

Language and Skills for Careers in Food Processing



Bridge to Better Onboarding

Language and Skills for Careers in Food Processing

October 2018

AWES was granted funding through the Government of Alberta for Bridge to Better Onboarding, a project designed to support newcomers in the food processing industry with training and resources to help with workplace attachment. AWES developed materials based on industry orientation training and extensive needs assessment to:

- Equip immigrants with the skills they need to reduce workplace disadvantages encountered in early employment
- Provide employers with appropriate training practices and tools to leverage the talent of their immigrant workforce

The resulting workbooks and videos incorporated authentic workplace documents and tasks to provide immigrants with the language, essential skills, and workplace culture needed to attain and retain employment in food processing:

- Training videos (5 hours)
- Face-to-face workshop materials (16 hours)
- Supervisor training (6 hours)

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- Safety Sync
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The Alberta Workforce Essential Skills Society (AWES) is a training and research and development organization. Our mission is to provide integrated essential skills, language and intercultural communication training solutions, generating returns at work, in the community and society.

Language and Skills for Careers in Food Processing

4 Overview

5 Topic 1: Skills for food processing

6 Unit 1: Understanding essential skills

6 What are essential skills?

7 What essential skills are important in food processing work?

10 Unit 2: Oral communication

10 Getting clarification

15 Pronunciation for the workplace

17 Keys to good pronunciation

23 Unit 3: Document use

23 Documents in the workplace

25 How information is organized in documents

33 Transferable skills

34 Topic 2: Teamwork and workplace communication

35 Unit 1: Working on a team

35 What is working with others?

40 Understanding conflict

50 Unit 2: Oral communication

50 Active listening to understand

57 Unit 3: Document use

57 Understanding tables

64 Finding key information

68 Transferable skills

69 Topic 3: Workplace integration

70 Unit 1: Introduction to workplace integration

70 What is workplace integration?

74 Adapting to other cultures

76 Exploring cultural differences

82 Unit 2: Oral communication

82 Following and giving workplace instructions

92 Unit 3: Document use

92 Writing information in documents

97 Recording information accurately

101 Transferable skills

102 Wrap up: Food processing employment goals

107 Appendix

108 Answer key

Overview

This workbook is designed to support English language learners interested in or working in the food processing industry. The focus is on skill-building activities in the following areas:

- Workplace essential skills
- Language proficiency and workplace vocabulary development
- Cultural differences in the workplace

This workbook will help you learn workplace skills that are transferable. You will build skills using authentic workplace tasks and documents.

The topics and skills in this workbook were chosen after talking with employers, managers, supervisors, and employees working in food processing. You can be confident that the skills you develop and the topics you read about will help you to be successful in your current or future workplace.

In this workbook, you will find the following workplace topics:

Skills for food processing

- Learn about essential skills
- Learn why it is important to get clarification at work
- Learn how to get clarification
- Understand the importance of workplace documents and how lists are used

Teamwork and workplace communication

- Learn about coordinating and collaborating in the workplace
- Understand how to respond to conflict
- Understand how to navigate tables and documents to find information

Workplace integration

- Understand the importance of thinking about cultural differences and how they impact the workplace
- Learn to follow and give clear instructions in the workplace
- Understand the importance of writing legibly when filling out workplace documents

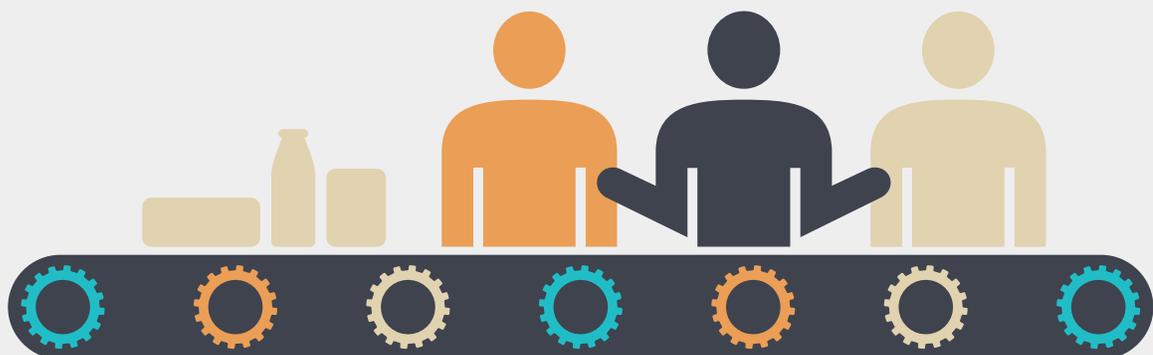
Topic 1

Skills for food processing

What you will learn

In this topic you will focus on building skills to help you do your job well.

- You will learn what the essential skills are and why they are important to food processing.
- You will explore continuous learning as a job skill.
- You will learn how to get clarification of your job tasks. This is an important oral communication skill.
- You will practice pronunciation to help you speak more clearly in English. When you speak clearly, you do not have to repeat yourself as often, and you feel more confident.
- You will explore the skill of document use and learn how to work with lists. It is important to use documents correctly in food processing.



Unit 1: Understanding essential skills



What are essential skills?

Workplace essential skills are the nine foundational skills you need to learn all other skills at work. They are:

- Reading
- Writing
- Document use
- Numeracy
- Oral communication
- Digital technology
- Thinking
- Working with others
- Continuous learning

Every time you do a task at work, you use essential skills. You use essential skills to complete simple tasks, such as filling out a form or giving a verbal update at a meeting. You need the essential skills to do your job well.



Task: Discuss essential skills

Work in small groups.

- Which essential skill do you think is used most often for food processing jobs?
- Which is your strongest essential skill? Your weakest?

Discuss as a class.

What skills are important in food processing work?

In all workplaces, it is important to have strong essential skills. We asked supervisors, managers, and employees from many different food processing companies what skills their immigrant workforce needs to develop. They identified these skills:

- Oral communication
- Ability to work well with co-workers
- Skills to use documents
- Ability to better understand Canadian workplace culture

Managers and supervisors also said that sometimes workers don't know that their supervisors want them to take the initiative.

Rosa starts work

Rosa immigrated to Canada from South America. She worked as a packing machine operator for two years in her country. Rosa does not speak English well, so it is difficult for her to work as an operator in Canada. Rosa decided to work on the production line in a food processing company. She knows she needs to improve her English skills before she can get a job as an operator. She has trouble pronouncing many English words. People often ask her to say things again.



Sometimes Rosa doesn't understand her supervisor's instructions. She feels embarrassed and doesn't want to ask questions. She also doesn't understand many of the documents that operators fill in during their shifts. Rosa thinks that Max, a co-worker, is frustrated with her because she takes too long to complete her checklists. She also feels her Canadian co-workers are not very friendly. Rosa feels like she has lots to learn before she can achieve her goal of working as a packing machine operator.



Task: Identify Rosa's skill gaps

Which skills does Rosa need to improve? Check the boxes.

Oral communication (clear pronunciation, understanding instructions, asking questions)	<input type="checkbox"/>

Working with others (dealing with conflicts or understanding other cultures)	<input type="checkbox"/>

Using documents (work instructions, checklists, forms)	<input type="checkbox"/>

Understanding Canadian workplace culture	<input type="checkbox"/>



Task: Assess your skills

Look at the self-assessment below. It explains in more detail the skills that immigrant workers need to learn in their food processing jobs. Read the question. Check the box that applies to you.

Often Sometimes Never

Oral communication

Do co-workers ask you to say something again because they don't understand your English pronunciation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you find it difficult to understand English speakers when they give instructions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you nervous to ask questions at work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Working with others

Do you have misunderstandings with co-workers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you find it difficult to keep up with your work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you find it hard to cooperate with others (agree, take feedback, solve problems)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Document use

Do you find it difficult to read and use documents (tables, forms, memos)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you find it difficult to complete forms (checklists, safety reports)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Workplace integration

Do you find it hard to understand Canadian workplace culture?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you ever unsure when to take initiative at work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you like learning new job tasks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Task: Think about your learning

Work in small groups.

- Are there any other skills that you think might be important to learn for work in food processing?

Discuss as a class.

The importance of continuous learning for Rosa

Rosa knows that if she wants to achieve her goal of working as a packing machine operator, she must continue to learn and improve her language and skills. She knows that there are five ways to learn at work:



On the job

Rosa learns new things as part of her regular work activity every shift.

Co-workers

More experienced co-workers can help her learn at work. She needs to remember to ask lots of questions.

On-site training

Safety training is an example of on-site training. Rosa asks to be included in any training she sees advertised or talked about at work.

Self-study

Rosa also reads or does other kinds of self-study at work or on her own time. She uses learning materials available through work but also checks online for professional organizations like the Alberta Food Processors Association (AFPA) at www.afpa.com. She also looks for workbooks and online learning opportunities at www.awes.ca. Rosa is always looking for new information on her own.

Off-site training

Rosa also looks for opportunities to learn in her community. She heard the local community adult learning program, library, or college sometimes have English language classes. Some classes are free and some charge a fee. Rosa checked her employee handbook to see if her employer would help pay for off-site training.

What is continuous learning?

Continuous learning is the ability to understand new things and develop new skills.

You need this skill for work because your job will change as new ideas, machines, and processes are developed.



Task: Write about ways you learn

In what ways do you continue to learn? Write one or two examples (on the job, co-workers, on-site training, self-study, off-site training).

How to get clarification

When you don't understand something, it is important to ask for clarification.

There are different ways to get clarification at work.

