

Workbook 2: A day on the job

Skills at Work series

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Resources for adult learning

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Contents

Introduction.....	1
About Workbook 2.....	8
Before you start.....	12
Unit 1 Teams at work	13
ACTIVITY 1 Solving problems.....	17
ACTIVITY 2 Try out your team skills	21
ACTIVITY 3 Personal evaluation	29
Unit 2 Job stories	35
Assembler – more than packing.....	39
ACTIVITY 4 Assembler math test	47
Call centre worker – more than making telephone calls	55
ACTIVITY 5 Information overload	65
Skilled labourer in construction – more than wearing a tool belt.....	69
ACTIVITY 6 Area	75
ACTIVITY 7 Continue with the calculations	79
A carpenter writes at work.....	82
ACTIVITY 8 Taking minutes	85
Counter person at a coffee shop	88
ACTIVITY 9 Work assignments	93
Grocery store clerk – more than selling fruit and vegetables	97

ACTIVITY 10 What do you remember?	103
ACTIVITY 11 Looking at averages	109
Laundromat attendant – more than giving change.....	113
ACTIVITY 12 Signs at work	119
ACTIVITY 13 Making change	123
Nursery worker – more than liking plants	126
ACTIVITY 14 Estimating time	135
Sales associate – more than nice clothes.....	139
ACTIVITY 15 Solving problems with customers.....	143
ACTIVITY 16 Working with logs.....	153
Shipper and receiver – more than working “in the back”	156
ACTIVITY 17 Picking and packing slips	161
Visiting homemaker – more than a helping hand	166
ACTIVITY 18 Where does the time go?	171
Summary.....	183

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The early ideas for a “series of materials to help adults develop the literacy and technology skills needed for work” were reshaped many times before they evolved into *Skills at Work*. Many people and events helped us develop a better understanding of workforce literacy, where it fits in adult literacy and basic skills programs, and how to create materials that respect the adults who use them.

Jane Barber wrote the original drafts of the print materials and took the terrific workplace photographs that appear in the workbooks. Trudy Kennell coordinated the project and wrote the two learner *Workbooks*, the *Practitioner Guide* for them, and the *Guide to Blended Learning*. Karen Geraci wrote the *Guide to Workforce Literacy*. Her insightful work will help the literacy field in Ontario consider different ways to incorporate workforce literacy into their programs. Mike Kelly created and animated the on-line activities that complement these print materials – a great blended learning package! You’ll see his face and hear his voice when you check out the *Skills at Work* on-line activities on the AlphaRoute Web site.

Thanks to Lorry Kirkwood who edited each of the print components of *Skills at Work*. Pascale Soucy and Fritz van den Heuven created the design for the materials, and Pascale coordinated their printing.

We were immensely fortunate to be able to persuade people to tell us stories about what a day at work is like for them. A special thanks to Sandra Hennessy of Fanshawe College who located the enthusiastic call centre workers whose stories appear in *Workbook 2* and to Michelle Meilleur, Francophone Field Consultant at AlphaPlus Centre. John Ihnat of the Construction Safety Association of Ontario generously gave us permission to use photographs from the Association's collection.

The following readers and reviewers were incredibly generous with their time and comments. Their varied experience in terms of the sectors they have been exposed to, the learners they have championed and worked with, the tutors they have trained and observed, the workplaces where they have assessed and taught, and the organizations and unions they are familiar with, all made them rich sources of information. Thanks to all of them.

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- Barb McFater – Preparatory Training Programs of Toronto (PTP), Toronto
- Sandra Reali – Labour Education Centre, Toronto
- Sande Minke – MTCU

Barb McFater asked instructors Sue Fearnley, Linda Armstrong, Anne Marie Williams, Karin Meinser, and Linda Jin-Troendle to work with the materials and try them out with students at Preparatory Programs of Toronto. These experienced instructors gave us invaluable feedback about how they would use and modify the workbooks, practitioners' guide, and the on-line activities.

The original review committee was made up of a group of people who met with us and gave feedback on early drafts of the books, which we shared in an AlphaCom discussion.

Barbara Anderson – Renfrew County District School Board

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Sue Hughes – Literacy Council of South Temiskaming

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Lorri Sauve – Waterloo County District School Board

Gwen Sturdy – North Channel Literacy Council, Espanola, Ontario

Dalia Taylor – Peel District School Board

Settling on a name for the very broad audience for these materials was not an easy task. The series was written for practitioners/instructors/tutors who are teaching/tutoring in adult literacy programs with learners/students. We hope you feel included as you use *Skills at Work*.

Susan Toews

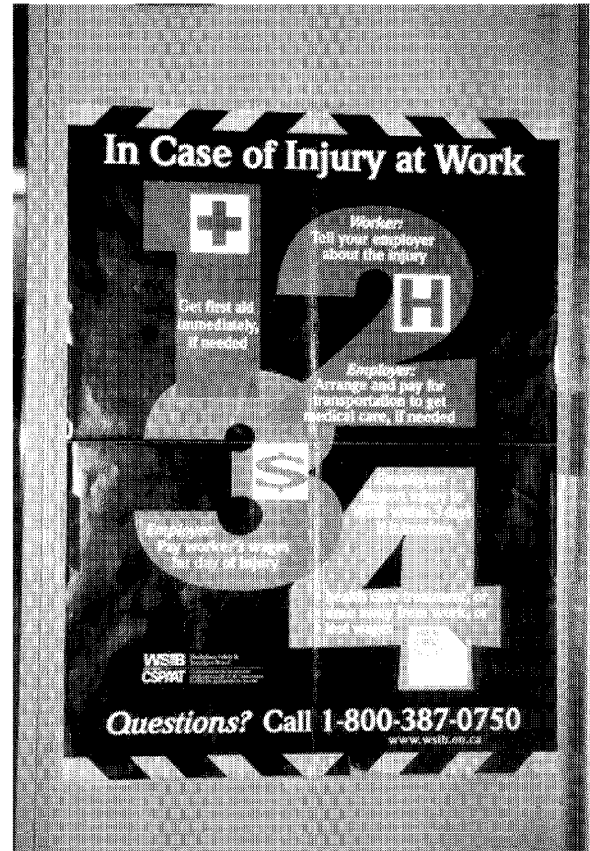
Manager of Field Consulting, Centre AlphaPlus Centre

Introduction

Jobs change. People move. Workplace laws change. Health and safety regulations change. You need skills to deal with changes such as these. You use these skills as you train for new jobs, as you attend training on the job, and when you work at your job.

This is the second workbook in the **Skills at Work** series. These workbooks are for adults in upgrading programs who are preparing for work. You can use the workbooks if you are working with a tutor, or with other students and an instructor. You may have already had many jobs, or you may be getting ready for your first job.

You may not know what kind of job you want yet. In **Skills at Work**, you will read about different kinds of jobs. Using these workbooks will help you make decisions about the work you want to get.

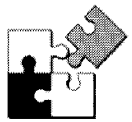


In **Workbook 2** of **Skills at Work**, you will read workers' stories which describe "a day on the job". You will learn about some of the skills required to do those jobs. You will practise teamwork, reading, writing, and math. You will see the kinds of documents workers use in their jobs. In the sections called **Transferable skills – you've got them too!**, you will find there are connections from the skills you already have to the skills you need to use at work.



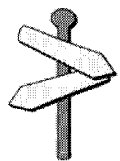
What do you think?

When you see this heading, stop, answer the questions, and think about what you have learned, and what that learning means to you, in your life.



Try it out!

When you see this heading, you'll read more suggestions of ways to practise what you've just learned.



More jobs like this

When you see this heading, you'll find information about other places where you might find similar jobs.



What skill is this?

When you see this heading, you will learn how to describe the skill you are using. This is useful for self-assessment and for job interviews.



Skills at Work is on-line too! Look for this symbol or the title **Learn more on-line**. The symbol means there is an on-line activity which goes with what you are reading. Decide how much time you want to spend on-line, and then come back to this workbook.

If you have a computer and a connection to the Internet, you can go on-line to learn more. Use the activities in your program or with your tutor. You may want to use the activities on your own time as well.

You'll find the Skills at Work on-line activities on the AlphaRoute Web site. Go to <http://alpharoute.alphaplus.ca> and choose **English**. You can decide for yourself when you want to go to the activities on-line. The activities will help you learn about the technologies and machines used in many workplaces.

Here are some places to try if you want to use the on-line activities on your own, and you don't have a computer and a connection to the Internet at home:

- A public library
- A CAP (Community Access Point) site
- A local community centre
- A friend's house

Checking up sections and charts help you check on the skills you are learning. Use these sections to think about and talk about the progress you are making, and about what you still need to work on.

Word list

You may not be sure about the meaning of some of the words you will read in **Skills at Work**. Look up those words in your favourite dictionary and write each one in this word list with its definition next to the word. The list has been started for you.

Did you know there are dictionaries available on AlphaRoute?

Range: _____

Gauge: _____

Log: _____

Scanner: _____

Ratio: _____

Picking/packing slip: _____

Add your words.

6 – Skills at Work, Workbook 2

Notes

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.

About Workbook 2

In more and more jobs, employees find themselves working on teams. In **Workbook 2** you will find out how teams work and what to expect when you work on a team.

When you try the activities in **Workbook 2**, you will find that some of them require teamwork. If you are working with a tutor, however, you



can still do the activities. You and your tutor should decide how you are going to share the work of these activities.

At the end of each team activity, you have the chance to evaluate the work your

team did. This will give you practice in evaluating your own work and in getting feedback from others. This happens on the job. It's great to get positive feedback, but sometimes you have to be ready to learn from negative feedback. The evaluation activities will help you get used to both kinds of feedback.

Workbook 2 shows you how employers expect you to use your skills in reading, writing, and math while you do your job. This workbook also shows you how people use these skills to do tasks every day in different kinds of jobs. You will read about people solving problems and using computers and technology. You will find out what a day on the job is like for different workers.

The job stories

The job stories in Unit 2 of this workbook come from sectors with high employment across Ontario in mid-2003. Employment changes, however, so keep up to date with what is happening where you live by reading the newspaper. Notice if new industries move in, and if others close or move away. The skills you build in Skills at Work will be there for you if you have to change jobs at some time.

Working with documents

In the past, workers didn't always have to write things down, read manuals, or use computers. In some workplaces today, workers with

[illegible]

long years of service know the history of an organization, or can fix important but aging machinery, and still manage to get by with little reading or writing on the job. As a new employee, though, you will probably have to be able to work with paperwork of many kinds.

In some trades and jobs, in the past, once you were trained, that was it! Companies today train their

employees often. You'll get training about new products and about new ways of doing things. Companies are required to train workers to work safely, and they must show workers how to use new technology and machines properly. Workers need to be able to find information quickly, and to give information to others, too. Companies expect their employees to be willing to keep on learning as they work.

In this workbook, you will read about how workers in different jobs handle documents. Documents (such as manuals and catalogues) contain the information you need to do your job. You report information on them (such as the hours you worked). Other people may work with the documents you fill out, so that they can do their jobs (such as issue your pay).

Every workplace uses different documents. This workbook can't show you every document, but you will learn some tips which will help with many of them.



What do you think?

1. Name three forms you have filled in recently. Who was the information for? How will the information be used?
2. How did you enter information on the forms?
3. Were any of the forms on-line?

Before you start

As questions occur to you, make a note of them. Talk about your questions with your instructor, with your tutor, and with others. If you find anything you think others could use to learn about jobs, bring it to your group. Your input and suggestions are encouraged everywhere in these workbooks.



What do you think?

How much time do you want to spend working on these materials?

It's up to you. How much time did you spend working on them today?

Who is going to work with you? Are you going to work in a group, with a partner, or with an instructor or tutor?

Unit 1

Teams at work

This unit is about work teams. The idea behind teams is that people who have a common goal can help each other do better work. The same can be true for learning.

Here are some ideas for setting up a work team in your upgrading program. If you are working with a tutor, think about how you and your tutor could put teamwork into practice.

Here is a list of some of the things a team needs:

1. A clear purpose
2. Goals that can be measured
3. Ground rules that everyone agrees to
4. An effective way to work together
5. Routines that work
6. Roles and responsibilities for each team member
7. Feedback to help each team member know how they're doing and know how to improve



What do you think?

Have you ever been on a team? What kind of team was it? What was the team for? Did you have the things listed above for that team?

What do employers expect?

These are the skills you will need to work on a team. Read the list and check off the boxes next to the skills you already have.

- ☐ You are an active listener.
- ☐ You are willing to solve problems.
- ☐ You are flexible so you can take on whatever work must be done.
- ☐ You have good time management skills so your part of the team's work is ready when the team needs it.
- ☐ You are able to take part in team meetings, by listening well, by reporting on the team's work, and by taking notes.
- ☐ You communicate well with others so everyone on the team knows what is going on.

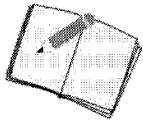
This list is important. Don't forget about the boxes you didn't check. Come back to this list often to update it.

Working in teams in a kitchen

The goal of every employee in a restaurant is to meet or exceed the customer's expectations. This includes everything from good service to clean dishes to good food. In a kitchen, everyone must work together. If something goes wrong in one part of the kitchen, everyone else must adjust their work so the customer still gets the best service. Here are some examples of things that can go wrong in a kitchen:

1. The vegetable order is delivered late or incomplete to the restaurant.
2. The dishwasher calls in sick.
3. A batch of 50 desserts are burnt.





ACTIVITY 1 Solving problems

Instructions

Make a list with others in your group or with your tutor of what the kitchen staff could do to solve the three problems.

The vegetable order is late.

Three possible solutions:

1. _____
2. _____
3. _____

The dishwasher is sick.

Three possible solutions:

1. _____
2. _____
3. _____

The desserts are burnt.

Three possible solutions:

1. _____
2. _____
3. _____

What is the best way to talk about these problems? Or do you think it would be better to write your answers? Make sure everyone feels comfortable giving their ideas. What are you going to do with the results of your discussion or with your written answers?

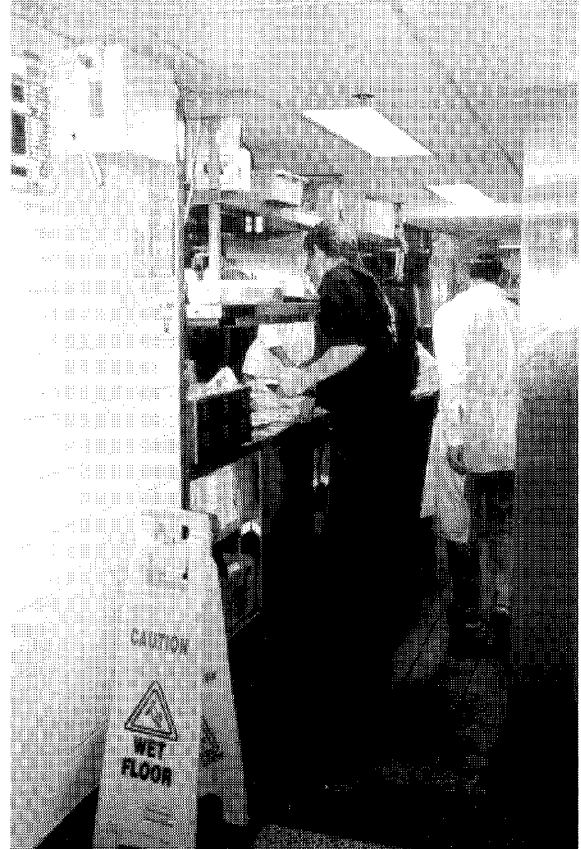
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Sharing a common goal

When you work in a kitchen, everyone shares a common goal, so you know you must work together to solve problems that come up. These kinds of problems will happen often, and the team needs to know what to do.

