of resources. Use the two resources shown here to gather the information you need to complete the Shipment Form.

ADDRESS SLIP

HARRIMAN HARDWARE
1863 WALDORF DRIVE
HOPPER, PENNSYLVANIA 09764

RUSH ORDER

PACKING LIST

QTY	ITEM	ITEM #	BKORDER	PRICE	WT.
2	HARD DRIVES	8754		\$54.00	3 lb
3	MONITOR	6661		\$240.00	20 lb
2	KEYBOARDS	4512		\$40.00	1 lb
1	VIDEO CARD	3276	X	\$45.00	0.5 lb

SHIPMENT FORM

DESTINATION	CONTENTS	ITEM#
BACK ORDERED: _____	TOTAL WEIGHT: _____	
DELIVERY: <input type="checkbox"/> RUSH <input type="checkbox"/> REGULAR <input type="checkbox"/> EXPRESS	VALUE OF CONTENTS: \$	

REMEMBER:

- When inputting information, be accurate.
- Make sure you put all information in the correct columns or spaces.
- You may have to compile information from a variety of resources.

7 | STRATEGY SKILLS

In the workplace, computers break down, tools are misplaced, and customers are sometimes unhappy. Reacting to these problems in a positive way means assuming responsibility and fixing what you can. Exercises in this section will help you learn to be a problem solver.

CHAPTER 7: STRATEGY SKILLS PROVIDES YOU WITH FOUR UNITS OF INFORMATION AND EXERCISES:

- 7.1 Define problem and apply problem-solving techniques
- 7.2 Generate solutions
- 7.3 Evaluate effectiveness of solution
- 7.4 Identify and evaluate systems

EACH UNIT IS DIVIDED INTO FIVE SECTIONS:

- **OBJECTIVE** describes what you will do in this unit.
- **YOU'VE DONE THIS BEFORE** introduces the skill unit and describes how you use the skill in everyday life.
- **HOW IT WORKS AT WORK** shows you how to apply the life skill to situations at work.
- **TRY IT!** presents exercises to help you apply your life skills in various work situations.
- **REMEMBER** recaps the essential information in the unit.

7.1 DEFINE PROBLEM AND APPLY PROBLEM-SOLVING TECHNIQUES

Objective: When faced with a problem, you define it, break it down and generate possible solutions.

YOU'VE DONE THIS BEFORE

Have you ever been late for an important date? Why were you late? Was it because you had too many errands to do? You missed your bus connection? You couldn't find a baby sitter? Or was it because you didn't want to go in the first place?

Defining a problem is the most important step towards solving a problem. It's also the most challenging step. Chances are you have successfully defined many problems in your own life, such as how to upgrade your skills in order to get a better job.