<p>Explain</p> <p>You can ask the speaker to explain a word or concept.</p>	
<p>Sorry, what does _____ mean?</p>	<p><i>"You need to clean, inspect and lubricate your tools and equipment every day."</i></p> <p>Sorry, what does "lubricate" mean?</p>
<p>Repeat</p> <p>You can ask the speaker to repeat all or part of the message. This is important when you get instructions. Be specific and tell the person what you did understand, using as many of their words as you can remember.</p>	
<p>Could you _____ ? I must _____ what?</p>	<p><i>"Keep your pallets stacked, your shipping and receiving area tidy, and keep your work floor free from tripping hazards like plastic and other garbage."</i></p> <p>Could you repeat that please? I must make sure my work floor is free from what?</p>
<p>Ask for an example</p> <p>You can ask the speaker to give you an example. Sometimes you know what the words mean but you don't have enough experience to understand. Examples can make information easier to understand and remember.</p>	
<p>What is an example of _____ ?</p>	<p><i>"As a worker, you have the right to refuse unsafe work."</i></p> <p>What is an example of unsafe work?</p>
<p>Say it again</p> <p>You can ask the speaker to say it again with simpler words.</p>	
<p>I am sorry. I don't understand. Can you please say that again with simpler words?</p>	<p><i>"Make sure you stay away from the pinch points when you are working on the line. That's how people lose fingers."</i></p> <p>I am sorry. I don't understand. Can you say that again in a simpler way?</p>
<p>Slow down</p> <p>You can ask the speaker to speak slower. Write down what they say if you need to.</p>	
<p>Can you please say that more slowly?</p>	<p><i>"Call the lead hand, there's foreign material in the product."</i></p> <p>Could you please say that again, but a little slower? I didn't understand.</p>
<p>Repeat back</p> <p>You can say the message back to the speaker. This is a good way to check that you have heard and understood correctly.</p>	
<p>I am sorry, did you say _____ ?</p>	<p><i>"Spray it down with the high-pressure hose then apply the chemical."</i></p> <p>I am sorry, did you say high-pressure hose?</p>



Task: Practice getting clarification

Rosa’s supervisor gave her the following instructions.

Separate items such as knives and other tools that you need to use today. Remove any items you don’t need from your work area before you start working. Any unwanted items should be red-tagged.

Write examples of how you would get clarification if you didn’t understand the instructions. The first one has been done for you.

1. Explain	Sorry, what does “red-tagged” mean?
2. Repeat	
3. Ask for an example	
4. Say it again	
5. Slow down	
6. Repeat back	



Task: Take turns getting clarification

Work with a partner.

- Partner 1: Read the first instruction to Partner 2.
- Partner 2: Respond using any of the different ways to get clarification.
- Switch roles and repeat for the other instructions, so both partners read and respond.

Instructions for work areas

1. Wear your protective equipment such as your hardhat, smock, hearing protection, protective gloves, safety glasses, and rubber boots.
2. Organize your work area. Make sure it is orderly. Put your materials and tools closer to where you use them.
3. Clean, inspect and lubricate your tools and equipment daily. Keep a clean work area free from waste. Make sure the work area helps you work safely.
4. Use checklists to follow the company standards for safety. Make sure the location of your tools and equipment is clearly labeled.

Why some people don't get clarification

Some workers feel embarrassed if they can't do their jobs easily. They are afraid they will lose their jobs or lose job opportunities in the future if they ask too many questions. As a result, workers try to figure the problem out without help. Then mistakes, accidents, and injuries happen. It is very important to ask the right people for clarification to avoid problems that cost time, affect quality, and waste money.

Sometimes workers don't get clarification because they don't ask questions directly. When they don't understand something, they hint instead of asking a direct question. Their coworkers don't always understand the hints. It is important to ask questions clearly and directly when you don't understand.



Task: Asking for clarification

Do you ever not want to ask a question at work? Check the statements that you agree with.

-
1. I worry about getting into trouble from a supervisor.

 2. I don't want to bother a supervisor or more experienced co-workers.
I think that the person is too important or busy to ask for help.

 3. I have already asked the same question too many times. I should have remembered it.
Now I believe I cannot ask again because I will feel stupid and look lazy.

Are there any other reasons?

Pronunciation for the workplace

Pronunciation is a very important part of oral communication because misunderstandings in the workplace can result in errors or safety issues. If your pronunciation is not clear, it can be difficult for people to understand you.



Task: Identify pronunciation problems

Work with a partner or in a small group. Write your answers to the questions below.

-
1. How can clearer pronunciation help people in the workplace?
-
2. Are there specific situations at work when co-workers have to ask you to repeat what you say? When and where? What do you usually have to repeat?
-
3. Can you think of a time that you or somebody else made a mistake at work because of a pronunciation problem?

Clear pronunciation versus perfect grammar

Pronunciation is just as important as good grammar and strong vocabulary.

Karl and Jafar have different language skills

Karl and Jafar work on the production floor of a food processing company. They both have to use English to communicate with everyone else.

Karl came to Canada from Europe. English is his second language. He studied English in Europe. His grammar and his vocabulary skills are very good. He speaks quickly because he wants to sound like a native speaker of English, but his co-workers have trouble understanding him. He often has to repeat himself.

Karl wants to become a mentor to train new workers how to work safely. Mentors and other trainers must be able to give clear instructions to new workers. But Karl's pronunciation is sometimes not clear enough for others to understand. He often feels frustrated and so do his co-workers and supervisor.

Jafar came to Canada from West Africa. English is his third language. His grammar and general vocabulary skills are still at a low level, but he knows all the vocabulary he needs to do his job well. He is studying English in the evenings at a class for newcomers to Canada. His English instructor is teaching the class pronunciation tips.

Jafar's pronunciation of English has become very clear. He has noticed that his co-workers usually understand him the first time he says something, even though he can't always find the exact word or the perfect grammar when he speaks.

Jafar wants to move from the production floor to work in the shipping and receiving area. Shipping and receiving clerks must be able to speak with truck drivers, co-workers, and supervisors to exchange information and coordinate many tasks. Jafar's general English skills are not strong enough yet.



Mentor

A workplace mentor is an experienced co-worker or supervisor who trains new workers to do a job. A workplace mentor is also called a buddy or trainer.

**Task:** Identify Karl and Jafar's language skills

Work with a partner.

- Partner 1: Read the description of Karl. Underline the important points about his language skills.
- Partner 2: Read the description of Jafar. Underline the important points about his language skills.
- Partner 1: Explain important points to Partner 2.
- After you finish, switch roles.
- Discuss who is the better communicator in the workplace: Karl or Jafar? Give reasons to explain why.

Discuss as a class.

Keys to good pronunciation

Speak slowly

Some people try to speak quickly in a second language. They think this makes them sound more like a native speaker of the language. If English is not your first language, it is better to speak a little slower. More people will understand you. Also, don't try to hide grammar mistakes by speaking faster. It is more important to have a clear message than perfect grammar.

If you find that people often ask you to repeat yourself or say something again, then your pronunciation is not clear enough and you might be speaking too fast. Slow down a bit so that you can pronounce each word clearly.

You should always speak slowly when you speak on the phone or radio. Listeners cannot see your body language or your face, so it is harder to understand you.

Pause to speak more clearly

A pause is a very short stop that happens between sentences or ideas. In writing, we use commas and periods to separate ideas. In speaking, we use pauses to separate ideas.

The pause helps listeners to separate ideas as you speak. This helps them understand what you are saying more quickly. The pause also helps you to slow down your speaking speed.

A pause is usually less than a second. It can be one or two seconds between ideas if you want to emphasize an idea or give the listener extra time to understand the information. Sometimes a short sentence may have no pauses because it has only one thought group. At other times, if the sentence is long, you should use a few pauses.

Incorrect pauses

It is important to know the correct place to pause as incorrect pausing can also make you hard to understand.

You will be able to notice when a thought group is broken up because the sentence and ideas sounds chopped up. It is more difficult to listen and understand.

Example:

Speaking <> slower and using pauses will <> make your pronunciation clearer <> and easier for <> people to understand.

When is it important to slow down and use pauses?

In general, slow down and use pauses when you are speaking in English to co-workers whose first language is different from yours. This includes co-workers that speak English as a first language and those who speak it as an additional language.

There are specific times at work when using pauses and speaking slower is more important than at other times. For example:

- When you have an emergency
- When you are talking about food safety and workplace health and safety
- When you are involved in a disagreement or other conflict
- When your co-worker has very low English skills
- When you are explaining detailed information such as instructions, reasons, or problems
- When the work area is very noisy
- When you talk on the radio or with a smart phone

Where can I hear speakers using pauses correctly?

Listen to and copy native speakers of English that you understand well.

Listen to news presenters on television and radio. They speak more slowly than most native speakers of English. They use very clear pauses between ideas as they speak.

**Task:** Listen to speaking speeds

Your instructor will read a set of instructions. You will only hear them once.
Try to remember and write down what you hear.

Your instructor will read the same instructions at a slower speed. Try to remember and write down what you hear. Notice the difference. Your speaking speed can affect how people understand what you say.



Task: Practice speaking speeds and pauses (Partner 1)

Read the following set of instructions to your partner. Read quickly with no pauses. Your partner must listen and not read with you.

Instructions for back care

If you stand for a long time wear good shoes or rubber boots. You can also stand with your body weight on one foot and then change to the other foot. This will take the stress off your back.

Before you lift an object check the weight of the object by lifting one corner. Don't lift heavy objects if you have a better way to move the object. Don't try to act strong in front of co-workers. Ask for their help before lifting a heavy object.

Ask your partner the following questions:

- When should you wear good shoes or boots?
- What should you do before you lift an object?
- Was my pronunciation easy or difficult to understand? Explain your answer.

Next, review the instructions and mark where you think natural pauses should be in the sentences.

Read the instructions again to your partner. This time, use pauses and speak slowly.

Ask your partner the following questions:

- What should you do if you stand for a long time?
- How should you check the weight of an object?
- Was my pronunciation easier to understand? Explain your answer.



Task: Practice speaking speeds and pauses (Partner 2)

Read the following set of instructions to your partner. Read quickly with no pauses. Your partner must listen and not read with you.

Instructions for safe lifting

First keep your feet shoulder-width apart. Then bend your body at your knees. Go down and lift with your legs. Bend at your knees not your waist. Never bend sideways. Keep your lower back straight up while you bend over.