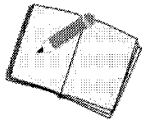
For example, you might decide one of the kitchen assistants has time to drive to the supplier to get the vegetables, or one of the cooks might search the fridge to see what they can substitute for the missing vegetables. Each kitchen helper might be asked to take an hour of dishwashing. The kitchen manager could look for recipes for easy and quick-to-prepare desserts to replace the burnt ones, and the kitchen assistants could get the ingredients ready for the new desserts.

What other ideas did you or your team come up with?



How does a team solve problems?

Before the members of a team can make any decisions, they must notice there is a problem and be willing to fix it. Team members need to observe what is going on. They all have to know what other workers are doing. They must be able to make a plan to solve the problem. They need to be able to talk together to decide on their plan and to put their plan into place. Some people need to give instructions and other people need to follow instructions. The whole team needs to be flexible.



ACTIVITY 2 Try out your team skills

Instructions

Here is a chance to try out some team skills. Answer the following questions. If you are working with a tutor, decide together how and when you can practise these skills.

1. **Observe** – How many people are in the room with you right now?
 2. **Know what others are doing** – What is your neighbour working on? Write your answer below.
-

3. **Make a plan** – Have you begun to think about how you are going to work in a team? What is your plan for working with this workbook? Write your answer below.
-

4. **Talk to others and decide to put a plan into place** – Who have you talked to about being in a team together? Write the name(s) below.
-

5. **Give instructions** – What words will you use to tell people in your team where and when to meet to discuss the activities? Try it out. Did people follow your instructions?

☐ Yes

☐ No

6. **Follow instructions** – Did someone ask you to meet them somewhere to do some of the team's work?

☐ Yes

☐ No

Will you be there on time?

☐ Yes

☐ No

How did the instructions sound? Tick the box(es) below to describe how the instructions sounded to you.

☐ Polite

☐ Rude

☐ Clear

☐ Confusing

7. **Be flexible** – What if someone is missing on your team? What will you do? Write a short answer in the space below.



What skill is this?

You have been learning and practising team skills.

If you work as a team in your upgrading program – whether with your tutor, or with your instructor and other learners – everyone works together to be successful. Remember to mention you are familiar with teams when you talk to employers. This is a transferable skill.

Flexibility – trying out different jobs

When you are at work, someone else will usually decide who leads a team, but while you are working with this book, you can choose a team leader. Who will it be? Come up with ways to decide.

If you are flexible about your job on the team, you get the chance to learn and try out different roles. Sometimes you will give instructions, and sometimes you will follow instructions.



What do you think?

Is your first choice to be a team leader or to be a team member?

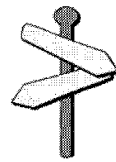
How do you feel about changing from one role to another?



Checking up

How are you doing?

- Don't forget to update your Job Readiness Chart from Workbook 1 as you develop new skills.
- As you collect more information about work, continue to use the tips you learned in Workbook 1 to keep the information organized.
- Is it time for you to take another look at the checklist on page 14, under **What do employers expect?**
- Are there any new words for you to add to the **Word list** on page 6?



More jobs like this

Restaurant jobs are in the hospitality sector. This is a partial list of places you could get a job in hospitality:

- Hotels
- Food and beverage establishments
- Resorts
- Casinos
- Cruise lines
- Country clubs
- Convention centres

Time management

Decide ahead of time how much time you or your team will spend on each activity in this workbook. Stick to this time, and have one member of the team keep track of it. This is practice in time management. You become aware of how long it takes to get things done. This is an important skill for any job.

Sharing information in the team meeting

Teams exchange a lot of information. When you are part of a team, you can expect to get memos and newsletters, and to attend team meetings. The information you share in meetings often tells you about new work, about how to change the kind of work you are doing, or explains how your work fits in with other work.



Before you begin any team activity in this workbook, your team should meet and read the instructions carefully. Find out what each team member knows that will help with the activity. This gives practice in meeting as a team to share information. When you meet:

1. State your goal.
2. Write the problem down.
3. Everyone gives ideas to answer questions and solve problems.
4. Decide together what work the team has to do.
5. The team leader gives out jobs to the team members.
6. One person writes rough meeting notes. One person writes a good copy of the meeting notes.

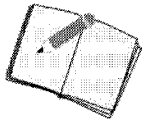
Communicate while the team works

When you do any activity as a team or with your tutor, you will see how important it is to ask questions and talk to each other. You will also see how team members must rely on each other to finish an activity.

Evaluate the team's work

When a team has completed a project or activity, it's important to evaluate successes and problems. The evaluation in Activity 3 is a personal evaluation which asks you to think about how you contributed to the team's work. In any job, your supervisor or other team members often evaluate you in this way.

You may find it strange that the personal evaluation is here – before you do the activities. But, often you learn more from an evaluation if you know beforehand what is going to be evaluated. So take a look at the evaluation and keep the evaluation statements in mind as you work on the activities in this workbook.



ACTIVITY 3 Personal evaluation

Instructions

Copy this evaluation sheet. Use it to keep track of your participation in different activities. If you are working with a tutor, think about team situations you have been in at other times to help you answer the questions.

Does your participation change based on the kind of problem, or based on the people on your team? ☐ Yes ☐ No

If yes, what difference do these things make to you? How can you work around them?

How did you help your team plan? Read the three choices below, then check the box beside the one which best describes how you helped.

- ☐ I tried to help the team see that a plan would make things go more easily. I volunteered to do the jobs I knew I could do best, and I volunteered for at least one job no one wanted to do.
- ☐ I waited for someone else to start planning, but I was willing to help once it got going. I volunteered for the jobs I knew I could get done.
- ☐ I didn't realize we needed a plan and I didn't really do anything to help create one. When someone told me what to do, I was willing to try to do it.

Work teams and work skills

People who work alone usually answer only to their boss. If they have a difficult time with some part of their work, they often must wait for someone else to solve their problem for them. Working well on a team means employees are self-directed and willing to take on responsibility for solving problems. When things go wrong at work and it takes a lot of time and effort to finish a job, being on a team can sometimes make it easier to keep going. Even if you don't work on a team, the ability to keep going is an important work skill.



What do you think?

What is the most important thing you learned in this unit?



Checking up

In this unit, you read about the skills needed to work and learn on a team.

You went through the steps of setting up a team and you learned how to describe some team skills you already have.

You made copies of a personal evaluation which you can use to evaluate your performance as you do the team activities in this workbook.

You used some common ways to enter information on forms. You answered questions by putting a mark in a check box. You gave short answers. Did that seem easy? Many people don't follow instructions and do these kinds of things wrong.

How are you doing?

- Don't forget to update your Job Readiness Chart from Workbook 1 as you develop new skills.
- As you collect more information about work, continue to use the tips you learned in Workbook 1 to keep the information organized.
- Are there any new words for you to add to the Word list on page 6?

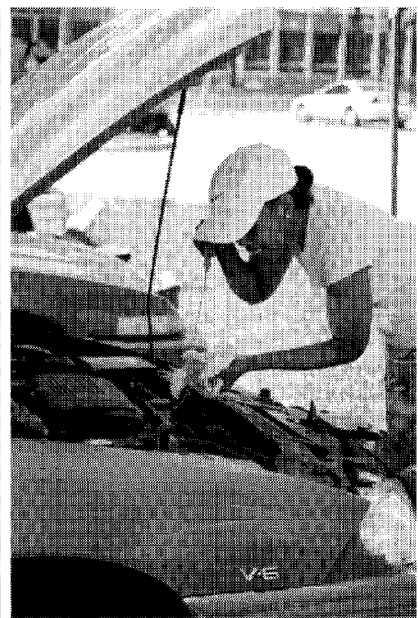
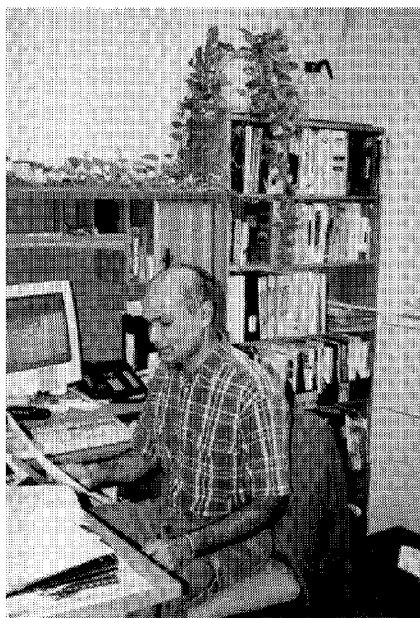
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Unit 2

Job stories

In Workbook 1 of Skills at Work, you read about Tara, Anya, and Doug. They are three unemployed people who are trying to find jobs by thinking only about their interests and personal qualities. They haven't thought yet about the other skills they will need to do the jobs they want.



Anya wants to work as an auto mechanic. In that job, she also needs to be able to read product labels, use the auto shop's computer, and find information for customers. She thought she just needed to be good at fixing cars.

Tara wants to get a job in a clothing store. She finds out she also needs to be able to write credit slips, make change, write notes to other staff, and read their notes. She thought her great people skills and love of clothes would be enough to get her a job in a clothing store.

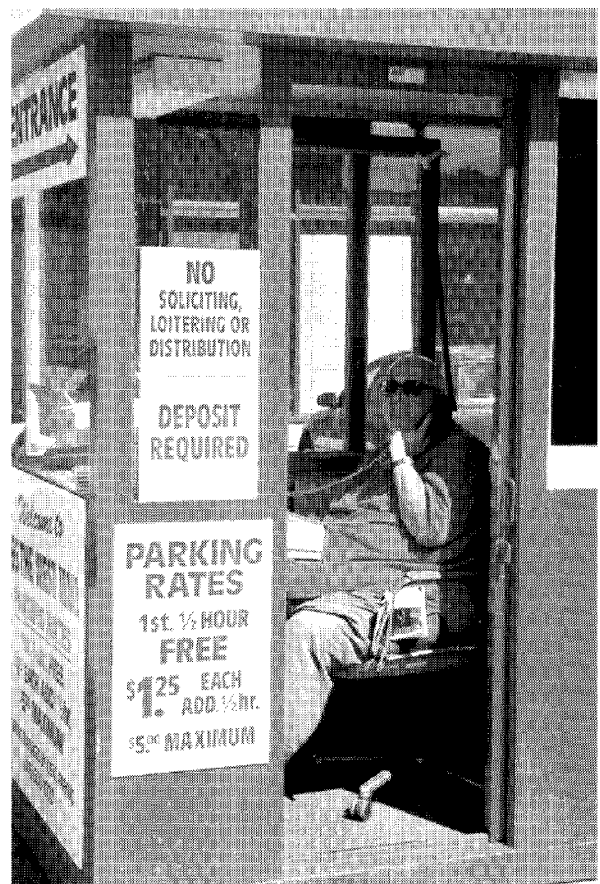
When Doug goes to apply for a job in a retail electronics store, he realizes he needs to be able to make conversation with customers who might be happy, angry, or impatient, or who want something that's not on sale. Doug wasn't sure he could handle the kinds of conversations he would have with customers. He would have to do the same kinds of things with his boss and his team members. He had pictured himself working alone at a computer doing his job.

These examples come from three specific jobs, but employers say employees in most jobs must do these things:

- Work with documents
- Use technology
- Find information
- Communicate and work with others
- Use math

These are some of the essential skills all workers in all jobs need. Other essential skills include solving problems, making decisions, and continuous learning.

As you read the job stories, notice how similar the need for skills in reading, writing, math, computers, and communication is from one job to another. You may be surprised to find you already have some skills you can use in different jobs. You will also build new skills.



These are the skills you will see employees using:

- Solving problems
- Using charts and tables to find information
- Entering information on forms
- Reading product labels
- Reading notes
- Writing notes
- Talking and listening to others on the job
- Using math to do their job
- Continuing to learn

The first job story comes from the person who does the hiring in a factory that manufactures foam seats for airplanes. In the story, the person gives information about what she looks for when she is hiring.

Assembler – more than packing

Michelle works in human resources, or HR, in a factory that manufactures foam seats for airplanes. She hires a lot of assemblers in the factory. Although she can post jobs on a telephone job-line, whenever there are job openings, word goes out through the grapevine and people come in to the HR office and ask about openings. If people phone in, the receptionist transfers them to the job-line. The job-line has a recording on it which job seekers listen to, to learn about available jobs.



Learn more on-line

To listen to some examples of telephone recordings, go to the Skills at Work on-line activities. You'll find the Skills at Work on-line activities on the AlphaRoute Web site. Go to <http://alpharoute.alphaplus.ca> and choose **English**. Click on the **Toolkit** and then choose **Telephone** to see some activities. Decide how much time you want to spend on-line, and then come back to this workbook.

The interview

If you had an interview with Michelle, it would last about 45 minutes.

These are some of the questions she would ask you. Try to answer them as you read them. You should note that different interviewers might do the parts of the interview in a different order.

1. Do you know how to use a computer?

If you say you don't know much, she then asks if you can turn one on. If you say yes, the interview keeps going. Assemblers don't have to use a computer on the job, but the company is going to get a new computer system and Michelle wants to hire people who will be willing to learn.

2. What kind of assembly experience do you have?

She wants to know about any kind of product you might have assembled before.

3. What kind of machine did you work on in your last job?

She wants to know if you know how to use any machine, not necessarily the machine you will use in this factory.

4. Michelle will also ask you about any sewing you might do as a hobby because this assembly job includes sewing, not just packing.

Showing your skills on a test

After Michelle finishes asking questions, you write a short test. The test includes reading, writing, and some math. The math questions are about checking your accuracy with numbers, about measuring fabric, and about converting measurements from yards to feet to inches. The reason for these kinds of questions is this factory makes seats for American companies that work with those types of measurements, and the factory must control waste through accurate measurements. An applicant must pass this test to get the job.

Packing Leadhand Waste Summary Sheet

Line _____ Shift _____ Date _____

	Garbage	Grey Troughs	Tally Number	Meal Troughs	Tally Numbers
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					
31					
32					
33					
34					
35					
36					
37					
38					
39					
40					
Total					

Leadhand _____

The skills behind this job

You might not think the person hiring assemblers would be looking for sewing skills, good eye-hand coordination, interest in the factory, English skills, math skills, carpentry skills, or interest in machinery. But those are the things that will help assemblers do their job.