HOW IT WORKS AT WORK

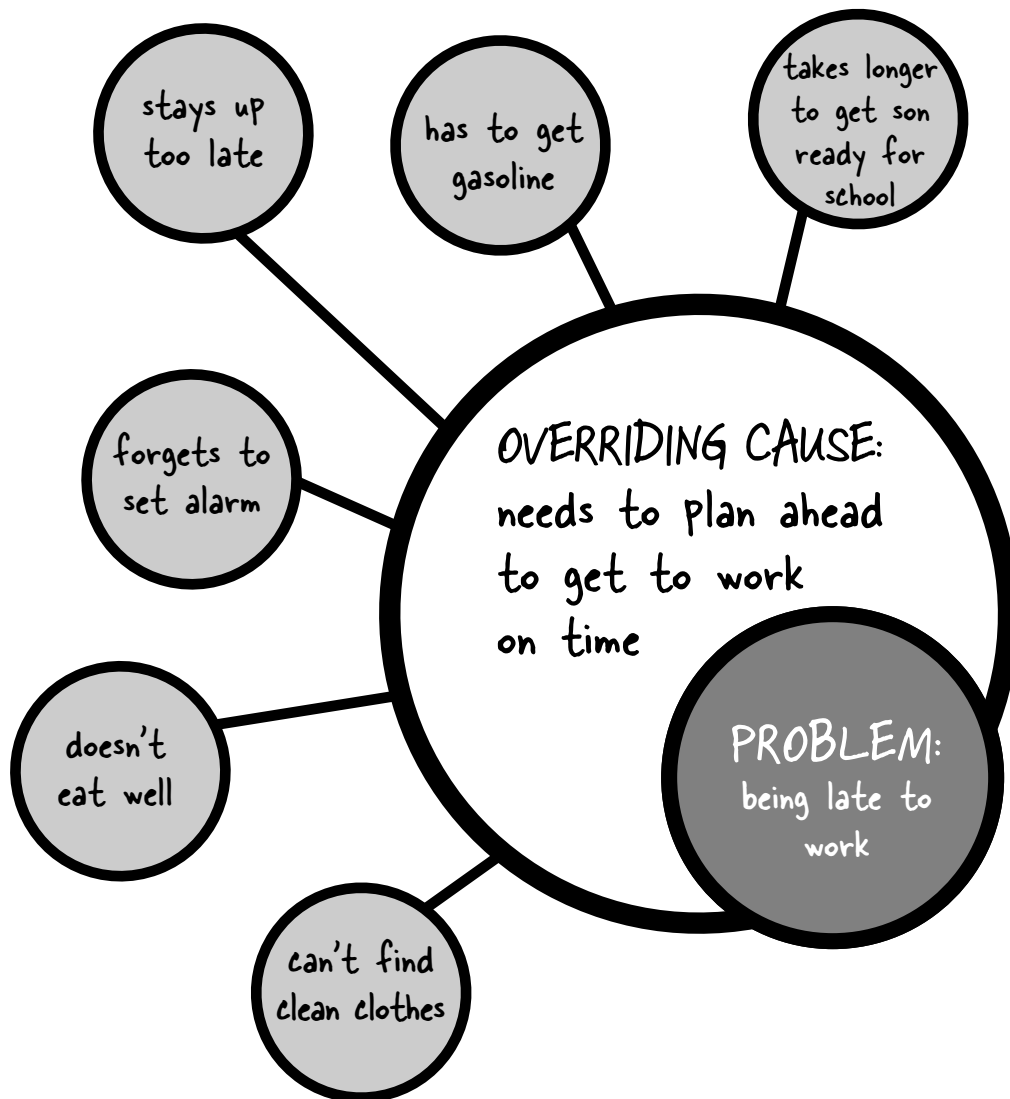
You will need to adopt a few practical strategies in facing problems at work. Some things you might include:

- looking at the big picture;
- looking at the problem from different view points;
- breaking the problem down into separate parts and working your way through from beginning to end, step by step;
- asking for help when you are stuck.