Next keep the object's weight close to your body. Keep the weight above your knees and below your shoulders. Don't bend your back into any difficult positions.

Ask your partner the following questions:

- How wide apart should your feet be when you lift?
- Do you lift with your legs, knees or feet?
- Was my pronunciation easy or difficult to understand? Explain your answer.

Next, review the instructions and mark where you think natural pauses should be in the sentences.

Read the instructions again to your partner. This time, use pauses and speak slowly.

Ask your partner the following questions:

- Where should you keep the weight you are lifting: below your shoulders or below your knees?
- How do you bend: at your waist, sideways, or neither?
- Was my pronunciation easier to understand? Explain your answer.



Task: Pause listening activity

Watch the following video clip about HACCP food safety as an example of how to use pauses and speak slower so that people can understand you.

HACCP – Making Food Products Safe: https://www.youtube.com/watch?v=7nbjd_TnU8o

- Follow the transcript (0:00 to 1:05) as you listen.
- Mark the places where the speakers use a pause so that the listeners can follow more easily.

Speaker 1

There is a way for food processors to protect themselves their products and their customers from foodborne illness. It's called HACCP and that means Hazard Analysis Critical Control Point. HACCP was developed for the NASA space program where as you can imagine the food has to be absolutely safe. Thousands of operations around the world use HACCP based food safety programs in various stages of food production. It's a highly respected and effective system.

Speaker 2

HACCP is being used from farm to fork since food production starts at animal and crop production right through to food processing food distribution and retail food service. HACCP is recognized as the single most effective way to eliminate reduce or control hazards in any food handling or processing operation.

HACCP

This is a short way to write Hazard Analysis Critical Control Point system for food safety. HACCP is a system food processors use to make sure that the product they make is safe.

Foodborne illness

This is any bacteria or disease that can be carried in food products. The HACCP system makes sure food processors don't send contaminated (bad) food to their customers.

Unit 3: Document use



Documents in the workplace

Why document use is important

In food processing jobs, document use is a very important skill. Document use is the ability to find or write information in documents. Workplace documents include timesheets, logbooks, safety sheets, posters, memos, schedules, production orders, checklists, and labels.

Sometimes you will use paper documents and other times you will use documents on computer screens or tablets.

Documents tell you how to do your job

You need good document use skills for most food processing jobs. Much of the information you need to do your job is in a document. For example, standard operating procedures tell you how to do a job task step by step.

Documents record the history of your work

In food processing, everything is recorded. This helps the production process move safely and efficiently. It begins when you clock in at work with a timecard. If you work on a production line, your tasks are recorded in the production order forms for your shift. Each time you write down information about a food product or the temperature in the cooler, you are recording it. You also record information in logbooks or process control documents.

Document use skills lead to more job opportunities

Stronger document use skills open up new job opportunities for workers. If you improve your document use skills, you may get opportunities to cross-train and do more complex tasks.

Cross-train

To cross-train means you learn other jobs at work besides your main job. For example, if you work on the production floor, you might cross-train to work in the shipping and receiving area.

Purpose of documents in the workplace

There are two main types of documents in the workplace. Workplace documents either give information to you or get information from you.

Documents that give information

Employers use documents to communicate many different types of information. Here are some examples of the types of documents that give information in the workplace:

- Employee handbooks
- Memos
- Emails
- Bulletins
- Safety warnings
- Safety data sheets
- Workplace signs
- Benefits manual
- Work orders
- Standard operating procedure sheets

Documents that get information

Employers also use documents to get information from their employees. Some examples of these documents are:

- Employee information forms
- Income tax forms
- Time-off requests
- Incident reports
- Safety inspection checklists
- Operating information (times, speeds, quality)
- Shift summaries

How information is organized in documents

Parts of a document

There are many parts of a document that help you find information more easily.

Icons or symbols

Workplaces use icons or symbols to communicate. Workplace signs include symbols for danger, cautions, and other safety concerns.

In Canada, most industries (including food processing) use the WHMIS system for identifying workplace hazards. This includes icons that tell you what the danger is. The skull and crossbones on a hazard label warns workers of danger.

Visual markers

Documents are formatted to give us clues. Some of the visual markers or clues that are used in documents are: font size, bold text, colour, headings, bullets, and numbered lists.

Another visual marker is the way the text is organized.

Documents often have tables to organize the information. The rows and columns of a table combined with headings and subheadings and the other visual markers make information easier to find.

Text

The text on a document provides information. For example, the text on a label gives instructions for how to use a chemical cleaner safely.

Sometimes the text describes what information you need to put into the document. For example, write the exact time you take a sample of a product from the line.

Icon

An icon is an image or picture that represents something. For example, a skull and crossbones shows that something is poisonous.

Label

A label is a piece of paper with information that is attached to a product. For example, when food items are packed into boxes, the boxes must have a label with the information about the food.



Icons

Weekly shift schedule						B&H
	Monday	Tuesday	Wednesday	Thursday	Friday	
Full-time employees						
Saran, R.	Off	9am-5pm	9am-5pm	9am-5pm	9am-5pm	
Vo, H.	9am-5pm	9am-5pm	Off	9am-5pm	9am-5pm	
Ali, H.	4:30pm-12:30am	Off	4:30pm-12:30am	4:30pm-12:30am	4:30pm-12:30am	
Lu, H.	9am-5pm	9am-5pm	9am-5pm	Off	4:30pm-12:30am	
Bleau, A.	4:30pm-12:30am	4:30pm-12:30am	4:30pm-12:30am	9am-5pm	9am-5pm	
Nehal, M.	4:30pm-12:30am	4:30pm-12:30am	9am-5pm	9am-5pm	Off	
Part-time employees						
Stanford, D.	4:30pm-12:30am	Off	4:30pm-12:30am	Off	4:30pm-12:30am	
Kim, M.	Off	4:30pm-12:30am	Off	4:30pm-12:30am	Off	
Koffi, A.	9am-5pm		9am-5pm	Off	9am-5pm	
Yu, W.	Off	9am-5pm	Off	9am-5pm	Off	
Ferland, J.	Off	4:30pm-12:30am	Off	Off	Off	
Oman, A.	9am-5pm	Off	9am-5pm	Off	9am-5pm	

Table



Text on a label



Task: Identify parts of workplace documents

Work in small groups.

- Your instructor will give each group examples of documents from a workplace.
- Highlight any icons, symbols, or visual markers. Look at how the text is written and organized.

Lists in documents

Lists are single columns of information. They are the building blocks of documents. Lists are used to organize information. You read the list from top to bottom.

Checklists

Everyone has made a “to do” list of tasks that must be done in a day or even a week. These checklists help you remember what you need to do.

Workers often have to complete checklists before, during, or after a shift. For example, you might write a list of extra job tasks to finish before the end of a shift, or you might complete a hazard checklist.

Some checklists may have extra columns for you to circle “yes” or “no”, or for you to write a check mark (✓).



Parts of a list

- The heading is like a title. It tells you what is in the list. It is usually written in a big font.
- A subheading is a smaller second title, under the big heading. It gives more information about the list.
- The list items are in a column, one under the other. They are usually of a similar type such as nouns for grocery list or verbs for a to do list. In the example on the next page, they are all questions.
- Sometimes the list items are separated by a line. The line creates a row and makes the information easier to see and use in a list.


Task: Identify parts of a list

Look at the example of a hygiene inspection checklist.

- Identify the parts of the list: heading, subheading, column, list items, and rows.
- Write the name of each part next to it.

Hygiene inspection checklist		
Food handling practices	Yes	No
Are workers following controls to wash hands before handling food?		
Are vegetables, fruit and salads trimmed and washed thoroughly before use?		
Are controls in place to prevent contamination by hazards such as cleaning chemicals?		
Are high-risk foods placed in the fridge immediately after handling and preparations?		
Is food cooled away from raw food and other sources of contamination?		



Task: Complete a simple checklist

This worker is about to start his shift on the production floor. Use the checklist to see if he is wearing the correct personal protective equipment (PPE). For each item in the list, check the “Yes” or “No” box.



Checklist for personal protective equipment

Type of PPE	Yes	No
Hardhat	<input type="checkbox"/>	<input type="checkbox"/>
Hearing protection	<input type="checkbox"/>	<input type="checkbox"/>
Eye protection	<input type="checkbox"/>	<input type="checkbox"/>
Coat	<input type="checkbox"/>	<input type="checkbox"/>
Apron	<input type="checkbox"/>	<input type="checkbox"/>
Protective gloves	<input type="checkbox"/>	<input type="checkbox"/>
Rubber boots	<input type="checkbox"/>	<input type="checkbox"/>

Completing safety inspection checklists

Every day, as part of the job, workers complete different types of safety inspections. Usually safety inspections include a checklist of things to look for. Safety inspections check for potential hazards in the following types of areas:

- **Housekeeping:** These are general cleaning points. You are looking for garbage or spills. This helps to keep clean work spaces.
- **Slips and trips:** These are anything that creates a trip or slip hazard. For example: liquids spilled on the floor, or cables and wires running through the worksite.
- **PPE:** Personal protective equipment (PPE) must be worn. You are looking to see if people have the right PPE for the job they are doing. For example: hardhats, earplugs, or safety glasses.

Potential hazard

A potential hazard is something dangerous that might happen. For example if workers don't wear the right PPE they might get hurt at work.

Use a list to remember important details

Hazards and safety incidents usually happen on the production line, in the storage area, and the shipping and receiving area. When you see a potential hazard, you will need to check it on the checklist. If you witness an accident, you will need to explain the details in a safety incident report.

Use these question words to create a list of key details: who, what, where, when, why and how.

- **Who** was involved?
- **What** type of hazard?
- **Where** did the hazard happen?
- **When** did the hazard happen?
- **Why** did the hazard happen?
- **How** did the hazard happen?

Look at the example below. It will help you complete safety incident reports.