Transferable skills – you’ve got them too!

Read application forms carefully and take advantage of the chance to write about your skills.

Michelle looks at sewing skills, carpentry skills, and an interest in machinery as transferable skills. When applicants fill in a job application, they see this question: **Is there anything else you would like to tell us about?** This gives applicants the chance to mention anything else they’ve done that might relate to the job, as a volunteer, as a hobby, or as unpaid work in a placement. But don’t use this as a place to talk about things that aren’t relevant to the job at hand. Stay focused on information that will help you get the job.

If you have been successful with the interview, the math test, and the application, Michelle takes you on a tour of the plant. She hopes you will show interest in the machines or the products, and that you will ask questions as you walk around. Some of the equipment you’ll see includes band saws, punch presses, splitting machines, and ovens.

Michelle knows machines and processes in the factory change, and she needs workers who can handle change. Like most employers, Michelle is looking for employees who have the following skills and attitudes:

- Workers who are willing to learn
- Workers who show interest in the plant and the machinery by asking questions

All new employees must attend health and safety training. If there's an accident at the plant, the company can be fined, so they don't take any chances with untrained employees. A new employee *must* sign off on the health and safety training when it's finished.

In 2003, an assembler started on probation at \$9.00 an hour. Probation lasts for three months. If everything goes okay, at the end of three months the employee gets a small wage increase and their benefits start.



What do you think?

Is there anything else you would like to tell us about?

How would you answer this question on an application form?

Math on the job

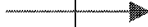
In this workplace, and in many workplaces that manufacture goods for the United States, you may have to do math calculations using both metric measurements and imperial measurements. Try the questions about imperial measurements from the math test at the factory.

Before you answer the questions, do these things with your team or tutor:

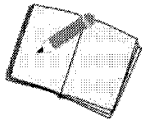
1. Share what you know about metric and imperial measurements. (Everyone uses what they know to do this.)
2. Come up with as many ideas about metric and imperial measurements as you can, by brainstorming, by asking questions, by drawing, or by writing. (Everyone does this.)
3. Try to figure out how to do the calculations in the questions.
4. Write the answers in rough. (Decide who does this.)
5. Choose the best answers. (Everyone does this.)
6. Write the answers. (Decide who does this.)
7. Answer questions about how you got your answers. (Decide who does this.)

This gives you practice using what everyone on the team knows to solve a problem.

Here is a chart that tells you how many inches are in a foot, and how many feet are in a yard.

1 inch [in.]	—
1 foot [ft.] 	12 in.
1 yard [yd.]	3 ft.
1 yard	___ in.

If you have a piece of fabric that measures one foot long, it also measures twelve inches long. There are three feet in one yard. To calculate the number of inches in one yard, you multiply the number of inches in one foot (12) times the number of feet in one yard (3). The answer is that there are 36 inches in one yard. Write the answer in the correct place in the table above.

**ACTIVITY 4 Assembler math test****Instructions**

1. In the table below, there are three columns, called Yards, Feet, and Inches. One measurement is given in each row. Fill in the missing information in the blank boxes. Remember that you read across a row. The first row is already done for you.

Yards	Feet	Inches
1 1/3	4	48
	8	
		60
12		
	3	
		72

2. Read the numbers in the following table carefully. Find the sequence in each row that is exactly the same as the sequence in the first column. Use a highlighter to show the matching numbers. The first row is already done for you.

Find a match for these numbers in column A or B	A	B
936360048731	936630480713	936360048731
414467044515	414467044575	414467044515
452793444715	452793444715	452794344715
100255218896	100255218896	100025521896
523067318900	523067818900	523067318900

3. An assembler cuts a piece of cloth from one yard of fabric that is 18 inches wide. If the piece the assembler cuts is 18 inches by 18 inches, how many pieces can still be cut from the yard of fabric?

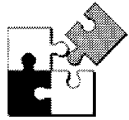


What skill is this?

The three questions you just worked on test your numeracy skills.

Questions 1 and 3 require you to do a measurement conversion.

Question 2 asks you to know whole numbers, and to accurately see number patterns.



Try it out!

Practise these kinds of skills in puzzle books that practise pattern recognition, and in math activities that practise converting from one measurement to another. Look at handyman magazines in the sections that describe the measurements for plans. Read recipe books that give measurements in metric and imperial. Get familiar with measuring tools such as yardsticks and metre sticks.

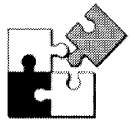


Labels at work

When you read the rest of the job stories in this workbook, you will learn about employees using all kinds of labels in their jobs. They read labels to find information. They read labels to help sort information. Labels may have writing, symbols, or both on them.

If a customer in the electronics store needs to have a repair made to his telephone, the sales clerk must find a serial number on a label, and match that number to whatever part is needed.

When Anya was on probation in the automotive repair shop, she had to find information on product labels for the cars she was working on. For example, if she had to replace a windshield wiper, she had to be able to find the correct wiper for the make and model of car she was working on.

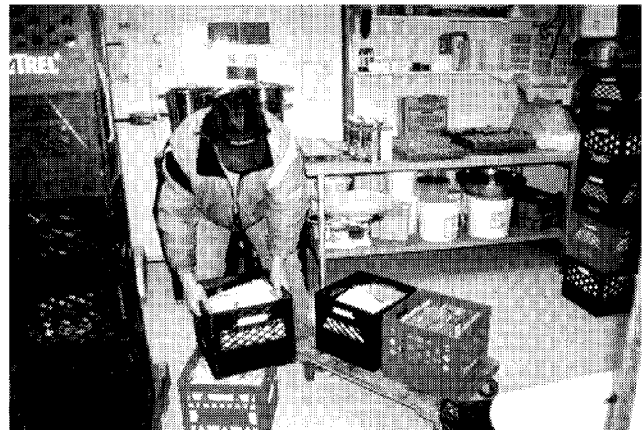


Try it out!

What are you looking for on a label? Think of this as the problem you need to solve.

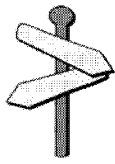
For example, if you want information about how to use a product, what words do you expect to see? Do words such as “directions”, “use”, or “dose” appear on the label? Scan for those words. To find out if this is the right product for what you want, look for words that describe what you want to do with the product.

Where will that information be on the label? Transfer what you know about products at home. Where do you look to find the expiry date on a carton of milk, on a loaf of bread, on medicines, on guarantees, on contest forms?



How does that information usually appear? For example, if you are looking for an expiry date or a best-before date, that date will usually be punched or typed in numbers somewhere on the package. If the product is a food item, the numbers will probably represent a day, a month, and possibly a year. Other products will probably just show month and year, or just year.

If you must find something like a serial number in a long densely-typed list, stop, and scan to check what order the list is in. It could be in alphabetical order by manufacturer, or in numerical order by part number. You then can look for the information you need using the same order.



More jobs like this

Assembly jobs are usually found in the manufacturing sector.

Rates of pay vary widely in assembly or packing jobs. This is a list of some of the products Ontario manufactures. These products all require assemblers:

- Appliances and components
- Automotive vehicles, parts, and accessories
- Chemicals and plastic and rubber products
- Clothing
- Computer and electronic products
- Electrical equipment
- Food, beverage, and tobacco products
- Furniture
- Machinery
- Non-metallic mineral products
- Paper
- Textiles
- Transportation equipment
- Wood products

Call centre worker – more than making telephone calls

This job story is about four graduates from a college training program for call centre workers. Although the four people who talked about their day at work have different kinds of jobs, many of the things they do are similar.

The first thing they do when they arrive at work is log on to their computer with a user name and password to find out what they will be working on for their shift. The call centre workers who make outbound calls then start dialling telephone numbers from their computer workstation. They will be asking questions for research studies, public opinion polls, or marketing companies. They may be making sales calls. The others, who take in-bound calls, are ready to answer calls. They may be taking orders for a catalogue, filing claim information for an insurance company, or taking complaints about products or services. One of the four people works on a hospital switchboard.

All four people agreed these are the most important things they do at work:

- Speak clearly
- Listen carefully
- Be calm and helpful to make sure they get all the information they need from the people they talk to
- Record accurately everything they hear

One person also said it's important to not take people's comments personally.

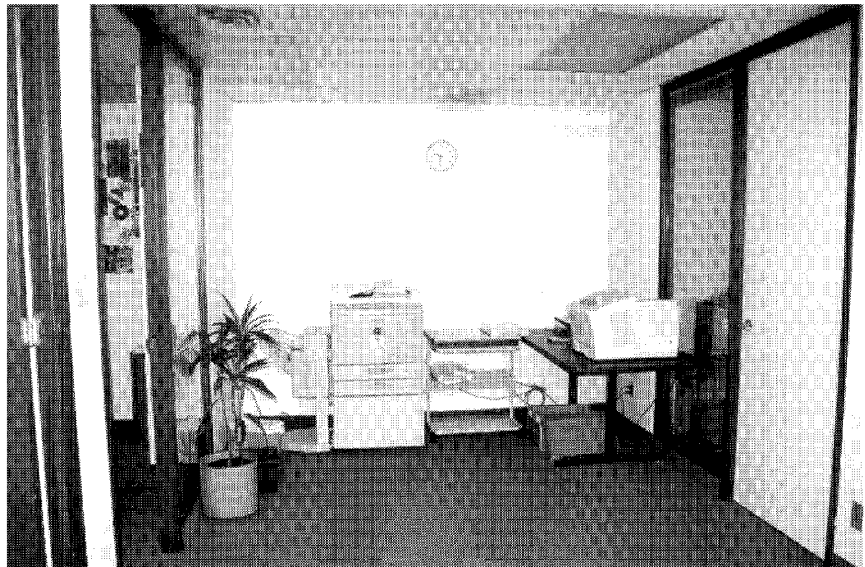
Call centre workers talked about how their jobs are different every day. They know they must be sensitive and discreet about the confidential information they receive. Some of them sign agreements that they will not give out details about their work. This is a sample of the kinds of calls they have:

- Talking to patients' families while working on a switchboard at a busy hospital
- Sending an ambulance where it is needed
- Receiving insurance claim information from policyholders or their heirs
- Collecting information that will be used to select jury members

On a hospital switchboard, the operator must make decisions quickly, and must know exactly who to contact and how to contact them. She deals with both emergency situations and casual requests for information.

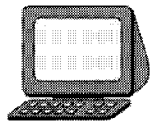
The call centre workers said one of the things they liked about the job was the flexibility of their schedules. They can arrange their shifts and they sometimes work on Saturday and Sunday as well. Call centres often have contracts for surveys in other provinces or states in different time zones, so shifts must take that into account as well.

The call centre workers get into their offices either by swiping a security card or by keying in a security code. The employees all work in closed security buildings or offices. The workers all describe their workspaces as modern, bright, clean, and pleasant.



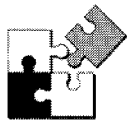
Workers in call centres all use technology. Here are some examples:

- They type using a keyboard, and must have a minimum typing speed of 30 words per minute.
- Some of them wear a headset while they are working.
- People who make outbound calls often use a computerized dialler.
- Workers read survey questions on the screen in front of them or find information on a computer monitor.
- They sometimes send information to clients via a fax machine or email.
- They use a photocopier.
- They call other employees or services using different kinds of pagers.
- They send information from their computer to a printer.
- They check for information on the Internet.



Learn more on-line

If you would like to get some practice using office machines such as a photocopier or fax, go to the Skills at Work on-line activities. You'll find the Skills at Work on-line activities on the AlphaRoute Web site. Go to <http://alpharoute.alphaplus.ca> and choose **English**. Click on the **Toolkit** and then choose **Photocopier** or **Fax machine** to try some activities. Decide how much time you want to spend on-line, and then come back to this workbook.

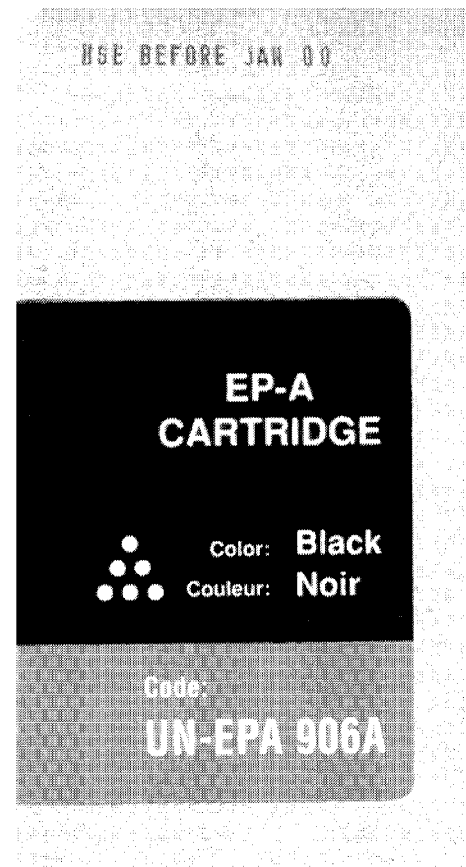


Try it out!

Here is a label from a printer toner cartridge:

Is the toner cartridge still good? What information did you check to know? Name three other kinds of products that have this sort of information on the label.

Do you know what this kind of information is called?



Math at work

The people who told their stories as call centre workers talked about working with numbers in their jobs. Call centre workers must be able to remember and use numbers in these ways:

- To key in a security code on a keypad at the building entrance and again at the elevator to gain access to the office
- To recognize project numbers on a security screen and to use codes as they record information
- To recognize their own employee numbers on a bulletin board where they can check job performance
- To calculate people's ages by using their date of birth
- To be aware of the company's policies about the number of minutes to spend on a call, and to balance this against the amount of time a client might want them to spend on a call

The call centre workers are all aware that their employers evaluate their work all the time. In some cases, the workers receive salary increases based on the number of calls they make within the right number of minutes and seconds. A supervisor – and sometimes a client – listens in on their calls on a regular basis to make sure the workers are doing their job properly. If there are problems, some call centres use mentors to coach employees who are having difficulty.



What do you think?

Have you ever had a job where someone complained about your work, and it was your word against his or hers? Do you think the monitoring in this job could protect you, as well as give information to your supervisor? Would you be okay with the monitoring?

The skills behind this job

When you think of someone working in a call centre, you may not think about how they must read, write, use technology, work with numbers, and learn continuously on the job. They read scripts or questions from computer screens or from manuals. Sometimes they must use their judgment to probe for an answer. They must be able to find information quickly.

When they are asking questions on the phone, they must be able to key in answers “verbatim”. That means they must type exactly what the person has said.

They must keep logs of the calls they make on each project. They must manage their time and then report on the calls they have made or taken. When they go on breaks, many of them key in a code or swipe a security card to record a break in their work time. Many people work part-time in call centres, so they keep track of their hours to make sure they are paid correctly.