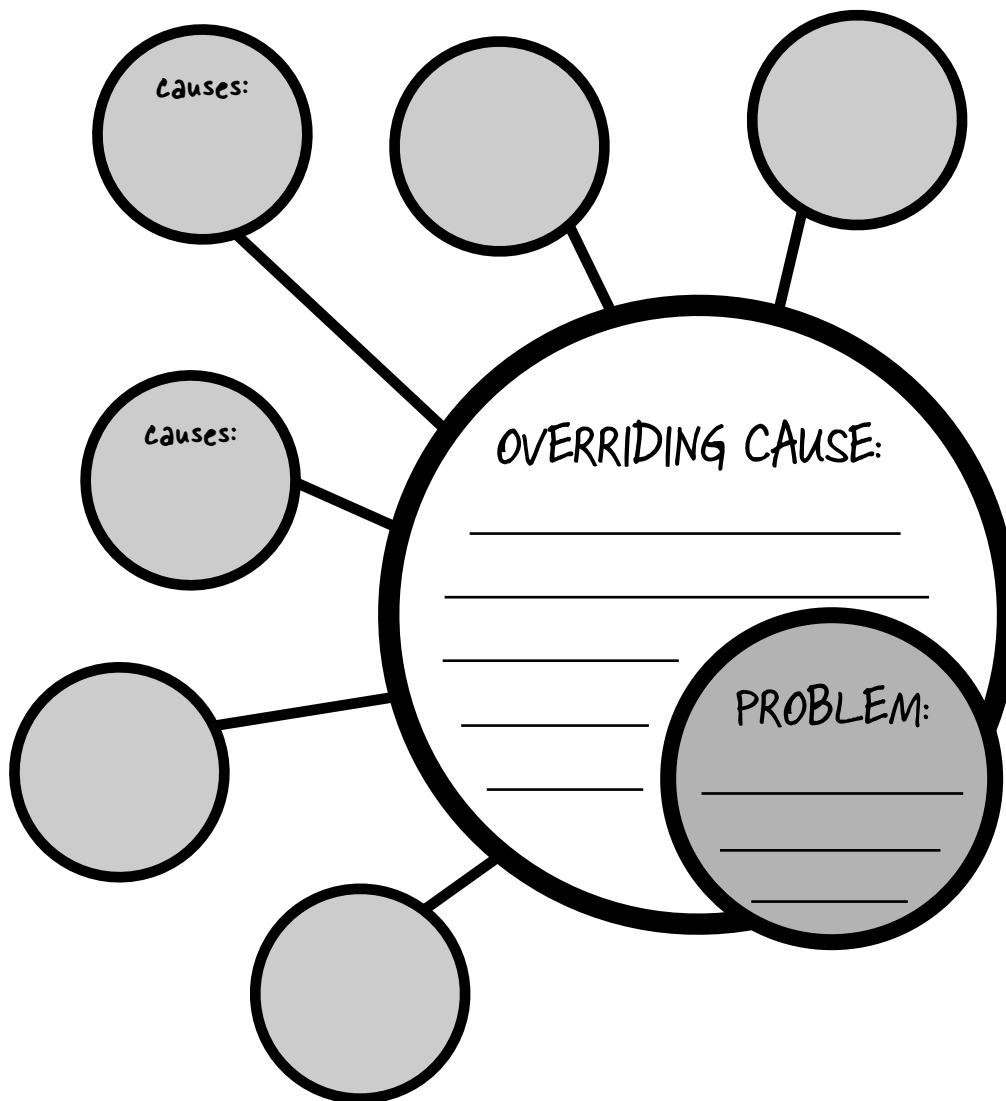
TRY IT!

Exercise: What's the Problem?

Randy is often late to work. Knowing that he may lose his job if he continues this behavior, he decides to try to figure out why he is late. He uses this diagram to identify possible causes for his tardiness.



Now, select a problem you face in your daily life. Fill out the diagram below listing all the possible causes for your problem. Circle or write out what you consider the most significant cause of the problem.



REMEMBER:

Whenever you are faced with a problem at work, just remember to:

- Look at the big picture.
- Put yourself in the other person's place.
- Go through the process step by step.
- Ask for help.

7.2 GENERATE SOLUTIONS

Objective: Given a problem, you will be able to identify possible solutions.

YOU'VE DONE THIS BEFORE

Solving problems is part of our everyday lives. For example, imagine you are meeting a friend for dinner at six o'clock. It's now five thirty, and you have two errands to run before dinner. What do you do? You can call ahead and say you're going to arrive a little late. You can choose to run only one errand. Or you can plan the quickest route to get both errands done. Any of the above might be a solution to this problem. The point is that you solve problems all the time. Past mistakes help you figure out what works best.

HOW IT WORKS AT WORK

Situations often occur in the workplace which require generating solutions to a problem. For example, you might be working on an assembly line with a co-worker who doesn't feel well and two are people out sick. The assembly line is starting to back up, and you're faced with figuring out a way to get things moving more quickly even though you're understaffed.

It's time to generate solutions. Brainstorm ideas, write down everything you can think of, no matter how off the wall. Then think about past problems you have solved, use what worked then to help you decide what to do now. You could try to: work harder; talk with your co-workers; ask your supervisor for help. No doubt you would come up with additional solutions, giving you a better chance to solve the problem.

TRY IT!

Exercise: Help is a Four Letter Word!

Identify who you would go to for help with the following problems. You may use more than one source of advice for any one problem.

Possible sources of advice: Self; co-worker; friend who does not work with you; your supervisor; your Employee Handbook; the psychic hotline.