Safety incident details	
Who	Storage clerk and his co-worker
What	Falling hazard
Where	In the storage room
When	Near the start of afternoon shift
Why	Work area was not marked
How	Worker was on the top shelf to get a product box. The box fell from the top shelf. It almost hit a co-worker walking past.





Task: Make a note of important details

Look at the images of hazards inside a food processing company.

- Imagine what happened in each incident.
- Write down details to answer the question words. The “who” and “where” have been done for you.

Safety incident details 1

Who Shipping and receiving clerk

What

Where In shipping and receiving area

When

Why

How



Safety incident details 2

Who Production line worker

What

Where In the production area

When

Why

How



Giving all the requested information

One of the big problems workplaces have is that safety checklists aren't always completed with all the information needed. It's really important to include all the requested information because this information is used to keep workers safe. It also creates a record of ongoing safety issues.



Task: Complete a checklist

Use the notes you made in the previous task to complete the safety inspection checklist on the next page.

- Check “Yes” if you saw a potential hazard in any of the pictures, or “No” if there was no hazard.
- Describe the hazard in the column with the subheading “Details”.

One example has been done for you.

Checklist for safety inspection				
Shipping and receiving area				
Safety issue	Conditions of the workplace	Did you notice any potential safety hazards?		Details
Housekeeping	Floors are clean and clear of tripping hazards	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
	Work areas are clearly marked	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	A falling hazard happened yesterday afternoon when the box fell from the top shelf. Worker was in the storage room on the top shelf to get a product box. Work area was not marked. The box almost hit a co-worker walking past.
Slips and falls	Oil and other liquids are cleaned up from the floor	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
	Ladders are used safely	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
PPE	Staff wear eye protection when handling hazardous chemicals	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
	Staff wear high-visibility vests near machines	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

Transferable skills

The skills you have learned in this topic are transferable. They can be applied to many situations and tasks at work.

- Essential skills are an important part of the workplace. What are the important essential skills for food processing?
- Continuing to learn new skills is important in the workplace. Why do we need new skills?
- Speaking slower and using pauses can make your communication clearer. In what situations at work can you begin to do this?
- Getting clarification at work can prevent misunderstandings. When should you get clarification at work?
- In what situations do you have to remember details at work? When can you use the “question words” to help you remember details (who, what, where, when, why, and how)?



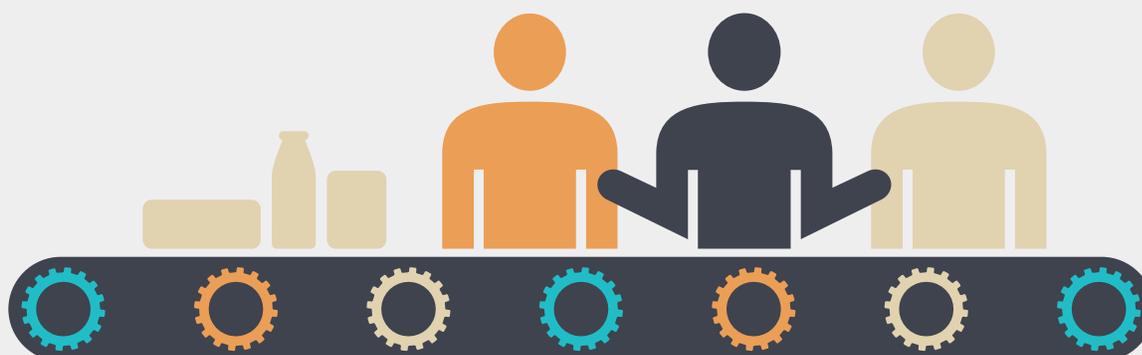
Topic 2

Teamwork and workplace communication

What you will learn

In this topic you will focus on building skills that can help you work well with co-workers.

- You will explore working with others as a workplace skill. This includes ways to cooperate and coordinate your work with others.
- You will learn how to give and receive feedback in the workplace.
- You will practice how to be a better listener. This will help you avoid misunderstandings at work.
- You will learn how to work with tables in documents. When you understand how documents are organized, it is easier to understand the information in them.
- You will look at misunderstandings and conflicts at work. When you understand why they happen, they are easier to prevent.



Unit 1: Working on a team



What is working with others?

Working with others is a workplace skill. Everyone needs this skill because all workers have to work with others to do their job tasks. Working with others requires two important abilities: to cooperate and to coordinate.

Cooperation

To cooperate means to work together towards the same goal. Workers who cooperate have to agree on what to do. They have to find solutions to problems together.

For example, workers packing products into boxes have to decide who packs the product and who labels the boxes.

Coordination

To coordinate means to work together by doing certain tasks at specific times. Coordination helps workers to avoid wasting time. When work is coordinated, workers are more efficient.

For example, workers check the quality of vegetables on the production line. They must work at a specific work speed so that other workers can pack the products into plastic boxes at their specific work speed.

Sanitation

Sanitation is about making sure that everything is clean. Workers fill out sanitation checklists after they check to see that their work area is clean.

Rosa and Max work together

Rosa had some challenges during her first week on the production line. She was good at keeping up with the production line speed. She was also good at fixing simple things. In fact, on her first shift, she was able to fix a shelf in the storage area. Her co-worker, Max, had broken the shelf by mistake.

She had worked in food processing in South America, but she had not used many workplace documents. She has difficulty reading many of the documents that she has to use during her shift. Because of this, she takes a long time to finish some tasks.

Max tells her to hurry up and finish her documents. She doesn't want to ask him for help directly because she feels embarrassed. Instead, she shrugs her shoulders when he gets frustrated with her. She hopes he will understand. She is hinting to him that she needs help to learn how to fill in the documents more quickly.

Max has worked with many documents. He has very good document use skills. He thinks the documents are easy to use and gets very frustrated with Rosa. She takes a long time to complete her sanitation checklist at the end of the shift. He has to wait for her to finish before he can turn off the fans and lights in their work area.

When he tells her to hurry, she shrugs her shoulders. This makes him angry with her. He wants her to be fired because she cannot do all of her job. They must learn how to work well together.





Task: Discuss how to work better with co-workers

Work in small groups.

- What is one thing Rosa can do to work better with Max and her other co-workers?
- What is one thing Max can do to work better with Rosa?

Discuss as a class.

How to cooperate and coordinate well with others

Ask questions

Be confident to ask questions. Questions show other people that you want to do your job correctly. Ask for help if you cannot do something. Don't hint because some people won't understand your hint. Instead, ask directly. Ask a supervisor or an experienced co-worker who has the skill or information you need.

Share with others

You have to share workspace, equipment, and tools. You may have ideas, skills, or knowledge that can help co-workers to do their jobs. You should try to help each other whenever possible.

Think big picture

To have "big picture" thinking means to think about all the parts of a system, not just your part. You should try to understand the "big picture" of your company. This means you think about ways that your job affects your co-workers' jobs. This will help you understand the importance of your job. It will help you do your job better so your co-workers can do their jobs.

Adjust your work speed

Do work at the right time, and at the right speed. When your work is coordinated with others, you are more efficient. Help your team by finishing your job tasks on time. Pay attention as you work so that you can become good at doing your job quickly and safely. This makes the whole production line finish their job faster.



Task: What could Rosa and Max do better?

Rosa and Max were not working well together. Check the box if you think Rosa or Max must start to practice this tip to work well together.

	Rosa	Max		Rosa	Max
Ask questions	<input type="checkbox"/>	<input type="checkbox"/>	Think big picture	<input type="checkbox"/>	<input type="checkbox"/>
Share with others	<input type="checkbox"/>	<input type="checkbox"/>	Adjust work speed	<input type="checkbox"/>	<input type="checkbox"/>

**Task:** How can you cooperate and coordinate better with others?

Choose one of the following work areas in a food processing plant: production floor, lunchroom, locker room, washroom and sanitation areas, shipping and receiving, maintenance area, team meeting room, or another area.

Think about the importance of cooperation and coordination. Use your current or past work experiences to answer the questions. Then discuss your answers with a partner.

Cooperation

What work area?

Who do you have to cooperate with?

What do you have to cooperate about?

What challenges do you experience as you cooperate?

Coordination

What work area?

Who do you have to coordinate with?

What do you have to coordinate?

What challenges do you experience as you coordinate?

Discuss as a class.

How to give and receive feedback

One of the problems between Rosa and Max is that they do not understand how to give and receive feedback. This affects their ability to cooperate with each other and coordinate their work. Use the following four tips to help you give and receive feedback from others.

Tell co-workers when they do a good job

People need to know when they do a good job. For example, Rosa was good at fixing things. She fixed the shelves in the storage room. Her co-workers should tell her when she does a good job. Compliments about good work are important to help build stronger teamwork. Even small compliments help your co-workers feel that other people value them.

Be specific when you give good feedback at work. Don't just say things like, "good job" or "good work today". Instead, be specific about what the person did well. For example, "It was great how you fixed the shelves today, Rosa, thanks." This helps team members to value each other more.

Give helpful and respectful feedback

Telling Rosa to hurry up does not help Rosa do her job better. Don't give feedback that doesn't help. If you are frustrated or angry about something, step away for a while or take a few deep breaths to calm down.

Focus on the job task or behaviour they need to change, not the character of the person.

Listen to helpful feedback

Helpful feedback from others is important, even if it feels uncomfortable. Don't be offended or angry with them. Always think carefully about any helpful feedback from your supervisor or team members.

For example, if they say you are not working fast enough, try to work faster. Or get advice about how to work faster. If you are embarrassed to get feedback in front of other people, ask the person to give you feedback privately. Thank your co-workers or supervisors for taking the time to give you helpful feedback.

Do not accept disrespectful feedback

Rude or disrespectful feedback is called harassment. Harassment includes any threatening, abusive, or insulting words or behaviour that makes someone feel bad. If co-workers say rude things to you or act disrespectfully, you must tell them to stop. Even if you made a mistake in your job, people must still speak respectfully to you.


Task: Choose the best example of feedback

Read through the following three examples of workers trying to give good feedback to Rosa. Match the examples to descriptions.