They participate in briefing sessions at the beginning of each new project so they know how to conduct each survey. They learn new routines all the time. All their work is done on computers using word processing software, databases, spreadsheets, and other computer applications.

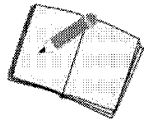


What do you think?

Have you ever taken part in a survey on the telephone? What do you remember about the person who asked the questions?

Working in a call centre

A person in a call centre often has to be persuasive. She might have to try to persuade people to take part in a survey when they don't want to. She might have to calm an angry customer.



ACTIVITY 5 Information overload

Instructions

Before you try Activity 5, get ready by doing the following with your team or tutor:

Find out what experience the people on your team have had handling emergencies, dealing with family illnesses, exploring local landmarks, or writing letters of complaint to government offices. (Everyone uses what they know to do this.)

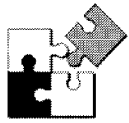
The hospital switchboard call centre is a good example of a workplace where employees rely on each other to get answers to questions quickly. Anyone in the room who has handled a situation can help get a solution faster. Try it out. Find out who knows the following information. In a call centre, people must give information calmly, so try to do that in this activity as well.

- The phone number for poison control – if nobody knows, where could you find it?

- The phone number for bus schedules – if nobody knows, where could you find it?

- The street address of the building you're in right now – if nobody knows, how could you find out?

- The cross street of the closest police station – if nobody knows, how could you find out?

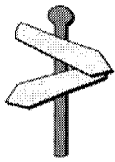


Try it out!

Make lists like the one in Activity 5 and get used to asking and answering questions. This is useful in any job, not just in call centres.

The skills behind this job

Call centre workers must have excellent time management skills, communication skills, and computer skills.



More jobs like this

Call centre workers contact individuals to gather information for market research, public opinion polls, or for elections or census reasons. They work for market research companies, polling firms, governments, energy companies, restaurant delivery services, banks, etc. Some hospitals consider their switchboard operations to be a call centre as well.



Checking up

How are you doing?

- Don't forget to update your Job Readiness Chart from Workbook 1 as you develop new skills.
- As you collect more information about work, continue to use the tips you learned in Workbook 1 to keep the information organized.
- Is it time for you to take another look at the checklist on page 14, under What do employers expect?
- Are there any new words for you to add to the Word list on page 6?

Skilled labourer in construction – more than wearing a tool belt

The construction industry includes hundreds of different jobs. One of them is skilled labourer. A skilled labourer is often called a “jack of all trades”. When Mark, a labourer from the Quinte area of Eastern Ontario, arrives at work, the first thing he does is talk about the day’s work with the job supervisor. In Mark’s opinion, the most important thing for him to know about is health and safety.

The list of equipment Mark might use includes these machines:

- High-hoes (30-foot-tall steam shovels)
- Backhoes
- Boom trucks
- Scissor lifts
- Skid steers
- Lasers for measuring
- Hammer drills
- Kango guns for breaking and drilling
- Hilti gun

Mark didn't attend training to use these machines before he started working for the company. He got on-the-job training to use them. He must have an operator's license to operate a Hilti gun, and he must be qualified to handle propane on the job. He had to attend special training in case of falling, called fall arrest, and also training for working in confined spaces. This kind of training often takes place during the off-season.



Source: Construction Safety Association of Ontario

Sometimes Mark works alone and at other times he works with a team of labourers or with specialized tradespersons.

Mark is the health and safety representative for his job site. That means he is responsible for the health and safety of himself and others on the job site. His workplace is unionized.

In his current job, he is working on a six-month community arena renovation. His last job was building a car dealership. That took ten months. His jobs demand working both indoors and outdoors at all times.

Mark's workday lasts from 7 a.m. to 4:30 p.m. on Monday to Thursday, and from 7 a.m. to 11 a.m. on Fridays. He works overtime when he needs to. In the construction industry, labourers usually receive vacation pay each pay period, because construction work is seasonal.

The skills behind this job

When you think of someone who works in construction, you may not think of all the reading and math they do. They must read and apply health and safety regulations, take notes during training, write exams for certification and licensing, read blueprints, do math calculations, and convert between metric and imperial measurements. They also must coordinate their work with others so the job gets finished on time. In a unionized workplace, if a worker wants to be active in the union, he or she may need to be able to speak at meetings, take minutes, read union bylaws, or organize events.



Source: Construction Safety
Association of Ontario

Math on the job

Almost every construction job involves math. Area is a math calculation construction workers need to know if they are tiling floors, ceilings, or counters.

Take a minute to review how to calculate area. To calculate the area of a floor or ceiling, multiply the length times the width. For example, 12 feet long x 10 feet wide = 120 square feet.



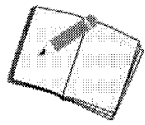
Learn more on-line

If you would like to practise using a calculator, go to the Skills at Work on-line activities. You'll find the Skills at Work on-line activities on the AlphaRoute Web site. Go to <http://alpharoute.alphaplus.ca> and choose **English**. Click on the **Toolkit** and then choose **Calculator** to see some activities. Decide how much time you want to spend on-line, and then come back to this workbook.

Before you do Activity 6, do these things with your team or tutor:

1. Share what you know about calculating area. (Everyone uses what they know to do this.)
2. Find out where you can get a tape measure to do the measuring.
3. Come up with as many ideas about area as you can, by brainstorming, by asking questions, by drawing, or by writing. (Everyone does this.)
4. Try to figure out how to do the calculations in the questions.
5. Write the answers in rough. (Decide who does this.)
6. Choose the best answers. (Everyone does this.)
7. Write the answers. (Decide who does this.)
8. Answer questions about how you got your answers. (Decide who does this.)

This gives you practice using what everyone knows on the team to solve a problem.



ACTIVITY 6 Area

Instructions

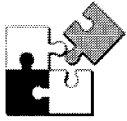
To calculate the area of a floor or ceiling, multiply the length times the width. For example, 12 feet long x 10 feet wide = 120 square feet. Use a tape measure and calculate the area of the room you are working in right now. Here are the steps:

1. Measure the length of the room in feet, which equals: _____
2. Measure the width of the room in feet, which equals: _____

Multiply the answer to number 1 by the answer to number 2 in the box below.

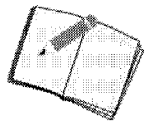
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Once you know the area of the space, you can calculate how many tiles, how much paint, or how much flooring you might need to do a job. You can do these calculations in Activity 7.



Try it out!

Measure and calculate the area of different spaces: your kitchen at home, the top of a table, a tile, a bed, etc. The calculation is always the same: $\text{Length} \times \text{width} = \text{area}$.



ACTIVITY 7 Continue with the calculations

Instructions

Try this activity to calculate the number of tiles you would need to cover a floor.

1. You usually calculate area as a first step if you are going to paint, drywall, or tile. The second step is to calculate how much material you need to cover the area. You have already calculated the area of the room in the previous activity.
2. The second step is to figure out the area of the tile you are going to use for your floor. Let's say you want to use a tile that measures one foot square. Divide the area of the room by the area of the tile. If the room area is 220 square feet, and the area of the tile is one square foot, the number of tiles you will need is 220. That's 220 divided by 1 = 220. If the tile was two square feet, the number of tiles needed would be 220 divided by 2, which would equal 110 tiles.



Source: Construction Safety
Association of Ontario

Use the area you calculated in Activity 6 and figure out how many giant-sized 3-foot-square tiles you would need. It's more likely you would use a smaller tile – one you measure in inches. Can you figure out how to do the calculation with a four-square-inch tile?

A large empty rectangular box with a thin black border, intended for the student to perform calculations or show work.

3. There is usually a label on paint or wallpaper telling you how much area they cover. Divide the area of a room by the amount the product will cover. That tells you how much paint or how many rolls of wallpaper you need. Try this out by measuring the area of one wall of the room you are in, and checking the label on a can of paint or a roll of wallpaper at a hardware store.



What skill is this?

The questions in the previous activities test your numeracy skills. They help you practise calculating area.

Transferable skills – you’ve got them too!

Have you ever done home renovations? Have you ever had to think about the area of a surface, so you could buy the right size cover for a barbecue, a table, a car, or so you could buy a carpet or a blind for a window? If you’ve ever done anything like that, you’ve thought about area.

Reading and writing during training

When a skilled labourer takes training or is preparing for a certification or license, she or he will have to find, learn, and remember information from manuals or guides. Workbook 1 in Skills at Work gives some good note-taking tips.

A carpenter writes at work

Dean works as a carpenter in a company that builds large shipping crates. He is very good at his job and he receives a promotion to shift supervisor. Dean finds out he must write reports at the end of every shift, fill out accident reports, write minutes of team meetings, use a word processor, and send emails.

When Dean found out he would have to write minutes in his new job, he worried about it so much that he considered not taking the job. He had never thought he would have to do this kind of writing.



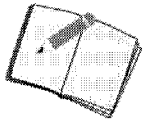
What do you think?

Have you ever wanted to know what happened at a meeting you couldn't attend? Have you ever gone to a meeting where someone agreed to take minutes?

Taking minutes

Minutes are written notes that record the main events in a meeting. They let a reader who didn't attend the meeting know what happened.

Teams use minutes as a way to keep track of their work and so team members who can't attend meetings know what the team is doing.



ACTIVITY 8 Taking minutes

Instructions

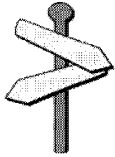
Try taking minutes in your class or tutoring session. Use the form below to get used to collecting the kind of information people usually include in minutes. If there is other information you would like to collect, add it to the form.

Form for taking minutes:

Date:	Who attended the meeting?
Present:	Who was the leader of the meeting?
Chair:	Who took the minutes?
Minute-taker:	What topics were discussed? What decisions were made in the meeting?
Body of the minutes:	
Action items:	Who has to do something after the meeting?
Next meeting:	
Other notes:	When will the next meeting be?

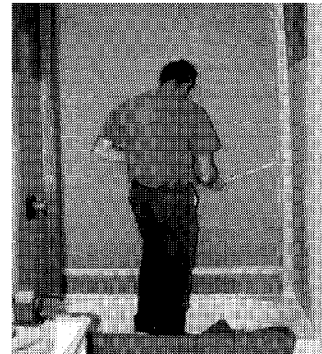
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Class minute-takers can use a word processor to finish the notes, or they can give the notes to another student for finishing with a word processor. They can then give the notes to students who were away.



More jobs like this

The construction industry includes hundreds of jobs in hundreds of kinds of workplaces. You could find work with construction companies, heavy equipment contractors, electrical contractors, maintenance departments of buildings, public works departments, loggers, cargo handlers, and other companies. Some jobs could be:



1. Construction and maintenance of roads, bridges, and sewer systems
2. Construction of tunnels
3. Construction and renovation of residential buildings, non-residential buildings, and other structures, doing these kinds of jobs:
 - Construction electrician
 - Pipefitter
 - Insulator
 - Plumber

Counter person at a coffee shop



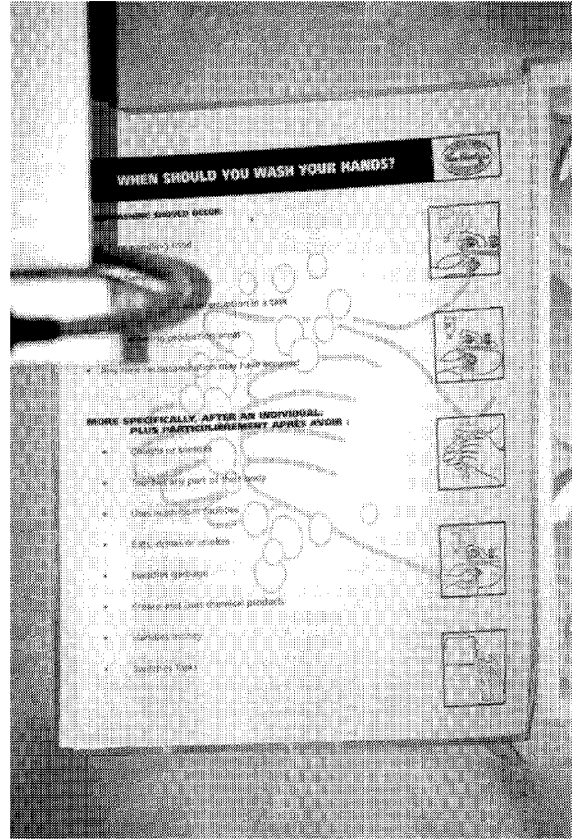
At Tim Hortons coffee shops, employees have a long list of different jobs they must do every day, in addition to serving customers.

The manager, or the person with the most seniority, tells each person which station they work on during a shift. Vanessa is a counter person and usually works a shift with a team member. The different stations are drive-through, sandwich maker, and counter person.

The person working on a station has specific jobs to do. When she's on drive-through, Vanessa handles cash and takes orders at the drive-through window while another person on drive-through gets the coffee and another person is a runner – they get the rest of the order. Because drive-through is always busy, Vanessa doesn't have any other jobs to do while she's there. At the end of her shift she must load the dishwasher and run it.

When Vanessa works on the counter, she must do other tasks whenever business is slower or as needed. She might have to fill the sugars or clean the washrooms. Vanessa always announces, "No bathrooms, dibs on sugars and napkins."

When you think of someone who works as a counter person at a coffee shop, you may not think about how they need to be able to do math, reading, and writing at work. Vanessa sometimes has to multi-task between serving customers and finishing her task list. She must know public health rules and follow them. She makes change, communicates with the public, uses a computer cash register, and works in a fast-paced environment. She must make entries in a logbook at regular time intervals. If something looks wrong in the log, she has to take action.





What do you think?

How do you know what work to do in your upgrading program?

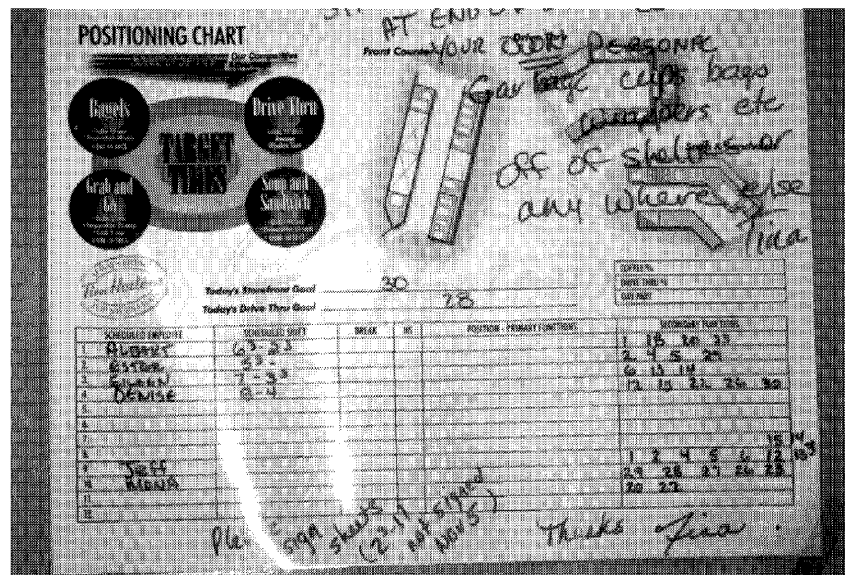
What routines exist in your program? You will have to find out about routines at work, too. Here are some things to think about:

1. Who decides what work you do?
2. What do you do when you finish your work?
3. What number do you call if you can't come to work?