1. You want a raise, and you think you deserve it.

2. Your paycheck isn't covering your bills

3. Your team is short-staffed by three people and the assembly line is backing up.

4. You need to pick up a sick child from school.

5. You need a date for the company picnic.

6. Your supervisor is sexually harassing you.

7. You can't decide whether to stay on in this job or not.

8. You suspect that a co-worker is spreading rumors about you.

REMEMBER:

- Every problem has many possible solutions.
- Don't be afraid to ask the appropriate person for help.
- To arrive at the best solution, give yourself plenty of options.

7.3 EVALUATE EFFECTIVENESS OF SOLUTIONS

Objective: When problem-solving, you choose the most effective solution.

YOU'VE DONE THIS BEFORE

Have you ever tried to solve the same problem many times? Perhaps you've tried several diet programs to solve a weight problem or created and re-created budgets to try to save money. It is important to remember that most problems have many possible solutions—some better than others. Every time that you try to solve a problem and notice that you are not getting the result that you want, and then you attack the problem from another angle, you are evaluating the effectiveness of the solution.

HOW IT WORKS AT WORK

In the workplace, problems often occur without an obvious solution. For example, you might return from the lunch hour to discover your child is ill at school. His teacher recommends you pick him up immediately. The problem is you have no car and have arranged for a neighbor to pick up your children after school. What is the best solution to this problem? You might ask a co-worker to drive you to the school, or you might notify your supervisor and call a taxi. Maybe you would phone your neighbor and ask her if she is able to pick up your child. Any of these might be possible solutions. Only you can determine which works best for you. When deciding, make sure you consider the consequences of your actions. Thinking about the *what may happen* can help you choose the best solution.

TRY IT!

Exercise: Solve It!

You have a personal problem that you need to solve. There are several solutions, but your task is to decide which is the best solution for you, given what you know about yourself.

Problem: You need to stop spending more money than you are bringing in each month.

A. Look at the possible solutions on the chart below. Use the following questions to help you think about the possible things that could happen. Be sure to fill in each column.

- Does this solution insure that I still will be able to meet my basic needs of food, clothing, shelter, childcare, and a small amount for personal entertainment?
- Will this solution help me avoid further debt?
- Can I “stick with” this solution?

B. Look at which solution is MOST LIKELY to solve the problem by looking at the consequences (results) of this solution. Decide which is the best solution.

Possible Solution	Possible consequences (results) of this solution	Likely to solve problem?
1. Stop spending on non-essential items such as cosmetics, cigarettes, and alcohol.		<input type="checkbox"/> YES <input type="checkbox"/> NO
2. Cut up your credit card		<input type="checkbox"/> YES <input type="checkbox"/> NO
3. Ask for a loan from a family member.		<input type="checkbox"/> YES <input type="checkbox"/> NO
4. Get a roommate to share your household expenses.		<input type="checkbox"/> YES <input type="checkbox"/> NO
5. Do a monthly budget by keeping track of your daily expenses		<input type="checkbox"/> YES <input type="checkbox"/> NO

REMEMBER:

- Most problems have more than one solution.
- Evaluate each solution by weighing and balancing the consequences.
- Think back and base your decision on solutions that worked well in the past.
- If necessary, ask for help from others to figure out the best solutions.

7.4 IDENTIFY AND EVALUATE SYSTEMS

Objective: When on the job, you understand that you are part of a system and are able to define how the parts work together.

YOU'VE DONE THIS BEFORE

On a typical day you are dealing with many different systems. For example, the battery in your car dies. The car refuses to budge. A virus attacks your computer. The computer crashes. An ice storm hits your city unexpectedly. Traffic comes to a standstill. From the car to the computer to the traffic, all are examples of systems. If one part of the system malfunctions the entire system is likely to shut down. Understanding systems and your place within each system will help you manage your daily life and problem-solve more effectively.

HOW IT WORKS AT WORK

At work you are part of a system or team. If things are going well, all parts of the system or all of the team members are doing their jobs. If things are not going smoothly, it is time to ask the question: Where has the system broken down? Are you understaffed? Is the forklift broken? Are trucks running late? Examining and evaluating each part of the whole system is necessary to identify those “glitches” that all systems eventually experience.