1. “Good job today, Rosa.”

This compliments Rosa. It is specific about how Rosa helped, and thanks her. This is the best feedback.

2. “Hey Rosa, thanks for helping us today.”

This is not specific. It does not say exactly what Rosa did well.

3. “Rosa, good job today on fixing the shelves. Thanks.”

This is not about Rosa’s work. It only thanks her for helping.


Task: Practice giving feedback

Think of someone you can give good and specific feedback to at work.

- Write out the feedback in the space below.
- When you are finished, share your example with the class.

Understanding conflict

Rosa and Max have a conflict

Rosa has been working with Max for over a month now. However, she still doesn't know how to use documents correctly. This causes her to work unsafely sometimes and he is getting really frustrated with her.

In addition, at the end of her shift, Rosa is not cleaning her area correctly. She uses the wrong brush to clean the machines. Max is tired from his shift. He is very frustrated with her. He also sees that she is not following food safety procedures correctly for cleaning.

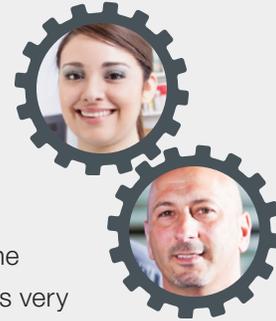
Max says to her, "Read the cleaning checklist. The document tells you to use the blue hand brush to clean the machines, not black. You need to learn to work safely."

Rosa listens to Max. He is right. She doesn't know how to use some documents correctly. She wants to ask him to help her but it is too late. Max looks angry.

Max waves his finger in front of Rosa's face. He yells at her, "You are too slow and emotional to understand documents. I finish every shift late because you take so long to do your sanitation checklist. You are too stupid. You should find another job."

Rosa is angry with Max but she doesn't shout back at him. She says, "You are speaking and acting like a bully. You cannot say that about me or any other woman. It is not true. You must say sorry, or I will complain to our supervisor. This is workplace harassment."

Max replies, "I will make a complaint about you first – that you do your job unsafely." He pushes her out of the way with his elbow when he walks away. Rosa makes a harassment complaint about Max to her supervisor. Max makes a safety complaint about Rosa to his safety supervisor.



Task: Look at the feedback

Read about the conflict between Rosa and Max.

- Underline any helpful feedback that Max gives Rosa.
- Circle any disrespectful feedback that Max gives Rosa.
- Read what Rosa said back to Max. Was she right to speak to him using those words?

Understanding harassment at work

Max was very frustrated because Rosa was not working safely, but he went too far. He said things he shouldn't have and he shoved her. It is important to understand that it is not okay to treat people badly while at work. This is called harassment.

Harassment can occur in three ways: non-verbal, verbal, or physical. The following are examples of each.

Non-verbal

- Rude or threatening gestures
- Offensive written messages or mail
- Unwanted gifts
- Making fun of someone by copying something they do
- Ignoring someone
- Staring at someone

Verbal

- Language that is sexist, racist, or abusive in some way
- Use of inappropriate terms or jokes
- Comments that make someone feel bad
- Unwanted questions or comments about a personal issue

Physical

- Unwanted body contact or touching
- Assault
- Inappropriate practical jokes

Gesture

This is a movement with a part of the body. It is usually with the hand or head. For example, people might use their hands to wave or to get someone's attention.



Task: Identify types of harassment

Read the things that Max said and did during the conflict. Each one is a type of workplace harassment. Write the type of harassment down next to it. The first one has been done for you.

Max began yelling at her.

Verbal

Max waved his finger in front of Rosa's face.

"You are too slow and emotional to understand documents."

"You are too stupid. You should find another job."

He pushed her out of the way with his elbow.

How perspectives affect conflict

Conflicts often start when two people are seeing the same thing in different ways. A simple example of this is when people look at this picture. Some think it is a picture of an old woman. Some think it is a picture of a young woman. Some might think it is a picture of both.

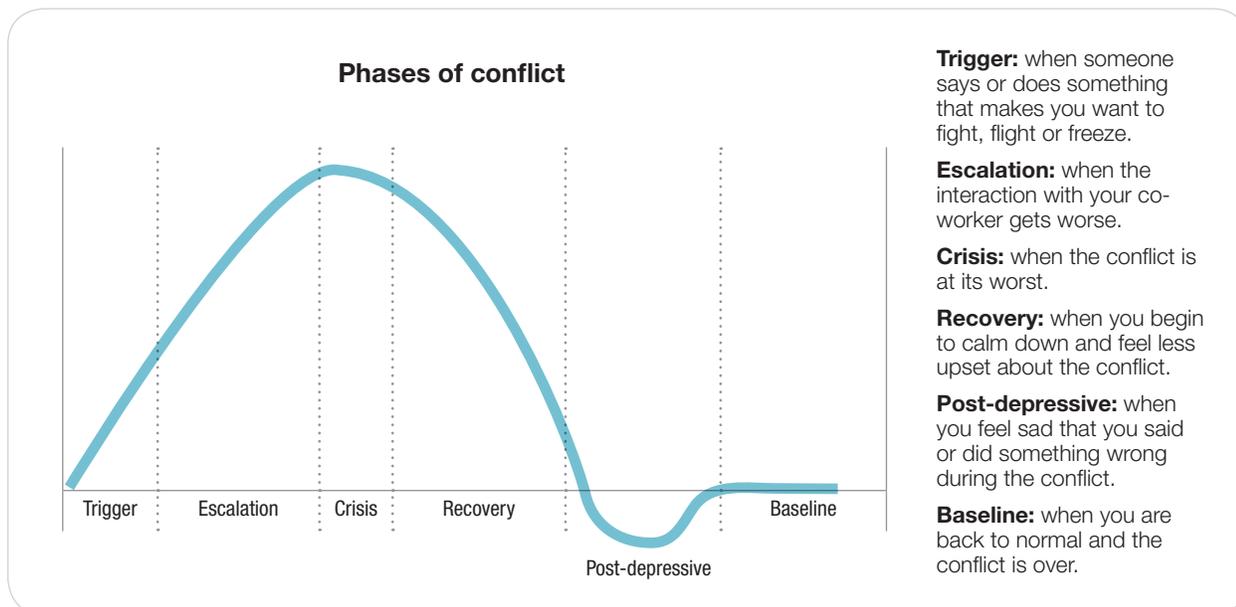
What happens when we look at this picture also happens in conflict. Co-workers have different ideas about how work should be done or how their co-workers should behave. Cultural differences can often create different ways to see the same picture.



Physical response to conflict: Fight, flight or freeze

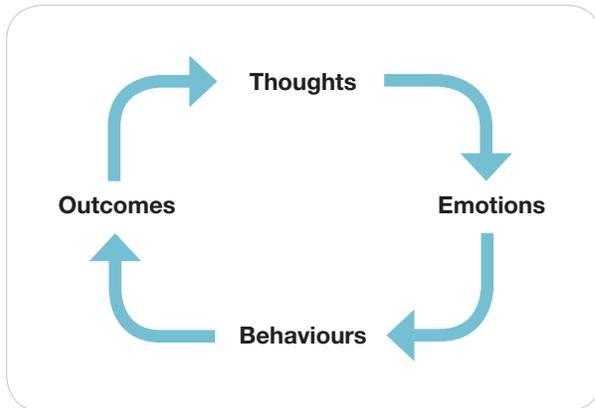
When Rosa and Max were angry with each other their bodies had a reaction. This is normal. During conflict a person's body will often have an uncontrolled physical reaction to stress or what their brain thinks is a threat. The brain response triggers a physical response. There are three physical responses that are common:

- **Fight** – this means that you want to talk to the person who has upset you. You are not afraid to raise your voice and respond strongly to your co-worker.
- **Flight** – this means you want to run away or leave and not talk about the problem you have with your co-worker.
- **Freeze** – this means you feel unable to do anything. You can't leave, but you also can't speak up.



Thoughts during conflict

During this fight, flight, or freeze response in our body, one of the most difficult things to manage is our thoughts. If we have negative thoughts our emotions are negative, our behaviours are negative, and the results are negative. The same is true if we have positive thoughts.



Examples of thoughts

Negative

- He's a jerk.
- I'm stupid. I always do it wrong.
- She thinks she's the boss.
I don't have to listen to her!

Positive

- He's frustrated. I wonder what's going on?
- I still need to learn how to do this.
I wonder who can explain it to me.
- There's a problem and we need to fix it.



Task: Discuss how thoughts affect behaviour

Think about the communication between Rosa and Max and answer the following questions with a partner.

- How can thoughts affect our communication with co-workers?
- What happens if we change our negative thoughts to positive ones?

Tips for handling conflict

Some companies may have a policy or set of guidelines to help employees handle conflicts. These policies or guidelines may expect employees to try to talk with the other person first, before asking for help from a supervisor. Use the following three tips as a guideline if you experience conflict with co-workers.

Try to be calm

Try to stay calm when a conflict happens. Don't get angry or excited. This can be difficult especially if you are angry. Try to ignore your emotions and the other person's emotions. It will help you hear what the person is saying. If you need to take a moment to help you remain calm, you can ask the person to give you five minutes to think.

Listen

Take a deep breath and listen to the other person. Don't agree or disagree with the person. You can do that later. Just listen to them. Stay open-minded. You might feel your point of view is the right one. However, the other person may have some opinions that are just as important as your own. Or you may find out that the conflict is due to a simple misunderstanding.

Be respectful

Don't say or do things you will be sorry for later, even if you think you are right. Being calm and listening can help people work together to solve the problem.



Task: How did Rosa and Max handle the conflict?

Read through the steps below. Did Rosa and Max use these skills during their conflict? Check the boxes.

Steps for handling conflict	Rosa		Max	
	Yes	No	Yes	No
Try to be calm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be respectful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Task: Think about the conflict between Rosa and Max

Work with a partner. Read through each statement about the conflict between Rosa and Max. Do you agree with the statement?