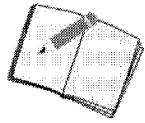
Assigning work

In some workplaces, when people work in a team or a crew, all the regular work of the week is put on a board, with each day's jobs listed. All the jobs must be done by the end of each day. This often happens in retail settings, so the jobs might be things like dusting all the fixtures, tidying the sales bins, and checking and refilling supplies.

People usually try to get to the job board early so they can get the jobs they prefer, and so they don't get the worst jobs to do. You probably noticed Vanessa, the counter person at Tim Hortons, said what she preferred. You won't always get to do everything you want, but you can try to let people know what you want.



Other workplaces never hand out work in this way. Every job is given to a specific person. Some workplaces might put notes about employees' job duties on a duty board, some might put them on employees' clipboards, and some might put a list of jobs and names next to the time clock.



ACTIVITY 9 Work assignments

Instructions

Do the following as a team activity, or with your tutor:

1. Share what you know about how people get assigned work in different jobs. (Everyone uses what they know to do this.)
2. Come up with as many ideas as you can about how to handle problems with job assignments, by brainstorming, by asking questions, by drawing, or by writing. (Everyone does this.)
3. Try to figure out how to solve the problem.
4. Write the answers in rough. (Decide who does this.)
5. Choose the best answers. (Everyone does this.)
6. Write the answers. (Decide who does this.)
7. Answer questions about how you got your answers. (Decide who does this.)

Read the description below of a problem at work. How would your team solve the problem? If there are additional problem-solving steps you could try, include them.

You work in a team in a sales office for office products. Every day when you arrive at work, all jobs for the day are posted on a large whiteboard in the office. You are working on a large order you were assigned. One of the managers arrives with another order that she says you must finish right away. You know you can't finish both jobs in time.

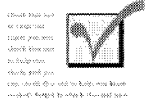
When you finish this activity, use the teamwork evaluation form on the following page to help you think about how your team worked together to solve the problem.

Teamwork Evaluation Form

When you have finished filling out this evaluation form, decide with others how you want to share the results.

1. Put a check mark in the box next to the best description of how your team worked together on this activity.
 - ☐ We didn't work as a team at all
 - ☐ Poorly
 - ☐ Okay
 - ☐ Well
 - ☐ Very well
2. Did everyone on your team know what they had to do to complete the activity?
3. Did everyone on the team participate the way they wanted to?
4. What did you learn from working on your team that you wouldn't have learned working alone?
5. What did your team learn from you that they wouldn't have learned without you?
6. What could your team do to improve everyone's learning on the next team activity?

Adapted from *Classroom Assessment Techniques* by Angelo, T.A. & K.P. Cross, 1993, San Francisco, Josey-Bass Publishers.



Checking up

How are you doing?

- Don't forget to update your Job Readiness Chart from Workbook 1 as you develop new skills.
- As you collect more information about work, continue to use the tips you learned in Workbook 1 to keep the information organized.
- Is it time for you to take another look at the checklist on page 14, under What do employers expect?
- Are there any new words for you to add to the Word list on page 6?

Grocery store clerk – more than selling fruit and vegetables

In this job, you do a lot of manual work. You unpack boxes in the storeroom and stock the shelves with new products. You make sure the shelves stay filled and look tidy.

You want customers to be able to find what they want quickly and to be able to move around the store easily, so you take away empty cartons and you make sure sale items are on display.

You learn most of what you must do by listening to your manager and by following directions about how he or she wants things done.

One of the daily duties of this job is to trim the fresh foods which were delivered that morning. This includes taking off the extra leaves and stems, and washing the fruits and vegetables to get them ready for the display tables.

In a grocery store, it's important to check at each table for signs of decay on any food. The clerk checks the ripeness of fruits and vegetables, and takes away anything that has gone too soft.

This worker uses a water sprinkler system and then rearranges the produce to give the best display of colour and shape.

The clerk uses judgment to decide which ripe products should be moved forward so customers can see them at their best and buy them first.



Another part of this job is answering the many questions customers ask. The store wants repeat business, so it's important to treat customers well. When customers speak to store staff, the staff stops and listens to what they say.



What do you think?

If you are being trained to work in a grocery store, one of the slogans you might hear is, “You should meet and exceed customer expectations.” What do you think that means in this job?

This employee knows his job well and can answer customers' questions. Is there a subject you know well and could answer questions about?

The skills behind this job

When you think of someone who works as a produce clerk, you may not think about how they need to be able to do math, reading, and writing at work. This employee uses math skills to weigh and price the produce. He must accurately count the produce and match it against invoices. He must be aware of the temperatures in the display cases and he has to tell his manager if there is a problem.

He must greet customers, answer their questions, and be observant. He has to be familiar with public health issues and he must follow cleaning procedures to ensure a clean sanitary environment. If he works for a large chain of grocery stores, he will need to be familiar with company policies, which would be explained in the company's Employee Handbook.

This employee must communicate well with his manager and follow directions. He must think on his feet to prevent and solve problems. He must understand how to make the most of the space in the store as he fills the shelves. He doesn't have to wear safety equipment, but he should follow safety rules about good lifting techniques when he lifts heavy boxes, and he must keep the floor area clear to prevent accidents.

Instructions at work

In this job and in many other jobs, a manager, team member, foreperson, or supervisor will give you instructions about how to do the job. If you find out how you remember spoken information best, you will have an easier time carrying out instructions correctly.

These are the instructions the manager gave about stocking shelves:



1. Make sure cans and boxes are right side up.
2. Make sure the front of the labels face forward.
3. Put the new groceries at the back of the shelf. That way the food will not sit on the shelf too long.
4. Put national brands on the bottom shelf.
5. Our store brand always goes on the middle shelf, at eye level.
6. Never block the aisle with your cartons while you are working.

Using your learning style to remember instructions

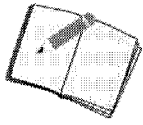
People remember spoken information differently. How would you remember what the manager said? Circle the number of the method you would use. Would you:

1. Make a picture in your mind?
2. Remember the reasons for each instruction?
3. Replay the instructions in your memory?
4. Remember in some other way?

Use the way you remember best to help you handle instructions such as these at work. Here are some ideas:

1. Make sure you are looking at the person who is speaking.
2. When the person is finished, ask if you can check what you heard by repeating it back to them.
3. If you know the person is giving you too much information, ask if you can take a minute to write down the instructions. Write a numbered list for yourself.
4. The person may already have written down the information, to make sure he doesn't forget to tell you everything. Ask if you can have the note.
5. Ask if you can go to the place where you will be following the instructions, so you can get a feel for what you will be doing.





ACTIVITY 10 What do you remember?

Instructions

Work with a team of three or four people for this activity.

If you are working with a tutor, try out the different ways to remember information. You and your tutor can take turns giving instructions and listening to instructions.

In this activity, you will be trying out the way you remember spoken instructions best. Decide who will give the instructions – this person will be the manager. Everyone else will be a new employee.

The manager will tell the others the set of six instructions written on page 101.

Before the manager gives the six instructions, each member of the team should think about how they remember best. Does this help you to remember all six instructions? Who remembers all six?

Using math to make decisions – working with ranges

The grocery clerk makes decisions every day about which produce is okay to sell and which produce has to be removed from sale. He uses his experienced eye and what he knows his employer wants to help make these decisions.

He makes these decisions based on what are called acceptable “ranges”.

A range is a kind of scale. At one end of the scale, things are okay, and at the other end of the scale, they are not.

As the grocery clerk looks at apples for sale in the store, he removes apples that are bruised or damaged. The acceptable range is very small because his employer wants the produce in the store to be as close to perfect as possible. Another store might wait longer to remove damaged apples, or might sell them at a reduced price.

Transferable skills – you’ve got them too!

If you’re looking after someone who is sick, you use a thermometer to see if they have a fever. At one end of the range, you can take care of the person yourself, but at the other end of the range the fever is too high and you must call a doctor, give medicine, or get the person to a hospital.

Using averages to get a better picture – in a factory

If you are looking after one person at home, you have only one temperature to check. Workers in a factory can't see every product on an assembly line, so they look at the average product, and check to see if that average product is between the two ends of the range.

An employee in a biscuit factory weighs biscuits at regular times as they come off the assembly line. She records the weights on a chart. She calculates their average weight. She compares this average to a range of acceptable weights. If the average does not fall within the acceptable weight limits, something is wrong on the packing line. She then has to take action.

Calculating averages

To calculate the average weight of the biscuit, the employee weighs a number of biscuits. Let's say she weighs five biscuits. She uses addition to add up their weight. She then uses division to calculate the average weight. She divides the total weight of the biscuits by the number of biscuits she checked – in this case, that number is five.

Here's how the calculation would look:

First biscuit	190 grams
Second biscuit	200 grams
Third biscuit	197 grams
Fourth biscuit	201 grams
Fifth biscuit	<u>198 grams</u>
Total	986 grams

Divide this total by 5.

The average is 197.2 grams.

As with most math at work, figuring out the average is just the beginning. Now the employee uses the average to do another part of her job.

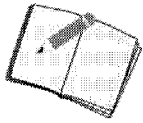
The employee compares the average she calculated to the acceptable range. In this case, the acceptable range is from 200 grams to 204 grams. The average weight she calculated is not within the acceptable range.

When the average falls outside the acceptable range, she must take action. The biscuits could be too heavy (which is expensive for the manufacturer) or too light (which means customers will complain).



Learn more on-line

If you would like to get some practice using gauges, go to the Skills at Work on-line activities. You'll find the Skills at Work on-line activities on the AlphaRoute Web site. Go to <http://alpharoute.alphaplus.ca> and choose **English**. Click on the **Toolkit** and then choose **Gauges** to try some activities. Why gauges? A scale is one kind of gauge. Learn more about how different workplaces use gauges to confirm things are okay or to warn something is wrong. Decide how much time you want to spend on-line, and then come back to this workbook.



ACTIVITY 11 Looking at averages

Instructions

Using the method explained above, calculate averages for the following three situations and decide how you could use the information.

Enter the information in the table on the following page.

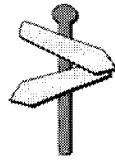
1. In the first column, enter the number of people attending your upgrading program each day for five days, starting today. Calculate the average daily attendance at the end of five days. What could this information be used for? Who might want to use it?
2. For the second column, count the number of job listings in your local newspaper's classified ads from Tuesday to Saturday. What is the average number of jobs advertised each day? How could this information be useful to you?
3. In the third and fourth columns, enter the price of gas at two different gas stations from a Wednesday to the following Tuesday. What could this information be used for? Who might want to use it?

	Number of people	Number of jobs advertised	Price of gas at gas station #1	Price of gas at gas station #2
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Total				
Average (The total divided by the number of items)				



What skill is this?

In this activity, you followed instructions to solve problems and you entered data into a log to calculate averages.



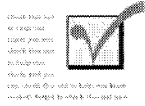
More jobs like this

Grocery clerks and store shelf stockers pack customers' purchases, price items, stock shelves with merchandise, and sometimes fill mail and telephone orders. They work in grocery, hardware, and department stores, and in warehouses.



What do you think?

What other averages would you like to know about? How can you use the information?



Checking up

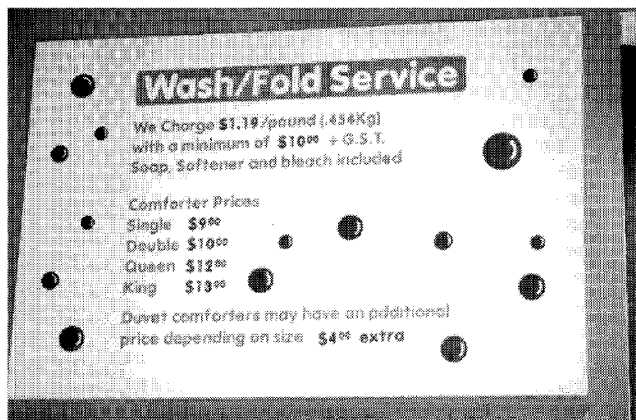
How are you doing?

- Don't forget to update your Job Readiness Chart from Workbook 1 as you develop new skills.
- As you collect more information about work, continue to use the tips you learned in Workbook 1 to keep the information organized.
- Is it time for you to take another look at the checklist on page 14, under What do employers expect?
- Are there any new words for you to add to the Word list on page 6?

Laundromat attendant – more than giving change

Carla works part-time as a laundromat attendant. At her job, she keeps the laundromat clean and in good working order. She also helps customers when they come to do their laundry. She wipes out the machines, washes the insides of the dryers, wet mops the floors during every shift, keeps the public washroom clean, and makes sure there are enough supplies on hand. If machines are not working, she calls the manager to let her know.

The most important part of her job is helping people who come to do their laundry. She helps them get change from the change machine. She explains how to use the washing machines and dryers. She answers questions about washing different fabrics.



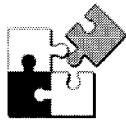
At her laundromat, there is a Wash and Fold service. That means Carla also does laundry for people who wish to pay her to do it for them. The price of Wash and Fold depends on the weight of the laundry.



What do you think?

An employee has more work to do if equipment breaks down, or is old. This employee spends a lot of time problem-solving with machines. Is that something you are willing to do or are good at?

In this kind of job, there are times when many things happen at once, and other times when it's very quiet. Would you enjoy that pace of work?



Try it out!

You are looking for a new ribbon for a typewriter in the laundromat. The typewriter's model number is “Panasonic FX – 2500XP”. Is this the right ribbon for that typewriter? How did you read the label to check? Look at a radio, television, CD player, computer, or other device. Where is the serial number?

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* Veuillez consulter votre manuel d'utilisation ou contactez votre revendeur pour des instructions d'installation.

* Please do not attempt to repair or to tamper with the machine or its internal parts.

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The skills behind this job

When you think of someone who works as a laundromat attendant, you may not think about how they need to be able to do math, reading, and writing at work. This employee weighs laundry and calculates the charge for the Wash and Fold service. She must be able to use a scale correctly, and to multiply weights by the price per pound to tell customers how much they will have to pay. She probably uses a calculator to do the calculations. She sorts laundry for the Wash and Fold service, so nothing shrinks, fades, or gets damaged. She must read clothing labels to do this. Because she receives payments, she must be able to do money math and to use a cash register.

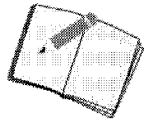
She works with quite a few different machines: vending machines for cleaning products and soft drinks, the change machine, the cash register, a laundry scale, and the washers and dryers.