TRY IT!

Exercise: What If?

You are a customer entering a grocery store, which is a system organized to meet your food shopping needs. The chart below gives you a picture of “the flow” of this system.

1. Unloading of grocery trucks
2. Stocking of produce
3. Pricing of produce
4. Keeping produce fresh, spraying water on produce
5. Keeping bags and twist ties available
6. Providing shopping carts
7. Keeping floor clean
8. Providing checkout clerks
9. Sacking of produce

Below are a number of “what if” statements related to the previous flow chart.

Read them and predict what might happen if:

For example, if there’s a major accident on the Interstate and the delivery trucks are delayed, what would happen? Yes, there are no bananas today!

1. What if half of the checkers are out sick with the flu?

2. What if the floor is wet?

3. What if the produce section runs out of bags?

4. What if the stockers go on strike and there is no one to unload the trucks?

5. What if produce is put into the bins and are not priced correctly?

Write your solution to one of the above problems.

REMEMBER:

- A system is made up many parts and/or people who depend on one another.
- If the system isn't running well, look at the parts to see which ones may be affecting the whole process.
- Find the parts that aren't working so well.

8 | GROWTH SKILLS

By enrolling in EnterTech, you have made a commitment to your personal and professional growth. By learning new skills, meeting new people, and gaining new experiences, you are engaged in a life-long process of learning.

On the job you should work continuously to improve your skills and gain new ones. Not only will this help you manage day-to-day responsibilities, it may also lead to promotions and will make you a more well-rounded individual.

CHAPTER 8: GROWTH SKILLS PROVIDES YOU WITH FOUR UNITS OF INFORMATION AND EXERCISES:

- 8.1 Manage on-going learning
- 8.2 Learn from a variety of sources
- 8.3 Share learning with others
- 8.4 Use learning strategies

EACH UNIT IS DIVIDED INTO FIVE SECTIONS:

- **OBJECTIVE** describes what you will do in this unit.
- **YOU'VE DONE THIS BEFORE** introduces the skill unit and describes how you use the skill in everyday life.
- **HOW IT WORKS AT WORK** shows you how to apply the life skill to situations at work.
- **TRY IT!** presents exercises to help you apply your life skills in various work situations.
- **REMEMBER** recaps the essential information in the unit.

8.1 MANAGE ON-GOING LEARNING

Objective: When considering future jobs, you identify training goals, including the skills you will need to acquire.

YOU'VE DONE THIS BEFORE

Every day offers new opportunities for learning. When you learn a dance step, bake a chocolate cake, or change a tire, you are learning new skills. There are many different ways to learn, such as observing and imitating others, reading instructions, or using common sense. When you think about it, learning is like climbing a set of stairs. You take one step at a time, pay careful attention, repeat the activity, and, before you know it, you're at the top of the stairs. In other words, you have mastered the skill. It's important to remember that you have already acquired many skills. Honoring what you have already learned and applying that knowledge in new situations will help you on your way.

HOW IT WORKS AT WORK

The workplace is the right environment for developing new skills. The more you learn, the more valuable you are as an employee. It's like putting money in the bank and investing in your future. Every new skill that you acquire means that you are moving towards a more satisfying career, with the promise of a larger salary.

As you learn in the workplace, don't hesitate to ask for guidance or direction from a more experienced co-worker. Take advantage of on-the-job training opportunities. Whenever possible, add a new skill to your resume. Try to set short-term and long-term goals. Where would you like to be working a year from now? In five years? Make sure that the new skills you acquire contribute to achieving your goals.

TRY IT!

Exercise: Moving On Up!

Read the following ads carefully.