	Yes	No
1. Max was right to be frustrated with Rosa. She caused him to finish his shifts later. She was working unsafely.	<input type="checkbox"/>	<input type="checkbox"/>
2. Rosa said disrespectful things to Max.	<input type="checkbox"/>	<input type="checkbox"/>
3. Rosa was part of the cause of the conflict. She didn't understand the documents. She didn't ask directly for help.	<input type="checkbox"/>	<input type="checkbox"/>
4. Max tried to work with Rosa to solve the conflict between them.	<input type="checkbox"/>	<input type="checkbox"/>
5. Max was part of the cause of the conflict. He was good at document use, but he didn't offer to help her. He didn't tell his supervisor about the problems until after he got angry.	<input type="checkbox"/>	<input type="checkbox"/>
6. Max acted disrespectfully towards Rosa.	<input type="checkbox"/>	<input type="checkbox"/>
7. Rosa was right to stand up to Max. She told him to stop being a bully.	<input type="checkbox"/>	<input type="checkbox"/>



Task: How do you handle conflicts?

Think about a difficult conflict you had with someone in the workplace. If you can't think of your own conflict, think of a conflict that you saw happen between other workers.

Did you:	Yes	No
Act and speak calmly?	<input type="checkbox"/>	<input type="checkbox"/>
Listen carefully?	<input type="checkbox"/>	<input type="checkbox"/>
Respond respectfully?	<input type="checkbox"/>	<input type="checkbox"/>

What to do after a conflict

At work we should try very hard to not get into conflict. Sometimes conflict happens anyway and it is often related to a miscommunication, a busy work schedule, or many other reasons that you might not know about. It is important to know what to do after the conflict is over.

Talk about the issues

It is important to talk about what caused the conflict. You should talk about what happened, what the person did, and how it made you feel.

For example:

Max might say, “You didn’t work safely Rosa. It made me feel unsafe and I worried about people who buy the food we make.”

Rosa might say, “I didn’t understand the documents. I didn’t ask for help because I was afraid of being embarrassed.”

Apologize

An apology from one person or from both people is important.

You can use the following opening words to apologize to the other person:

- I am sorry that I...
- I apologize for...
- I was wrong to...

Find a solution

Find a solution together to solve the problem that caused the conflict.

Both Rosa and Max should each think of one thing to do next time to avoid the conflict.

- I think I can...
- I am open to...
- In the future, I will...
- From now on, I will...
- I need you to...
- Next time, would you mind...
- In the future, could you...

**Task:** Practice talking after a conflict

Practice talking to a co-worker after you have had a conflict. Work with a partner.

Rosa caused Max to finish his shifts later. Rosa was working unsafely. Rosa didn't understand the documents. She didn't ask directly for help.

Max was good at document use, but he didn't offer to help her. He didn't tell his supervisor about the problems until after he got angry. Max acted disrespectfully towards Rosa. He yelled at her, waved his finger in her face, said disrespectful things about her and about women, and pushed her out the way.

- One partner take the role of Rosa. The other partner take the role of Max.
- Write out your dialogue first. It doesn't need to be long. Use the example phrases and sentences to help you write the dialogue.
- Then role-play it with your partner. You can start this way:

Max: *Hi Rosa.*

Rosa: *Hi Max.*

Max: *We need to talk about what happened between us (or the argument we had).*

Approaches to conflict

There are many things that can make it difficult for people to work well together.

There are five different ways that people approach a conflict.¹ There is a good time to use all of the approaches.

Stand up for

This means to defend yourself or stop people from taking advantage of you.

Approach	When to use it
<p>Collaborate</p> <p>To collaborate means to work together to find a solution or achieve a goal. For example, on a production line, employees work collaboratively as a team to get the job done.</p>	<p>When both people's concerns are very important, and the other approaches will not work. Collaboration can take longer so make sure you have enough time.</p>
<p>Avoid</p> <p>To avoid means to try to get away from something or someone. For example, in a conflict, some people try to avoid the other person. Or, if there is a problem, they try not to think about it. They avoid it.</p>	<p>When the costs of confronting the person are more than the benefits. This is also useful when people need to calm down.</p>
<p>Compete</p> <p>To compete means to try to get other people to agree with your way of doing things. In a conflict, people that use this approach use pressure and often use loud voices to get other people to listen to them.</p>	<p>When you must stand up for your rights, or to stop something bad. This is important when people try to take advantage of you, say rude things, or try to hurt you in some way.</p>
<p>Compromise</p> <p>To compromise is to agree that you both will get something you want, but also give something up.</p>	<p>When collaboration or competition fails. This is also useful when you don't have a lot of time.</p>
<p>Accommodate</p> <p>To accommodate means to let someone have or do what they want. You want to get along, even if it hurts you. Good and peaceful relations between people is very important to you.</p>	<p>When the concern is more important to the other person than you. This is also useful when you know you are wrong, or when you need to keep good relations with the person.</p>



Task: Identify approaches to conflict

Look back at the conflict between Rosa and Max.

- What approach did Max use?
- What approach did Rosa use?

¹ These approaches have been adapted from the Thomas-Kilmann Approaches to Conflict. For more information, do a web search for the Thomas-Kilmann conflict resolution model.

**Task:** Identify your approach to conflict

Write down your answers to the following questions.

1. What approach or approaches to conflict are you most comfortable with?

2. Is this the approach that you usually use at work?

3. What approach or approaches does your employer expect you to use?

4. What approach do you see workers use the most in your workplace?

5. Do their approaches work well?

Discuss your answers in small groups.

Work with your instructor to write your answers to numbers 1, 3 and 4 on the board as lists, and identify which approach is the most common in each list.

Unit 2: Oral communication



Active listening to understand

Active listening is an important part of oral communication in the workplace. Active listening means to concentrate on what is being said.

Actively listening to what another person is saying means you are focusing on that person, rather than on your response. It also means that you need to keep your mind open to listening from their point of view (attitude or way of thinking), not your own. It means you are trying to understand their perspective.

Active listening involves giving the other person time to explain their ideas.

Use the following communication strategies to show you are listening.

Ask questions

There are two styles of questions that you can use when you are trying to understand what someone is saying: closed or open.

Closed questions

This type of question invites a short focused answer. Closed questions are usually easy to answer as the choice of answer is mainly limited to yes or no. This type of question is sometimes used early in conversations to encourage participation and to begin to gather the facts.

Examples:

- Did you? Don't you?
- Will you? Won't you?
- Can you? Can't you?

Open questions

Open questions allow for much longer responses and the speaker usually gives more information.

Examples:

- What happened when ...?
- Why did the?
- How did you?

Reflect or paraphrase

Reflecting is the process of paraphrasing and restating both the feelings and words of the speaker. The purposes of reflecting are:

- To allow the speaker to “hear” their own thoughts and to focus on what they say and feel.
- To show the speaker that you are trying to perceive the world as they see it and that you are doing your best to understand their messages.
- To encourage them to continue talking.

Examples:

- What I heard you say was...
- You were really frustrated when...

Encourage

These are the small words and sounds that confirm to the speaker that you are listening and connected to the information they are sharing.

Examples:

- Oh, really, I get that
- Mhmm
- Uhhuh
- I see

Clarify

The purpose of clarifying is to ensure that the listener’s understanding of what the speaker has said is correct, reducing misunderstanding. It’s a style of questioning that deals specifically with what you’ve already heard.

Examples:

- I’m not quite sure I understand what you are saying.
- I don’t feel clear about the main issue here.
- When you said...what did you mean?
- Could you repeat...

Summarize

To summarize is to restate the main ideas. It is helpful to repeat back what you heard to confirm you understand. Use the following five guidelines to help you summarize.

1. Pull out main ideas.
2. Focus on key details.
3. Use key words and phrases.
4. Break down the larger ideas.
5. Say just enough to give the idea without too many details.

Examples:

- First you talked about...then...
- What I heard you say...
- Let me make sure I heard everything...

Show you are listening

Another way to show you are listening carefully to what your co-worker is saying is to use nonverbal communication.

- Smile
- Make eye contact with the speaker
- Lean toward the person who is speaking
- Use similar facial expressions
- Nod your head

Don't:

- Fidget
- Watch the clock
- Check your phone



Task: Practice active listening

Work with a partner.

Partner 1: Use the issue below or a situation from your own experience to practice the skills we've talked about.

You keep getting mixed messages about what work needs to be completed. Your project supervisor tells you to do one thing, but later the manager tells you to do something different. You are getting frustrated.

Partner 2: Use the active listening tools to respond Partner 1.

Switch roles and practice again.



Task: Practice active listening

For this task, try to work with a partner who has a different first language from yours. You are going to describe a very simple image to your partner, and your partner is going to draw it. Remember to speak slower and use pauses to make sure your message is clear.

- Partner 1 and Partner 2 sit back to back.
- Partner 1, look at the images on page 55. Choose any image to describe to your partner. Do not turn around to speak.
- Describe the image to your partner. Ask him or her to draw the image in the space below.
- Your partner can ask you questions but must not see the image you are describing. You must not look at your partner's drawing to give them more directions.

Partner 2 draw here

Debrief:

- When you are finished, ask your partner to show you the drawing. DO NOT show your partner the original image because you are going to do this activity one more time with another image.
- Tell your partner what is correct or not correct about the drawing.
- Ask your partner for feedback about your pronunciation. Find out what you can do to speak more clearly.

Repeat the activity but this time Partner 2 choose an image from page 56. Choose any image to describe to your partner.

Partner 1 draw here

Debrief:

- When you are finished, ask your partner to show you the drawing. DO NOT show your partner the original image because you are going to do this activity one more time with another image.
- Tell your partner what is correct or not correct about the drawing.
- Ask your partner for feedback about your pronunciation. Find out what you can do to speak more clearly.