She needs good communication skills to provide information and to handle problems that arise in the laundromat. She must be able to manage her time well.



Learn more on-line

To practise using a calculator on-line, go to the Skills at Work on-line activities. You'll find the Skills at Work on-line activities on the AlphaRoute Web site. Go to <http://alpharoute.alphaplus.ca> and choose English. Click on the Toolkit and choose Calculator. Decide how much time you want to spend on-line, and then come back to this workbook.



ACTIVITY 12 Signs at work

Instructions

You may have a few people on your team or you may be working with a tutor. Divide the following tasks among the members of your team. Here are some of the tasks you need to do to finish this activity:

1. State your goal.
2. Write down the problem.
3. Everyone gives ideas to answer the questions and solve the problems.
4. Decide together what work the team must do.
5. The team leader gives out jobs to the team members.
6. One person writes the rough notes. One person writes the good copy.

Below is a handwritten sign in a neighbourhood laundromat. The sign hangs above the change machine. The information on the sign isn't very clear or complete.

If you got a job in this laundromat, how could you fix the sign so your customers could understand it better?

Customer use only

Machine accepts quarters, loonies, toonies, 5, 10, 20 dollar bills

4 quarters = 1 loonie

1 loonie = 4 quarters

1 toonie = 8 quarters

\$5 = 20 quarters

\$10 = 5 loonies & 20 quarters

\$20 = 5 loonies & 20 quarters

Note: All the big washers use loonies and the smaller washers and dryers use quarters

Insert bill, face up as shown

Do not fold

Money math - making change

In the laundromat, one of Carla's tasks is to help people use the machines. She often must show them how to use the change machine. The machine sometimes doesn't work, or people don't use it properly, so making change isn't just about subtracting or adding in this job.

Carla must explain how the coins go in and which machines use which coins. She must make on-the-spot decisions about giving money back to people who say the vending machines aren't working.



In a grocery or retail store, a cashier usually has a computer to calculate change for every sale. The computer tells the cashier how much change to give the customer. But the cashier still needs to be aware of prices, to know how to make change, and to notice if something seems wrong during a sale.

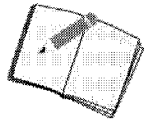
Working on cash is a job where you must be observant, assess problems quickly, and solve them, or bring them to the person who can solve them.

Transferable skills – you’ve got them too!

Are you comfortable solving problems?

Name a problem you’ve identified by being observant and by bringing it to the right person who could solve it.

Name a different problem you identified but you didn’t solve because you didn’t bring it to the right person.



ACTIVITY 13 Making change

Instructions

Use the laundromat sign which you fixed in the previous activity to decide how you would make change for customers.

Use **key words** to help you find the answers to these two questions:

1. If a customer comes in with **two five-dollar bills** and uses the change machine, what would they get in change?

How did you figure out the answer?

2. If a customer wants to use a **big washing machine** and has a lot of quarters and a five-dollar bill, which money should he or she put in the change machine to get the right coins?

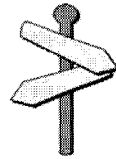
How did you figure out the answer?

[illegible]



What skill is this?

Carla can say she has skills in problem-solving and in customer service.



More jobs like this

Here is a list of other attendant jobs. As you can see, these jobs are available in many different kinds of workplaces.

- Beauty salon attendant
- Car jockey
- Cloakroom attendant
- Door attendant
- Funeral home attendant
- Fur storage attendant
- Hotel valet
- Parking lot attendant
- Tanning salon attendant
- Ticket taker
- Toll booth attendant
- Usher

Nursery worker – more than liking plants

Ryan works in a greenhouse from May until October.

As soon as the long weekend comes at the end of May, people start coming to the greenhouse for garden plants.

Ryan prepares plants for sale, helps customers choose plants, and answers questions all day long about the names of different flowers and how to plant and care for gardens.



He is busy all summer. Many times people order flowers or plants by phone.

When the phone rings, the person closest to the phone takes the call and writes down the order. Then that person puts the order note on the message board.

Ryan reads the message board often and takes the notes he can look after.

He digs in soil, transplants flowers into pots, does the watering, and sprays trees, shrubs, and plants to keep them healthy. It seems he is moving things from one place to another all the time. He works inside and outside. He works long hours in a hot place. He gets pretty dirty but he also gets to be the plant expert!



What do you think?

Which part of this job appeals to you more: working outside and in the greenhouse with plants, or working with customers?

The skills behind this job

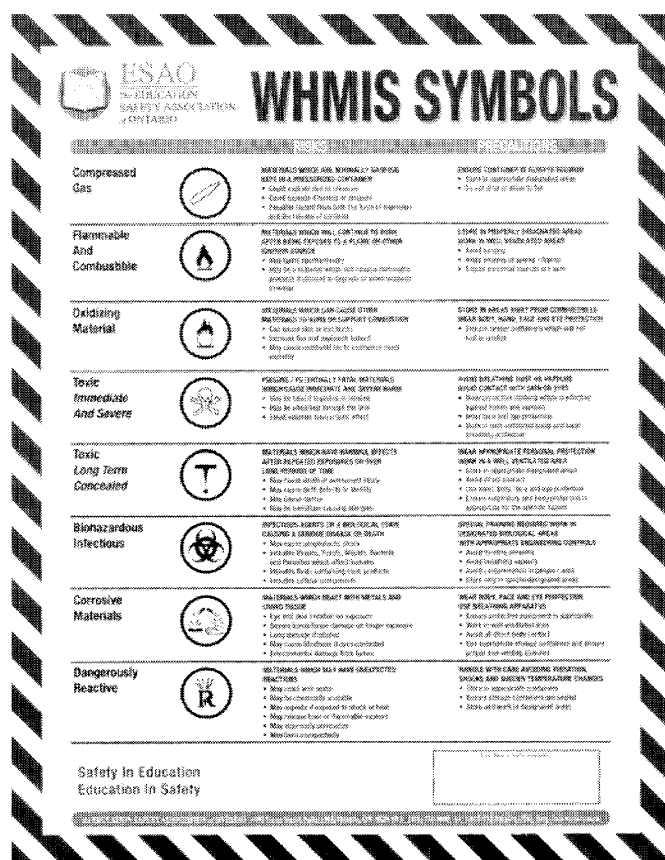
When you think of someone who works with plants, you may not think about how they need to be able to do math, reading, and writing at work. This employee makes sales to customers, and that involves using a cash register, handling money, and making change.

When he sprays plants, mixes fertilizer for them, and waters them, there is more math and reading involved. Someone must calculate how much fertilizer to use and how much water to give the plants. This employee will either have to make the calculations or follow instructions. He must make sure he knows how to use safety equipment to be protected from the sprays. Recording the growth of plants is an important part of the job.

He reads handwritten notes from other employees telling him what work to do.

Finding information

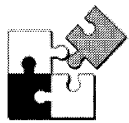
When the greenhouse worker reads instructions about applying pesticides he must read a label on a chemical container. There will be safety labels on the chemical container.



Look at the sheet of WHMIS symbols. WHMIS stands for Workplace Hazardous Materials Information System. Do you see that there is a circle around each of the symbols? You don't have to learn the symbols right now, but it is important when you are at work to stop whenever you see one of these circles, because it alerts you to danger. The symbol inside the circle tells you how to handle the material and what

the risks are.

WHMIS labels tell you what the workplace chemical is and what the hazards are. WHMIS training is the responsibility of employers whose employees must work with these chemicals.



Try it out!

You are a greenhouse worker who has just opened this box of latex gloves. You must decide if they're the right gloves to wear when you apply chemical pesticides. What words help you decide? What other important information appears on this label?

Williams GOLD ULTIMATE PROTECTION

Disposables Latex Medical Examination Gloves / Disposable gants de latex médicaux pour examen

- DISPOSABLE
- SINGLE USE ONLY
- MADE FROM NATURAL LATEX
- NON-STERILE
- AMBIDEXTROUS
- NOT POWDERED
- DÉJETABLE
- USAGE UNIQUE SEULEMENT
- FABRIQUE DE LATEX NATUREL
- NON-STÉRILES
- AMBIDEXTRES
- SAUPOUDRÉS

CAUTION
HIGH QUALITY LATEX DISPOSABLE GLOVES PROVIDE AN EXCELLENT BIOLOGICAL BARRIER & ARE NOT INTENDED FOR USE AS A CHEMICAL BARRIER.

FOR MAXIMUM PERFORMANCE: STORE IN A COOL, DRY, DUST FREE FACILITY. AVOID HIGH HUMIDITY, DIRECT SUNLIGHT AND FLOURESCENT LIGHTING.

AFTER DONNING, REMOVE POWDER BY WIPING GLOVES THOROUGHLY WITH A STERILE WET SPONGE, STERILE WET TOWEL, OR OTHER EFFECTIVE METHOD.

MISE EN GARDE
CES GANTS DE LATEX DÉJETABLES DE HAUTE QUALITÉ FOURNISSENT UNE EXCELLENTE BARRIÈRE BIOLOGIQUE, MAIS N'ONT PAS ÉTÉ CONÇUS POUR SERVIR DE BARRIÈRE CHIMIQUE.

POUR OBTENIR UN RENDEMENT MAXIMUM: CONSERVEZ DANS DES LOCAUX FRAIS, SECS ET SANS POUSSIÈRE. ÉVITEZ L'HUMIDITÉ EXCESSIVE, LES RAYONS DIRECTS DU SOLEIL ET L'ÉCLAIRAGE FLUORESCENT.

APRÈS L'UTILISATION, ESSUYEZ LA POUDRE COMPLÈTEMENT AVEC UNE ÉPONGE HUMIDE ET STÉRILE, UNE SERVIETTE HUMIDE ET STÉRILE OU PAR TOUT AUTRE MOYEN EFFICACE.

Health and safety at work

Even if you don't work with dangerous chemicals, you should be aware of health and safety at work. Take a look at the Canadian Centre for Occupational Health and Safety's Web site at <http://www.ccohs.ca/>.



Learn more on-line

If you get a job working with dangerous goods, your employer *must* train you about warning symbols and how to handle materials. Your employer may give you this training using a method called elearning on a computer.

To find out about how elearning works, visit the Skills at Work on-line activities. You'll find the Skills at Work on-line activities on the AlphaRoute Web site. Go to <http://alpharoute.alphaplus.ca> and choose **English**. Click on the **Toolkit** and choose **elearning by computer**. Decide how much time you want to spend on-line, and then come back to this workbook.

Math on the job

These are some of the ways the employee at the nursery uses math:

1. He makes change for customers – this is money math.
2. He measures seedlings – this is measurement.
3. He calculates how much fertilizer and water to give plants according to their size – this is called calculating a ratio.
4. He knows when to plant seedlings to get them ready for the selling season – this involves estimation, managing data, and time management.

Transferable skills – you’ve got them too!

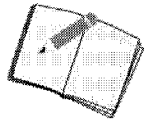
Here are some examples of transferable skills you may already have:

- You count your own change when you go shopping.
- If you make orange juice, you use a three to one ratio when you add three containers of water to one container of juice concentrate. This is written as 3:1.
- Do you measure your children’s heights on the wall using a tape measure?
- Do you calculate how long it will take you to finish some work at home so you can arrive at an appointment on time?



Before you do the next activity, you should meet with your team or tutor to talk about these things:

1. What do you know about the number of days in the months of the year (everyone uses what they know to do this)?
2. Come up with as many ideas as you can about how to organize the information you are going to collect, by brainstorming, by asking questions, by drawing, or by writing. (Everyone does this.)
3. Write the answers in rough. (Decide who does this.)
4. Write the answers. (Decide who does this.)
5. Answer questions about how you got your answers. (Decide who does this.)



ACTIVITY 14 Estimating time

Instructions

At the end of winter, a greenhouse begins to plant herb seeds to sell at the end of May. Each seed takes a different amount of time to grow and to be ready for sale. This amount of time is the number of days to maturity.

Look below at the table of herbs and the number of days it takes to grow them. If the greenhouse wants each herb to be ready for sale on May 24, what date do they need to plant the seeds?

Before you count the days exactly, use what you know about the number of days in a month to make a guess of when to plant each herb.

When you've made your guess, check by counting days on the calendars.

Name of Herb	Days to maturity	Planting date
Basil	85	
Mint	90	
Parsley	75	

Month: _____

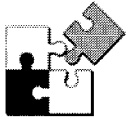
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Month: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Month: _____

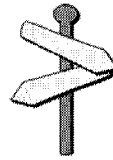
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday



Try it out!

Use this year's calendar to help a learner in a literacy program who wants to figure out how to get ready to enrol in a greenhouse worker program this year. She wants to have completed her upgrading and achieve her Literacy and Basics Skills goal by the time the program starts in September. Let's say it's May 3rd and the instructor has identified, after assessment, that the student needs about 100 hours of upgrading to be ready and successful in the greenhouse worker course.

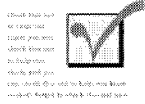
How many hours per week must the learner commit to? How many hours will the learner need to commit to if she wants to take a week off in July for vacation and wants to finish her upgrading by the middle of August?



More jobs like this

Nursery workers find jobs indoors and outdoors in places such as these:

- Retail garden centre stores
- Landscaping companies
- Parks
- Private and public gardens
- Flower farms
- Fruit orchards



Checking up

How are you doing?

- Don't forget to update your Job Readiness Chart from Workbook 1 as you develop new skills.
- As you collect more information about work, continue to use the tips you learned in Workbook 1 to keep the information organized.
- Is it time for you to take another look at the checklist on page 14, under What do employers expect?
- Are there any new words for you to add to the Word list on page 6?

Sales associate – more than nice clothes

In her job at WINNERS, Tara works mostly with sorting new goods when they come into the store and getting them ready to go out on the floor. As in most stores today, she must work on the cash as well.

Every day she unpacks boxes of new goods: clothes, shoes, towels, pictures, bedding, home decorations, jewellery, and accessories.

She puts a price tag on each item and uses the scanner to check the codes and the prices. She puts clothes on hangers and steams out the wrinkles.



Out on the sales floor, she hangs clothes in the proper places and moves things around so the store always has a fresh new look for the customers.

She tidies shelves and folds things to keep the displays looking neat. This means dusting the fixtures, repackaging merchandise, and checking that packages are sealed.

Now that is a job that never ends!

After a big sale, the store looks as if a tornado has gone through it.

That's okay though, because it shows that lots of customers were shopping.



What do you think?

What kind of skills do you think this worker needs to keep the shelves looking good?

The skills behind this job

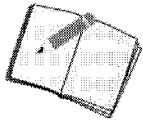
When you think of someone who works in a clothing store, you may not think about how they need to use a computer, solve problems, or find and use information on labels. In addition to handling cash transactions with the cash register, this employee uses another computer called a scanner for part of her work. She must carefully check information in at least two places to make sure she puts the correct price on the correct piece of clothing.