Job A. **Operations Manager**

Operations Manager. For onsite semiconductor fab support operation. \$40K+ & benefits. Prefer wafer fab experience and BS degree. Write weekly staff reports, train staff, read and follow budgets. Statistical experience a plus. Familiarity with Internet and basic computer skills required. Fax resume to (512) 555-5132 or e-mail to: joboffer@company.com

Job B. **A/R Clerk**

A/R Clerk. Accounts Receivable Clerk needed for a public safety equipment company. Daily A/R responsibilities, collections & bid processing. Need strong math background and high school diploma or GED. Familiarity with Internet, Quickbooks, and OSHA required. M-F, 8:30am-5pm. Great benefits. Health, dental, 401K & vacation. Send resume & salary requirements to: P.O. Box 1 or fax: 555-6699

Job C. **Receptionist**

Receptionist. We need an energetic, responsible receptionist who is detail oriented with great customer service skills. Bilingual a plus. Word processing, database, and spreadsheet experience required. Some knowledge of sales environment helpful. Friendly, comfortable office. Health benefits, paid vacation & more. Mon-Fri, 8-5, \$9.50 to start. Send resumes to FYI, Inc., 801 W. Courtyard Dr., or 555-8736.

Now decide what skills, further training or education you might need in order to apply for:

Job A

Job B

Job C

REMEMBER:

- Set realistic goals for yourself.
- Determine knowledge, skills, and abilities needed to meet your goals.
- Learning is a life-long process.

8.2 LEARN FROM A VARIETY OF SOURCES

Objective: When trying to answer a question, you are able to identify appropriate resources of information and use a variety of sources.

YOU'VE DONE THIS BEFORE

We learn from a variety of sources, including parents, teachers, friends, books, television, newspapers, and the Internet. You can find out how to get from your house to the new movie theater in town in a number of ways:

1. Ask directions from a friend;
2. Call the theater for directions;
3. Look up the theater's address in the phone book and use a street map;
4. Look at the theater's website.

You can find out what you need to know from a variety of sources.

HOW IT WORKS AT WORK

At work, the Human Resource Department, the Employees Handbook, supervisors, and co-workers are all important sources of information. Learning who to ask or where to go for information will help you save time and maximize your growth on the job.

TRY IT!

Exercise: Who Knows?

Match the questions on the left with three different resources that could help you answer the questions.

QUESTIONS	RESOURCES
1. How do I fill out this IRS form? <input type="text" value="h"/> <input type="text"/> <input type="text"/>	a. Employee Handbook
2. What is Sandra Bullock's Austin address? <input type="text"/> <input type="text"/> <input type="text"/>	b. A dictionary
3. Where can I find out about the company's policy on reimbursement for tuition? <input type="text"/> <input type="text"/> <input type="text"/>	c. Human Resources employee
4. How do I find out about family festivals for my family? <input type="text"/> <input type="text"/> <input type="text"/>	d. A street map
5. Where's a good place to eat in my neighborhood? <input type="text"/> <input type="text"/> <input type="text"/>	e. A phone book
6. What is the best blues club in town? <input type="text"/> <input type="text"/> <input type="text"/>	f. Your supervisor
	g. A friend
	h. The Internet
	i. An atlas
	j. A librarian
	k. The newspaper

REMEMBER:

- You learn from a variety of sources.
- Doublecheck the information by using more than one source.
- Ask questions! Think creatively!

8.3 SHARE LEARNING WITH OTHERS

Objective: When working in a team, you share what you know with others.

YOU'VE DONE THIS BEFORE

When you show a child how to ride a bike or throw a ball, when you tell a friend about a new television show or give her a remedy for a cold, you are sharing learning. Also, when you study with classmates, you learn together.

HOW IT WORKS AT WORK

Much of the learning that happens in the workplace is informal; that is, learning occurs outside of more formal training classes. Co-workers share tips, procedures, and information with one another, answer each other's questions, and give directions to other resources. This sharing of learning is an essential part of productive and healthy team work.

TRY IT!

Exercise: Share and Share Alike

Step A

Get with a partner and add to this list below at least 10 things you've learned this week. You might be surprised to discover you've learned much more than you expected.

This week I learned:

1. I learned how to say hello in Chinese.
2. I learned that lady bugs don't have to have spots.
3. I learned that my body burns carbohydrates before it burns fat; therefore, I need to decrease the carbohydrates I eat.
4. I learned that Bach and the Beatles go together well musically.
5. I learned that hope is a feathered thing.
6. I learned to put salt in water to make it boil more quickly.
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

Step B

Send a detailed e-mail to a co-worker (classmate) and to your instructor about something you learned this week at EnterTech, at home, or elsewhere. You may use the list above to help you.