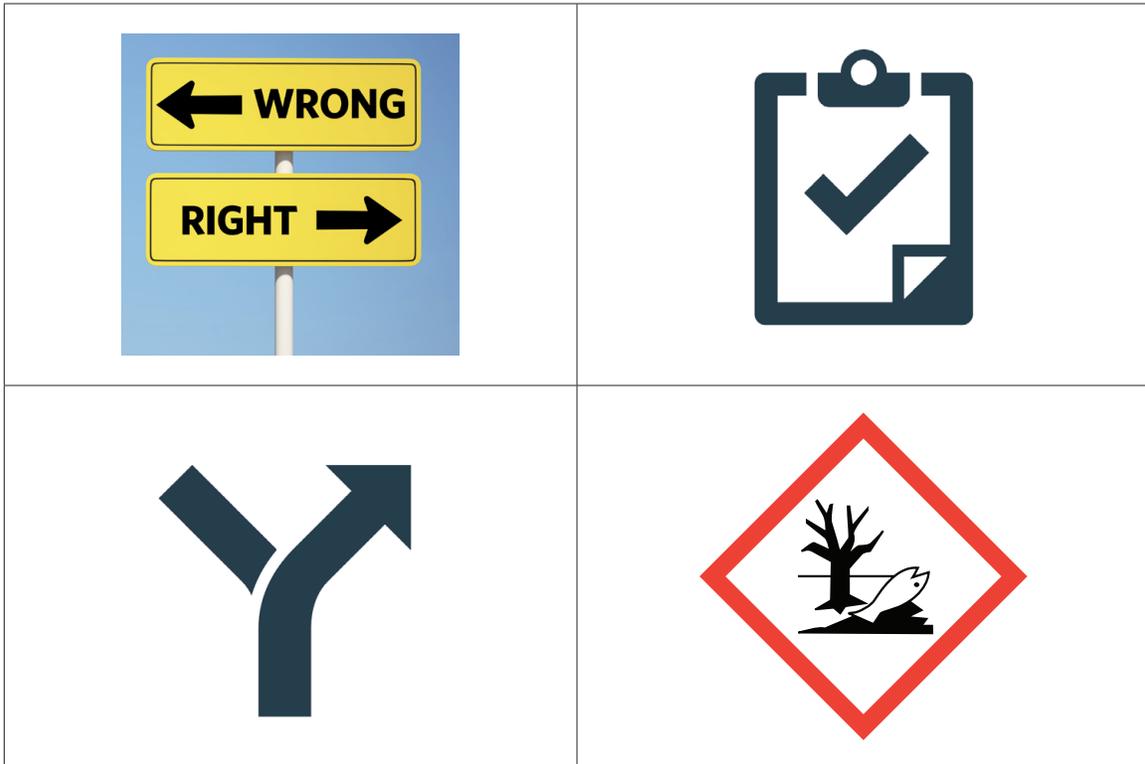
Change roles and do the activity again.

- Use the feedback from your partner to make your pronunciation clear.
- This time when you debrief, look at the images.

Partner 2 draw here

Partner1 draw here

Partner 1 images



Partner 2 images



Unit 3: Document use



Understanding tables

Many workplace documents use tables to organize information.

A table is created when two or more lists are put side by side. Tables such as address lists, logs, and process control records are common documents in food processing.

How to read a table

It is important to understand how tables are organized. This will help you use them more easily and accurately.

1. Start with the **heading**.
It is usually big, bolded and at the top of the document.
2. Read any **instructions**.
The instructions are usually under the heading.
3. Look for **subheadings**.
They are usually also bolded. You can find them at the top of the column or list.
For example: last name, first name, department, and phone number are all subheadings in the table below.
4. Look for **visual markers**.
These could be font size, bold text, colour, headings, bullets, or numbered lists. These markers emphasize important information.
5. Look under each subheading for the list of **items** that form the **column**.
Each column has the same type of information. For example, the first column in the employee contact list is a list of names. Read information in the columns from top to bottom.
6. Look at the **rows**.
You read the items in each row from left to right, just like you read a sentence. The items in a row are usually connected to each other. For example, in the employee contact information sheet, the information in the row is about an employee. You can use your finger, a ruler, or some other straight-edged object like a book, to follow the rows or columns in the table. This can make finding the information easier and faster.



Task: Practice using a simple table

Look at the employee contact information sheet. It is made up of four lists: a last name list, first name list, department list, and phone number list. The four lists are side-by-side, and together they make a simple table. The table helps us find information quickly.

1. What department does Andrea work in and what is her telephone number?

2. How is the first list organized?

3. How is the third list connected to the first list?

Employee contact information			SUN BAKERY
Last name	First name	Department	Phone number
Adams	John	Human resources	403-555-9985
Garcia	Andrea	Safety and quality	587-989-0987
Le	Min	Maintenance	587-999-8439
Mbeki	Dennis	Shipping and receiving	403-237-5437
Sam	Alexi	Production	403-555-9987


Task: Practice using an hourly pay schedule

Look at the table below. It is an hourly pay schedule. Use the headings, subheadings, rows, and columns in the table to answer the questions.

Hourly pay schedule				SUN
First quarter, 2018				BAKERY
Pay period	Pay period begin date	Pay period end date	Cut-off date	Pay date
1	20-Dec-17	2-Jan-18	1-Jan-18	8-Jan-18
2	3-Jan-18	16-Jan-18	15-Jan-18	22-Jan-18
3	17-Jan-18	30-Jan-18	29-Jan-18	5-Feb-18
4	31-Jan-18	13-Feb-18	12-Feb-18	19-Feb-18
5	14-Feb-18	27-Feb-18	26-Feb-18	4-Mar-18
6	28-Feb-18	12-Mar-18	11-Mar-18	18-Mar-18
7	13-Mar-18	26-Mar-18	25-Mar-18	1-Apr-18

Please give your time sheet to your supervisor before 3:00 pm on the cut-off date.

- What is the name of the document?

- How many subheadings are in the document?

- How many pay periods are there?

- What is the pay date for pay period 7?

- What is the cut-off date for pay period 3?

- How many days is the cut-off date before the end of pay period 5?

- Who do you give your timesheet to?

- When must you give your timesheet to that person?

Cut-off date

The last date that you can give your hours worked to the payroll department so that you can be paid.

First quarter

The first three months of a year.

Pay

The money you get for working. Pay is also called wages or salary.

Pay date

The date you will receive your pay.

Pay period

The period of time that you will be paid for.

Pay period begin date

The first day of work in a pay period.

Pay period end date

The last day of work in a pay period.

Pay attention to details in tables

Some tables have many details that you must read and use to finish a job task. Sometimes, you have to use two or more documents to do the task. You might need to move your attention back and forth between the document and the task. This requires you to be very detail-oriented.

For example, shipping and receiving clerks first have to check the labels on items such as boxes. Then they have to make sure the label details are the same as the details on the delivery form.

Some documents such as a production order are like a list of instructions. You have to read and follow the information to complete each order. You must pay close attention to details or mistakes can happen which will waste time and product.

For example, a labeler on a production line must check that the information on the label is the same as the products that workers are processing on the line run. These details are very important.

Tips for how to be detail-oriented with tables

- Avoid interruptions from co-workers, phones, and radios.
- Double-check your work.
- Use the headings, subheadings, columns, and rows to help find the right information.
- Pay attention to each item, row, or detail even if you have used the table many times before.
- Use a pen or pencil to cross out items in a column or cross out the row, once the task is finished.



Task: Practice getting information from an order form

Look at the bottle line order below. It is from a company called Sun Beverages. The company produces various drinks.

The document lists the production orders for the workers who work on the bottle line. For order #33, the workers will produce bottles of drinks for the following specialty flavours: root beer, cream soda, and ginger beer.

Use the headings, subheadings, columns and rows in the table below to answer these questions. Pay close attention to details as you check the information to find the answers.

1. What colours are the bottles? _____
2. The caps come in:
 - Two colours
 - Three colours
 - Four colours
 - Only clear caps are used
3. Which of the following is true?
 - There are seven orders for Monday
 - There are seven orders from Monday to Sunday
 - There are seven orders on Monday for the day shift
 - There are no orders on Tuesday
4. How much time is there between the production dates and the expiry dates on the beverages? _____
5. How many bottles must be produced for order number 23478004? _____
6. What is the material description for material code number G871202? _____
7. On which run will the worker need to change the size of the bottle? _____

Expiry date

All processed products have expiry dates. The date tells you when the product is no longer safe to eat, drink or use in some other way. The expiry date is sometimes called the sell by date or the best before date.

Bottle line order #33: Specialty flavours

Week of Monday August 14, 2017

Day shift



Run	Production date	Order #	Material code #	Material description	Bottle colour	Cap colour	Product expiry date	Bottle quantity
1	8/14/2017	11008215	R0615000	SUN 340ml Rtbeer	Brown	Black	11/14/2017	6,400
2	8/15/2017	23478003	C071508	SAV 340ml CrSoda	Green	White	11/15/2017	4,400
3	8/16/2017	23478004	C071508	SAV 340ml CrSoda	Green	White	11/16/2017	4,400
4	8/17/2017	11008216	R0615000	SUN 340ml Rtbeer	Brown	Black	11/17/2017	6,400
5	8/18/2017	82222223	G871202	SAV 375ml Gngrbeer	Clear	Red	11/18/2017	8,400
6	8/19/2017	23478005	C071508	SAV 340ml CrSoda	Green	White	11/19/2017	4,400
7	8/20/2017	11008217	R0615000	SUN 340ml Rtbeer	Brown	Black	11/20/2017	6,400



Task: Fill in a checklist

Rosa needs to fill in her sanitation checklist at the end of her shift. Help her complete the task.

First look at the sanitation checklist. Remember how a table is organized. Look for: headings, instructions, subheadings, visual markers, list items, columns, and rows.

Then read through the sanitation tasks that Rosa finished. Use her information to complete the checklist for her.

Remember to use full names when using workplace documents. Rosa's last name is Lopez.

Rosa Lopez cleans the lines

On Monday August 21, 2018, Rosa worked on Line 1 of the doughnut line. She cleaned the mixer and the cooler conveyor. The other equipment was not used.