She has several different kinds of work to do. The goods should look neat and tidy, so she must manage her own time well, and she must know the most important task to work on. She has to be self-directed.

Communicating with others

The team activities you have been doing in this workbook will be useful if you work as a sales associate. A person who works in a store works with the public. That involves talking and listening to all kinds of people when they come into your store. You can also use team problem-solving skills if you must deal with problems on your own.





ACTIVITY 15 Solving problems with customers

Instructions

Imagine a customer has come into your store and expects something to be on sale, but it isn't. Your goal is to do your job properly, but to also keep the customer happy. What do you think would work in this situation? Write three ideas below.

1. _____
2. _____
3. _____

Did you think of any of the following ideas?

- Be observant – know what is on sale at all times. You know where the sale flyers are and you can find the right items. Often, if customers feel that you are confident you are right, and that you can show them you are right, they will believe you.
- You can explain the problem as you understand it to the customer.
- You can come up with solutions to the problem. You probably won't be able to give the customer the regular merchandise for the sale price, but you might be able to suggest something similar that is on sale.
- You should report the problem later to your supervisor, so she is aware there was a problem. There may be a book where you write up this kind of problem.

[illegible]

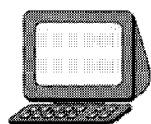


What skill is this?

If you can do the things listed above, you have good communication skills. You are an active listener, and can solve problems.

Finding out about what you are selling

Companies want their employees to know about their products. In a store, this might involve a sales representative coming in to the store to explain how to sell their products. Some stores make training available via elearning on in-store computers, for whenever employees have free time.



Learn more on-line

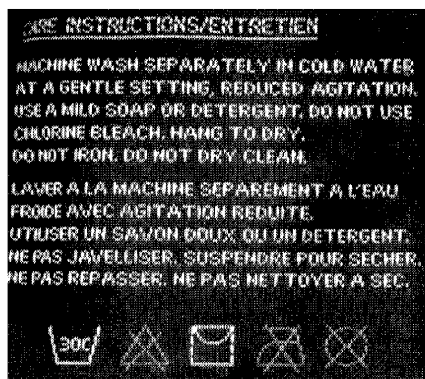
You can read about this kind of training in the Skills at Work on-line activities. You'll find the Skills at Work on-line activities on the AlphaRoute Web site. Go to <http://alpharoute.alphaplus.ca> and choose English. Click on the Toolkit and choose elearning by computer. Decide how much time you want to spend on-line, and then come back to this workbook.

You'll need to take notes if you attend training with a sales representative. For a review of note-taking skills, look at Unit 1 in Workbook 1.

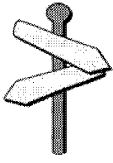
Transferable skills – you've got them too!

When a customer asks the retail clerk in the clothing store if a winter jacket is washable, the clerk must check the symbols or the writing on a label inside the jacket. These are the same kinds of symbols you check on your own clothing before you put it in the washing machine.

What would you tell the customer?



Can you find a care label on something you're wearing?



More jobs like this

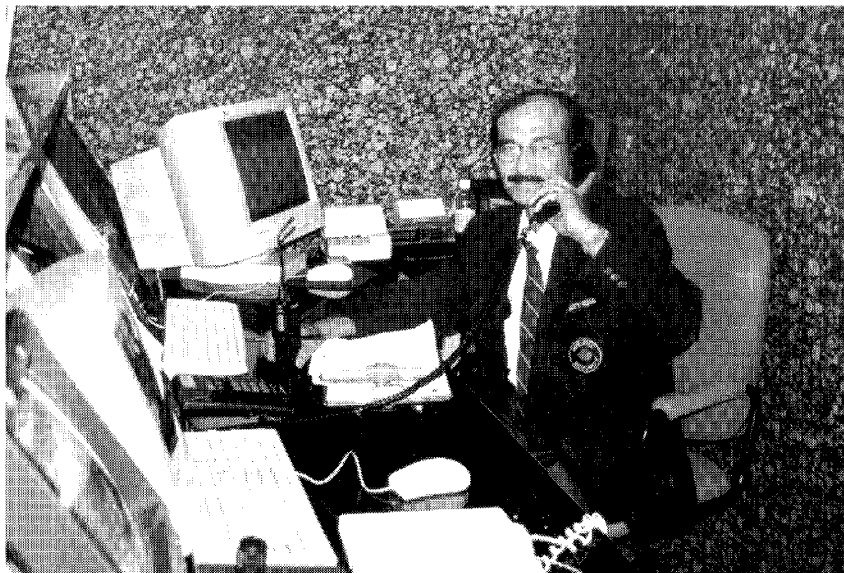
You'll find sales jobs in places such as these:

- Retail stores – for example, clothing, books, shoes, electronics, hardware
- Sales offices
- Real estate
- Catalogue order offices
- Telephone sales offices
- Financial services
- Home services – for example, installation of doors, windows, carpets
- Sales at home – for example, Tupperware, Avon

Security guard – more than watching the building

Theo works as a security guard in an office building in Mississauga.

He starts work every morning at 6:30 a.m. When he gets to work, the first thing he does is log on to his computer to take over from the night shift. Some of the computers are connected to hidden cameras. They let him see what is happening in the parking lot and inside the building on every floor. Next, Theo does a safety check of the building and then he is ready for people to arrive. He sits in the main entrance of his building and answers questions about where offices are located in the building. He looks after the safety and security of the people and the building where he works.



People who come to this building must register their cars with him if they are going to stay longer than two hours. He keeps this information on a list called a “log” on his clipboard. When people come to register their cars, he asks them for their vehicle information and writes it in the log himself. He used to let people write out their own information, but they were often in a hurry and they didn’t fill out the log properly. Now he fills it out himself.

On busy days, he fills out three or four pages in the logbook by the end of his shift.

In some hotel parking lots, you may see a parking lot attendant carrying a wireless PC (personal computer) as he checks license plate numbers of parked cars in the lot and compares them to guests’ cars registered in the hotel’s computer.



Learn more on-line

Visit the Skills at Work on-line activities to learn about other workers using wireless PCs. You’ll find the Skills at Work on-line activities on the AlphaRoute Web site. Go to <http://alpharoute.alphaplus.ca> and choose **English**. Click on the **Toolkit** and choose **Wireless PC** to try some activities. Decide how much time you want to spend on-line and then come back to this workbook.



What do you think?

Why does this employee fill out the log? Who uses the information?

The skills behind this job

When you think of someone who works as a security guard, you may not think about how they must use a computer, fill in forms, use math at work, read information, solve problems, write messages, or talk to people and give them information. This employee uses these essential skills every day. He also must keep up-to-date about the tenants in the building so he can answer visitors' questions.

Using forms at work

This is the blank entry form the security guard starts with in the morning. This entry form is a log. A log is a detailed record. Before you start to enter information on the form, read the titles. The titles give you information about the details you have to record.

EXTENDED VISITOR PARKING LOG Page ____ of ____ DATE_____DAY_____ OFFICER:_____ (Please Print)						
Time	License #	Make and colour	Visitor's name	Tenant visited	Suite #	Permit length



What do you think?

Do you think each space on the form is large enough for the information? If not, how could you solve this problem?

This is how the parking log looks when it is filled in. How did Theo solve the problem of the small spaces?

EXTENDED VISITOR PARKING LOG

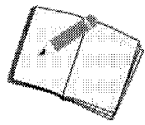
Page 2 of 4

DATE September 5 DAY Thursday

OFFICER: Theo Z. Gnanatragasan

(Please Print)

Time	License #	Make and colour	Visitor's name	Tenant visited	Suite #	Permit length
8:05	ADHD375	Pon/Blue	R Hanan	Ford Inc.	304	2 Hrs
8:08	NANA 6	Buick/Wt	S Alison	Dr Gwynn	800	2 Hrs
8:45	ALEF 928	Honda/Gr	J Barnes	CLTA	603	3 Hrs



ACTIVITY 16 Working with logs

Instructions

Before you start this activity with your team or tutor, do these things:

1. Share some kinds of information you have had to fill out on forms recently. (Everyone uses what they know to do this.)
2. Come up with ideas about how people cope with all the forms in daily life, by brainstorming, by asking questions, by drawing, or by writing. (Everyone does this.)
3. Has anyone ever refused to fill in a form because they didn't know how the information would be used?

Use the basic table shape below to create a log in which to record the time you spend studying. Before you can fill in the log, you will need to think of the headings you want on your log.

Learning log					
Name _____					
Date from _____ to _____					

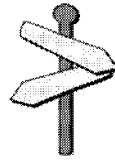
Notes

[illegible]



What skill is this?

You have been working with documents.



More jobs like this

You can find security guard work in public and private apartments, and in commercial buildings and spaces.

Universities, government offices, hospitals, airports, retail stores, warehouses, and apartment buildings all hire security guards. Security companies also hire security guards.

Shipper and receiver – more than working “in the back”



My name is Anthony.

I work in shipping and receiving with three other guys.

We check all incoming orders and unload the cartons from delivery trucks.

We also organize the back room to store all the food products the store sells.

We work as a team, so we talk to each other a lot. We talk about what jobs have to be done and who is going to do what. We always have to move things around to make the best use of our space. When deliveries come, we talk about where things have to go. We always talk to the drivers when we do the count check to see if the orders are right, and then we sign off on all deliveries. We are the only ones who know where everything is at any point in time.

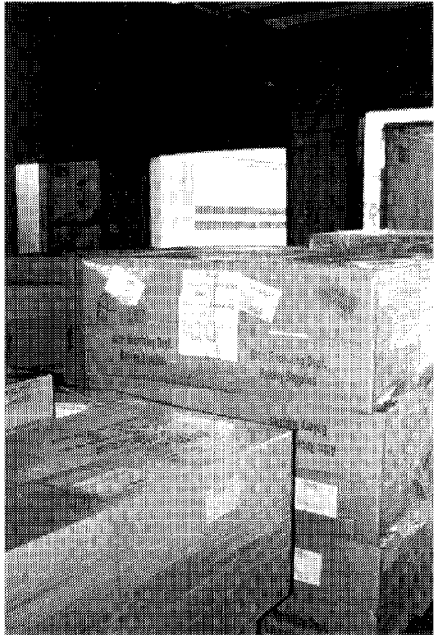


What do you think?

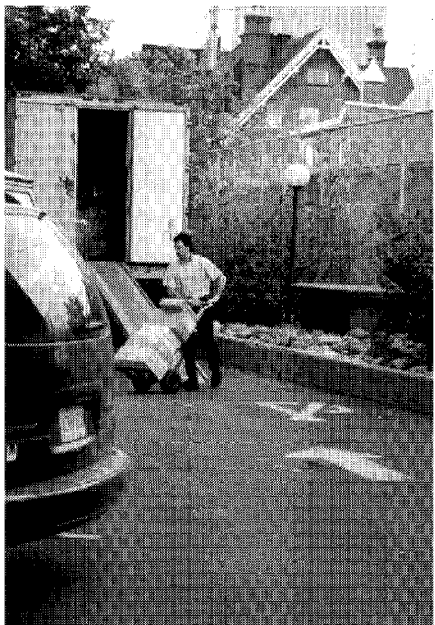
Are you good at looking at a space and knowing how much will fit in it?

This employee probably works outside on a loading dock and inside in a warehouse. He might wear a uniform or jeans to work. What do you think about that?

The skills behind this job

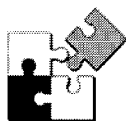


When you think of someone who works as a shipper/receiver, you may not think about how he needs to be able to do math, reading, and writing at work. As businesses become more computerized, more shippers and receivers will need computer skills to work with computerized forms and invoices, and to use bar-coding.



This employee reads a lot of different kinds of documents. He reads notes from other workers about what is important as he takes over from a previous shift. He reads memos from suppliers, and customs forms. He uses rate charts to find out the price of shipping goods. He reads packing slips to find out where goods are going. He reads labels on cartons and checks the contents to make sure the shipment is correct.

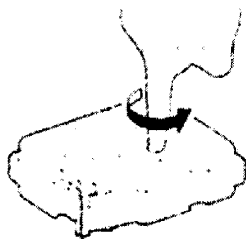
He must write memos to inform other employees about incorrect shipments, and damaged or missing goods. He may check the time a truck sits waiting to be loaded or unloaded, to determine the charge for waiting time.



Try it out!

Your boss asks you to send a letter of complaint to the company who imports these tapes. What is their address?

BROTHER INDUSTRIES, LTD.




• Tighten the ribbon.

IMPORTED BY:
BROTHER INTERNATIONAL CORPORATION(CANADA)LTD.
1, RUE HOTEL DE VILLE, DOLLARD-DES-ORMEAUX,
QUEBEC CANADA H9B 3H6

FOR USE WITH
PT-200, (2),**
300, (3),**
520, (5),**
1200, (1*),**
2500, (2*),**
9200, (9*),**
ST-5


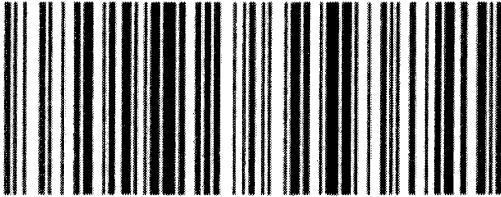


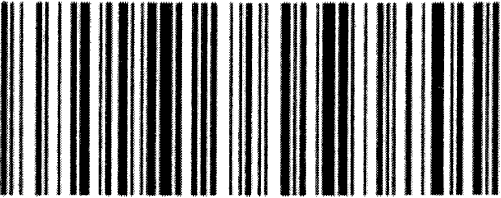

MADE IN JAPAN

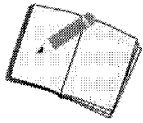
TZ-S231



0 12502 05566 2

You must send a shipment of dangerous goods to a customer. Is this the right shipping label? How do you know?

	21 70205
	GT 632 757 645 CA
ATTENTION	
	Sender warrants that this shipment does not contain dangerous goods. L'expéditeur garantit que cet envoi ne contient pas de matières dangereuses.
	21 70205
	GT 632 757 654 CA
ATTENTION	
	Sender warrants that this shipment does not contain dangerous goods. L'expéditeur garantit que cet envoi ne contient pas de matières dangereuses.
(80-00) 295-980-33	GT 632 757 645 CA Shipper : Do not remove. Expéditeur : Ne pas enlever.
(80-00) 295-980-33	GT 632 757 654 CA Shipper : Do not remove. Expéditeur : Ne pas enlever.



ACTIVITY 17 Picking and packing slips

On the next page you will see an example of a slip called a picking/packing slip. Circle the name of the document.

At the bottom of the form, you see this statement: “**SHIPMENT INCLUDES ONLY THE QUANTITIES CIRCLED.**” Look at the picking slip and decide how many shirts were actually picked. How do you know?