REMEMBER:

- Be helpful in the workplace!
- Share what you know!
- Don't be afraid to ask questions!
- Shared learning improves the team!

8.4 USE LEARNING STRATEGIES

Objective: When learning something new, you employ an understanding of your own learning abilities and preferences.

YOU'VE DONE THIS BEFORE

Do you enjoy reading quietly to yourself, or do you prefer listening to someone read aloud? If you had to fix a bicycle, would you prefer to read a repair manual, or would you rather figure it out on your own? If you ask for directions, do you understand those directions best when they are told to you, or when they are put in writing?

We all learn in different ways. Identifying your preferred learning strategy or style can smooth the road to success. Similarly, discovering the style or strategy that does not work for you allows you to avoid those road blocks to learning.

HOW IT WORKS AT WORK

In the workplace, information is often presented in written form or by word of mouth. This way of communication may or may not meet your needs as a learner. If you're having difficulty learning something at work, don't be afraid to ask for the information to be presented in a different way. For example, if you learn best by watching and the instruction is given in writing, ask someone to show you. Or if you learn best by first-hand experience, ask someone to coach you through the process. The important thing is to remember your ability to learn is unlimited once you have a clearer idea of how you learn best.

TRY IT!

Exercise: Learning with Style!

Part A.

How do you learn best? Choose the answer that best explains your learning style preference circling the key letter. If a single answer doesn't suit you, you may circle two or more choices.

1. You need to give a friend directions to your house. She's staying with her friends downtown and has a car.
Would you: **V**. draw a map on paper; **A** tell her the directions; **R** write down the directions without a map; **K**. pick her up in your car at her friends' house?
2. You are staying downtown with friends and have a rental car. You would like to visit someone whose address/ location you don't know.
Would you like them to: **V**. draw you a map on paper; **A** tell you the directions by phone; **R** write down the directions without a map; **K** collect you from your friends' house in her car?
3. You are going to cook a dessert as a special treat for your family.
Do you: **K** cook something familiar without need for instruction; **V** thumb through the cookbook looking for ideas from the pictures; **R** refer to a specific cookbook where there's a good recipe; **A** ask for advice from others.
4. You are about to purchase a new stereo. Other than price, what would most influence your decision?
A a friend talking about it; **R** reading the details about it.
K listening to it; **V** it's appearance?
5. A new movie comes to town. What would most influence your decision to go or not to go?
A. friends talked about it; **R**. you read a review of it;
K you interviewed the star; **V** you saw a preview of it?
6. In class do you prefer the teacher to use:
R handouts or a text book; **K** field trips, labs, and hands-on activities;
V flow charts, diagrams, slides; **A** discussions and guest speakers?

Your answers offer you a glimpse into your preferred learning style, that is, the way you learn best. If three or more of your answers use a single letter, then you have identified a preferred way of learning.

V= VISUAL

You learn best by seeing pictures, diagrams, images. It is often helpful for you to replace words with symbols.

A= AURAL

You learn best by listening. It is often helpful for you to hear a lecture, discuss topics with others, read your writing aloud, and use a tape recorder instead of taking notes.

R= READING/WRITING

You learn best by reading and writing. It is often helpful for you to use lists, take notes, rewrite ideas, and review your notes silently.

K= KINESTHETIC

You learn best by doing. It is often helpful for you to use all your five senses, go to a lab, take field trips, use trial-and-error methods, listen to real-life example, use movement, or role-play a situation.

Part B.

Your EnterTech supervisor gives you three tasks you need to learn this week. Below each task, write what you think would be the ideal way for you to learn this task.

1. Learn how to construct a box.

2. Learn the different locations where EnterTech components are delivered within the company.

3. Learn how to assemble a computer.

REMEMBER:

- Recognize your preferred learning style.
- Don't be afraid to let others know how you learn best.
- Don't be shy about asking questions to make sure you understand something.
Realize that if you are having trouble understanding something, you may need the information presented in a different way.