001

PICKING SLIP

10feb03 3feb03		PICKED BY
PICKING SLIP NO SHIPMENT NO		ORDERED BY
412657		PACKED BY
DATE SHIPPED	PAGE	
10005		1
Customer's order No.		Store
DATE WANTED		COST
3feb03		ADDITIONAL
CANCELLATION DATE		
1 MAY 03		

ACCOUNT NUMBER	DEPT/CLASS	BLSM	OUR ORDER NUMBER	NAME OF CARRIER	DECL. VAL.	FREIGHT PPD COL
TBACKE /	H1		774	FEDEX GROUND	NO	<input type="checkbox"/> <input type="checkbox"/>

LINE	LOC.	STYLE NO.	14.5	15	15.5	16	16.5	17	17.5	18	18.5	ORD	QUANTITY ORDERED
2		E9060200D 4 WHITE POINT COLLAR											
HSM	33					2	2	2				Ord	6
	33					2	2	2				Shp	6
HSM	34					2						Ord	2
	34					2						Shp	2
HSM	35						2	2	2	2		Ord	8
	35						2	2	2	2		Shp	8
3		E9064200D 4 BLUE POINT COLLAR											
HSM	33					2	2	2				Ord	6
	33					2	2	2				Shp	4
HSM	34					2						Ord	2
	34					2						Shp	2
HSM	35						2	2	2	2		Ord	8
	35						2	2	2	2		Shp	8
4		E9063200D 4 LILAC POINT COLLAR											
HSM	33					2	2	2				Ord	6
	33					2	2	2				Shp	6
HSM	34					2						Ord	2
	34					2						Shp	2
HSM	35						2	2	2	2		Ord	8
	35						2	2	2	2		Shp	8

PR5005030- PR5008030- PR5002030- PR5004030- PR5007030-
 PR5017030- PR5014030- PR5011030-

☐ COMPLETE

☐ BAL. TO FOL

SHIPMENT INCLUDES ONLY
THE QUANTITIES CIRCLED.

FREIGHT \$

OTHER

PARTIAL SHIPMENT

C-COMPLETION COMPLETE

38

No returns accepted without our prior approval.
 All returns, defective returns, unshipped returns, returns from members of account.

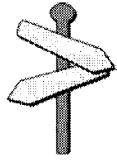
SHIPPING COPY

In some companies, shippers choose items to fill orders (picking), pack orders, and ship them too. All the people who pick, check, and pack put their initials on the slip, so it is easy to see who did the work.

This picking slip is from a shirt manufacturer. The picker reads style numbers and a brief description of the item, which tells what shirt to pick.

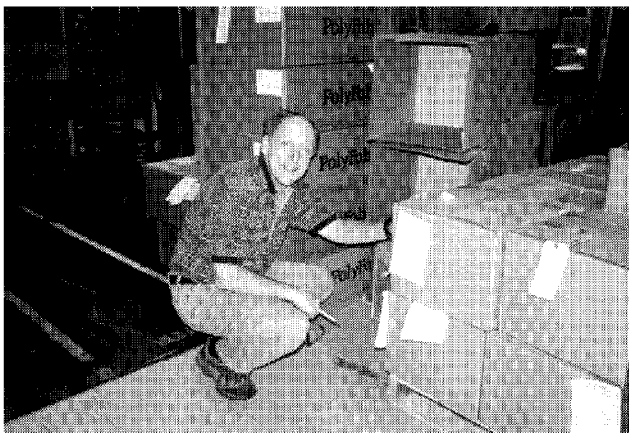
A person who works for a shirt manufacturer knows collar size and sleeve length are important. If you wear shirts, you probably know what this information looks like. This picking slip doesn't have a heading telling you where to look for collar size and sleeve length. Can you find the section of the form with that information?

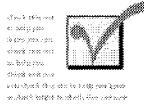
If an order is shipped to a customer with errors in it, the company may be fined. When this shirt manufacturer sends an order to one of Canada's large retail stores, the receiver at the store's warehouse does a random check of the order. If the receiver finds any errors, it is standard practice for the store to charge the manufacturer \$500 per hour to check the whole order. So accuracy is very important. You need to know how to identify errors as you fill an order.



More jobs like this

Any company that either ships goods or receives goods hires people to work as shippers or receivers. Trucking companies, shipping companies, courier companies, and factories that make goods all hire shippers and receivers.





Checking up

How are you doing?

- Don't forget to update your Job Readiness Chart from Workbook 1 as you develop new skills.
- As you collect more information about work, continue to use the tips you learned in Workbook 1 to keep the information organized.
- Is it time for you to take another look at the checklist on page 14, under What do employers expect?
- Are there any new words for you to add to the Word list on page 6?

Visiting homemaker – more than a helping hand

Branka works as a visiting homemaker. Her job is to give personal care to people who are elderly, recovering from surgery, or ill. It's hard for her to describe a typical day at work because each client is different and every day is different. She visits some clients every day and others for only one hour a week.

Branka's day starts early. She visits some clients as early as 7:30 in the morning. When she arrives at clients' homes, she might do light cleaning for them, help them with bathing, do laundry, or whatever else her coordinator has requested.

One of Branka's responsibilities is to notice things about the people she visits. If she notices a change or is worried about a client, she must call her coordinator to say what she noticed. Someone else will visit that client to assess if something is wrong.

Since many of the people she visits live alone, Branka thinks the most important part of her job is to talk to them, get along with them, and be patient and sensitive with them. Branka likes people and tries to help them in any way she can. One of the difficult things about her job is people sometimes want her to do work for them that she is not supposed to do. Then she must balance their needs with her job.

She makes a schedule for herself and gives a handwritten copy of the schedule to the agency she works for. The clients she visits mostly live within a short distance of each other. She travels by public transit. Branka works for an agency that pays her for a half hour travel time between visits, but doesn't pay for her transportation.

EMPLOYEE NAME (PRINT) BRANKA NADOK		EMPLOYEE CLASSIFICATION 0013	
CLIENT NAME (PRINT) MARJORY MOONEY		JOB CLASSIFICATION 115-1	
CLIENT ADDRESS (PRINT) 66 PACIFIC AV		ASSIGNING BRANCH 0125	

	DATE	START	FINISH	TRAVEL TIME (MINS)	TOT. HRS. WORKED	MISC.	INTS
MON.	Oct 17	7	9		2	2	McK
TUES.							
WED.	Oct 23	7	9		2		McK
THURS.							
FRI.	Oct 21	7	9		2		McK
SAT.							
SUN.							

CLIENT'S SIGNATURE Marjorie Mooney		6	
STAFF SIGNATURE Branka Nadok		TOTAL	TOTAL

Branka keeps track of the hours she works in a daily log. Each client signs the log when she is finished working with them. Once a week she sends the log to her agency. The agency uses the log to calculate her pay. Each client keeps a copy of the log, and Branka keeps a copy for her records.

Branka's safety is important. She wears gloves to protect herself all the time in her work. She works alone, so if she ever goes to a residence where she is not comfortable, she has the right to tell the agency she doesn't want to work there. Every year, Branka gets CPR training from the agency she works for. She has also had WHMIS training since she started working as a visiting homemaker. WHMIS stands for Workplace Hazardous Materials Information System.

The skills behind this job

When you think of someone who works as a visiting homemaker, you may not think about how they need to read, solve problems, use their memory, or work with documents.

A worker in this job may read maps to locate new clients' addresses and to estimate how long it will take to get from one place to another.

Visiting homemakers read assignment sheets to determine work locations, times, and duties. Visiting homemakers must arrange schedules to fit both their own duties and their clients'.

They fill in logs and may describe the care they give clients. Visiting homemakers may have to contact medical staff in emergencies. They may talk to doctors, physiotherapists, or suppliers of oxygen, walkers, or canes.

They may entertain, comfort, or calm their clients. They may have to deal with hostile clients. A visiting homemaker relies on her memory to recall each client's preferences, procedures, and activities.

A visiting homemaker is quite active and needs moderate body strength in the job as she bends, kneels, and lifts during her work.

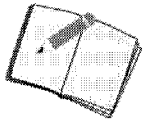


What do you think?

How do you feel about working in other people's houses? Would it be stressful or enjoyable for you to help people who are frail?

Transferable skills – you've got them too!

This is a job where you can use what you already know about cooking, cleaning, and caring for others. This is also a job where your skills with people will be very useful.



ACTIVITY 18 Where does the time go?

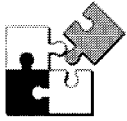
Instructions

Work with a team or your tutor to do this activity. This activity will provide practice estimating how long it takes to do tasks.

1. Come up with a list of everyday tasks. (Everyone uses what they know to do this.)
2. Come up with as many ideas as you can about how to organize the information you are going to collect, by brainstorming, by asking questions, by drawing, or by writing. (Everyone does this.)
3. Write the answers in rough. (Decide who does this.)
4. Write the answers. (Decide who does this.)
5. Answer questions about how you got your answers. (Decide who does this.)

Many of the tasks a visiting homemaker does are the same ones most people do every day. In your team or with your tutor, make a list of the tasks you do every day. Next to each task, write down how long you think the task takes to do. The next time you do each task, check what time you start the job, and what time you finish. Compare the real time it takes to the time you estimated. Are you surprised by any of the results? What did you learn?

[illegible]



Try it out!

Keep estimating! The following aren't everyday activities. Try estimating times for them to practise the essential skill of scheduling and managing your time. Estimate how long it will take you to get to and from:

- The grocery store, including buying groceries
- A dentist or doctor appointment, including any tests, and meeting with the dentist or doctor
- A parent-teacher meeting, including the meeting



What skill is this?

If you are able to keep track of time, and you know how long it takes to do your work, you can tell an employer you have good time management skills.

Documents – filling in forms at work

In some jobs, workers punch a time clock. Their time is recorded when they punch in and out as they start work, go on breaks, and go off shift. In other jobs, workers must fill out a timesheet to get paid, or must record the work they have done. On the following page is an example of this kind of entry form.



This entry form asks a visiting homemaker to enter information about each client she has visited.

1. Can you find a title on this form? What do you think a good title would be?
2. Before you start filling out any form, ask yourself who wants the information and how they are going to use it. This gives you a better idea of how you would enter the information. Each visiting homemaker fills out this timesheet every week, signs it, and sends it to the branch office they work for.
3. Be ready to write down your personal information. Some workplace forms may ask you for the date, which department you work in, your Social Insurance Number, and your address. Forms often ask you to sign or put your initials on the form. What personal information do you need to enter on this timesheet?

EMPLOYEE NAME (PRINT) BRANKA MANOX				EMPLOYEE CLASSIFICATION 0013			
CLIENT NAME (PRINT) MARJORY MOONEY				JOB CLASSIFICATION 115-1			
CLIENT ADDRESS (PRINT) 166 PACIFIC AV				ASSIGNING BRANCH 0125			

	DATE	START	FINISH	TRAVEL TIME (MIN.)	TOT. HRS. WORKED	MISC.	INTS.
MON.	Oct 27	7	9		2	2	MLK
TUES.							
WED.	Oct 29	7	9		2		MLK
THURS.							
FRI.	Oct 31	7	9		2		MLK
SAT.							
SUN.							

CLIENT'S SIGNATURE Branka Manox				6			
STAFF SIGNATURE [Signature]				TOTAL	TOTAL	TOTAL	

4. Forms like this one usually tell you to how enter the information, for example:

- ○ Circle an answer
- ☑ Check boxes
- ☒ Cross out incorrect information
- Write numbers or words in spaces
- Write sentences and paragraphs to report on something, such as an accident at work
- Write letters or words in spaces that are separated like this:
S-K-I-L-L-S A-T W-O-R-K
- Sometimes you have to make your best guess
- Sometimes you must use codes to fill out a form. On this form, you use number codes that identify you and the kind of work you are doing.

That might make forms sound easy, but they're not. Sometimes the instructions are not clear. Sometimes the space for writing is too small to work in. Sometimes the print is too small. You may have already entered the same information on another form – and you just want to get to work! Sometimes the headings on the different parts of the form don't make sense. Sometimes a form has been photocopied many times and is hard to read.

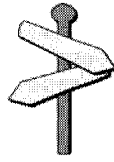
Tips for forms

Is there a space on the form for your personal information? You practised writing this information many times in Workbook 1.

Are there words on the form that you don't know? Who can you ask? Find out if a team member can help you.

Continuous learning

In addition to her visits with her clients, Branka has decided to take a college program that will increase her skills. She is doing the upgrading in two parts. The first courses will certify her as a personal attendant. An additional set of courses and some practical work will enable her to work as a personal support worker (PSW). A PSW handles more medical tasks and receives higher pay.



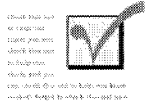
More jobs like this

Visiting homemakers give ongoing or short-term care to their clients. They may work for government or private agencies. Some visiting homemakers are self-employed. Housekeepers and companions do similar work. Housekeepers find work in people's homes, embassies, or other residences. Some people work as companions for elderly and recovering people in their own homes or in special residences.



What do you think?

Now that you've read all these great stories, can you write a job story about a job you've had?



Checking up

In this unit, you read about a day in the life of different workers. You found out about places to look for these jobs. You practised some of the essential skills workers need to do their jobs. You used math to calculate area and averages. You practised math calculations on a sample hiring test.

You used team skills to solve problems and to work with documents.

You evaluated your performance on the team activities.

You tried out the kinds of tasks many employees do as they handle information at work.

You learned how to recognize a label that identifies dangerous chemicals, and you learned that an employer must train you before you handle these materials.

You used strategies to help you find information on different kinds of labels.

How are you doing?

- Now that you've finished the workbooks, keep updating your Job Readiness Chart whenever you develop new skills.
- As you collect more information about work, continue to use the tips you learned in Workbook 1 to keep the information organized.
- Take one more look at the checklist on page 14, under What do employers expect? and update it.
- Use the Word list on page 6 to continue to look up new words.

Notes

[illegible]

Summary

As you worked through Workbook 2, you used a number of different skills.

Think back one more time to Tara, Anya, and Doug's stories in Workbook 1. These are the skills they needed:

1. Writing and reading notes to and from team members
2. Handling cash
3. Being accurate
4. Finding information quickly for customers on labels and on the computer
5. Communicating with people at work

The skills they needed to get and keep the jobs they wanted are necessary for any job.

Employers say these skills aren't enough, though. They say essential skills also include being able to think through problems and solve them.

- In this workbook you used team skills to solve problems. You were flexible as you tried out different roles on your team.
- You used time management skills both in the team activities and when you used the Internet to do Skills at Work on-line activities.
- You communicated with your team members during team meetings and during the teamwork activities. You identified ways in which a team approach could increase your learning success.
- You evaluated your participation during team activities just as you would at work.
- You read job stories that described a day on the job. You also saw the skills behind those jobs.
- You identified transferable skills which you can describe to employers and take to the job you want.
- You looked at common tasks people do at work and tried out the math activities necessary to complete those tasks.
- You saw how employees in many jobs use computers and technology. You used technology to learn about technology.

Congratulations! You have completed Workbook 2. Good luck with achieving your goals!