The next day, she worked on Line 3 of the doughnut line and cleaned all the equipment. She also cleaned both steam kettles. The mixers were not used that day.

On Thursday, she worked on Line 2 of the doughnut line. She cleaned every piece of equipment, but not the sink. She cleaned the steam kettles. She also cleaned Mixer 3.



Sanitation checklist															SUN BAKERY		
Please check (✓) and print your name when you finish cleaning an item. Write the date in numerical form, starting with the month. Equipment NOT used write N/A in column.																	
Doughnut Line 1-3			Monday			Tuesday			Wednesday			Thursday			Friday		
Date																	
Name of cleaner																	
Line No.			1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Clean mixer																	
Clean doughnut dispenser																	
Clean cooler conveyor																	
Clean doughnut glazer																	
Clean sink																	

Steam Kettles 1 & 2		Monday			Tuesday			Wednesday			Thursday			Friday		
Date																
Name of cleaner																
Wash the inside using descale. Wash descale down with cleaning chemical, using pressure hose rinse thoroughly. Drain any excess water.		1. _____ 2. _____														

Mixers 1-3		Monday			Tuesday			Wednesday			Thursday			Friday		
Date																
Name of cleaner																
Mixer parts flushed with water, foamed with cleaner, rinse again with water, then spray evenly with sanitizer.		1. _____ 2. _____ 3. _____														

Numerical date
 There are different ways to write the date. The numerical form means to write the date with numbers only.
 For example:
 August 21, 2018 becomes 08/21/2018

Finding key information

Workplace documents can include lots of information. There are strategies you can use to find important information you need quickly, so that you don't have to read every word of a document.

The following steps are a strategy to help you understand the main idea or purpose of a section and decide whether you need to read a section to find the information you need.

1. Type of information

What type of information do you need to find? Is your boss asking about a thing, a place, a person, an action, or a time?

2. Key words

What are the key words or topics you need to know? Think about synonyms for these words.

3. Headings

Look at the headings. Which section of the text has the closest meaning to the information you are trying to find? Are there any other format clues? For example, if you are looking for three similar things, they could be in a list with commas or they could be bullet points.

4. Scan

Scan for your key words or words that are similar in the section that most matches what you need to find.

5. Check

Stop when you find a key word. Read the sentence with the key word, and the sentences before and after. Check to see whether this gives a full answer to your question.

6. Act or start again

Did you find the information you were looking for, or do you need to search again?

Scan

To scan means to look for specific information, not the general idea.

Tips to scan

- Don't read every word, just scan for the information you need.
- Think about where the item will be in the document or on the page such as in a paragraph, list, or table.
- Only look for specific key words or phrases such as a name, number, date, or fact.
- Remember the search item as you scan for it.
- Let your eyes run over a few lines at a time.


Task: Practice scanning a memo

Your supervisor sends a memo about safety training to all staff members. You are required to bring information to the meeting and to choose two dates you are available to meet. To find the information quickly, focus on the key word “required” and key phrase “available training dates.” Look for the key information in the example.

1. What are you required to bring to the HR department?

2. What are the training dates? Draw a circle around them.

SUN Memo		SUN BEVERAGES
To	All production teams	Date: August 1, 2018
CC	Supervisors and lead hands	
From	HR department	
RE	Safety training dates	
Safety training sessions		
All staff members must give the following information to the HR department by Friday at noon.		
Required:		
1. Copies of current safety certificates		
2. The completed survey that your supervisor gave you		
3. Your first and second choice for available training dates: Saturday September 2, 9, 16, or 23		



Task: Scan a policy document for details

Look at the document on the following page.
Scan the document for the answers to the following questions.

1. What is the document about?

2. What are the four subheadings in the document?

3. What is the subheading of the section that explains what harassment is?

4. What are the three types of harassment?

5. What is the subheading of the section that has the steps for resolving the problem?

6. Who is responsible for reporting harassment?

7. What is the first step a manager will take to deal with a harassment complaint?

8. What Act protects you?

Respect in the Workplace

Anti-harassment policy

SUN
BEVERAGES

Sun Beverages is committed to a respectful, safe work environment for all employees. No physical, verbal and non-verbal harassment is allowed. We expect all employees to treat others with respect in the workplace. This includes co-workers, customers, and vendors.

What is harassment?

Harassment includes any threatening, abusive or insulting words, behaviour or written documents that affect someone's dignity.

Harassment may be a one-time event or a series of inappropriate conduct.

Types of harassment

1. Non-verbal

Rude or threatening gestures, offensive written messages or mail, unwanted gifts, making fun of someone by copying something they do, ignoring, or staring.

2. Verbal

Language that is sexist, racist or abusive in some way, the use of inappropriate terms or jokes, comments that make someone else feel less equal, and unwanted questions or comments about a personal issue.

3. Physical

Unwanted body contact or touching, assault, or inappropriate practical jokes.

Responsibility

It is the responsibility of the employee to report any form of harassment directed at themselves or a co-worker. This includes unwelcome physical, verbal, and non-verbal conduct because of race, religion, gender, marital status, family status, or physical disability.

Harassment is against the law.

The Alberta Human Rights Act is in place to protect you.

Dealing with a complaint

All harassment complaints will be treated very seriously and confidentially.

Once a complaint is received, a manager will investigate the matter immediately. All steps will be taken to resolve the problem.

The first step will involve interviewing the complainant. The next step is to interview the person the complaint is against, and finally anyone else that may provide information.

The information gathered from these interviews will be treated confidentially.

If the manager has evidence that harassment occurred, the harasser will be disciplined appropriately. If there is no evidence, no action will be taken.

Transferable skills

The skills you have learned in this topic are transferable. They can be applied to many situations and tasks at work.

- At work there are lots of opportunities to cooperate and coordinate better with others. You do this by asking questions, sharing with others, thinking big picture, and adjusting your work speed. In what situations at work can you use these skills?
- Giving good feedback is an important skill. Why is feedback important at work?
- In the workplace it's best to approach conflict by trying to be calm, by listening, and by being respectful. In what situations at work can you use these skills?
- There are different approaches to conflict: collaborate, avoid, compete, compromise, and accommodate. Why is it important to understand all the approaches?
- There are different ways to actively listen. When can you use this skill at work?
- There are many tips and strategies that help you to find information in tables and documents. How will they help you at work?



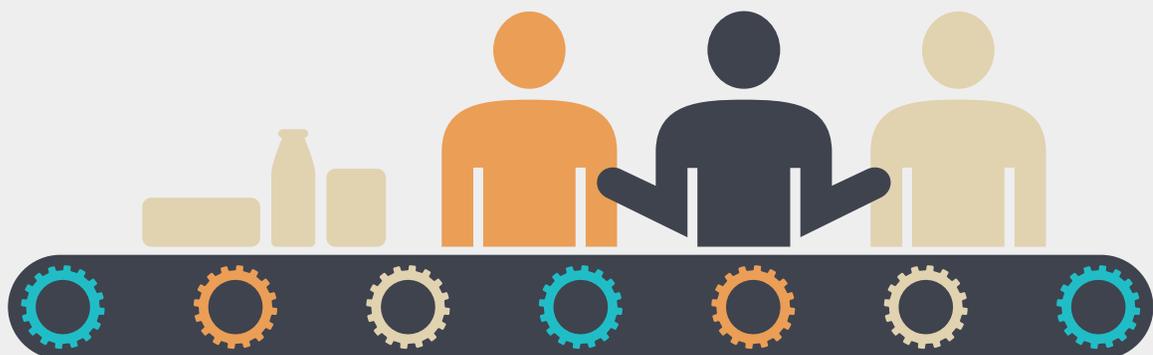
Topic 3

Workplace integration

What you will learn

In this topic you will focus on building skills that can help you integrate more successfully into the workplace.

- You will look at the definition of integration and the strategies you can use to integrate more easily into the Canadian workplace.
- You will explore ways to deal with cultural differences and learn about Canadian workplace culture.
- You will learn how to follow instructions more effectively and give clear instructions to others.
- You will look at ways to write neatly in documents and to record information accurately. Writing is a very important skill in the workplace.



Unit 1: Introduction to workplace integration



What is workplace integration?

Workplace integration is the process by which immigrants both adapt to the culture of their new workplaces, and also change the culture in certain ways as they work together. It is similar to the integration of newcomers into Canadian society. Immigrants adapt to their new society and help to build it, as society changes in ways to accommodate them.

Canada uses a “two-way street” approach in which immigrants adapt to their new society as Canadian society adapts to a more diverse population.

Cultural diversity

This refers to the different cultural backgrounds of the people in a group. For example, workers on a team might come from many different cultures like Vietnamese, Canadian, Chilean, Russian, Algerian, and Nigerian.

Adapt

To adapt means to change to fit in. Immigrants may need to change to fit in with the culture of their new country.

Rosa experiences cultural differences

Rosa liked to be friendly to her co-workers. She wanted to get to know as many people as possible. She arrived early at work one shift, and saw a Canadian co-worker from her shift walking towards her. Rosa’s English skills had improved. She wanted to greet the co-worker and have a short conversation with her to get to know her more.

Rosa said hello to her. The Canadian co-worker smiled at Rosa and said, “How are you doing?” She walked past Rosa without stopping or looking back at her.

How rude, Rosa thought to herself, to greet me, but then ignore me. People should stop and say a few words to each other.

Rosa had noticed that many Canadian co-workers acted this way. It hurt her feelings. Sometimes it made her feel lonely in Canada. Rosa told her story to Anna, a co-worker from her first culture. Anna had lived in Canada for many years.

Anna told Rosa that this was a cultural difference. “In Canada, co-workers often walk past each other and say, ‘Hi, how are you doing?’ They don’t stop to hear the response. It is not really a question but a greeting, almost like nodding your head or smiling to say you see the person.”

Rosa was surprised. “How do I get to know more Canadians?” she asked.

Anna said, “If you want to get to know more Canadians, you should sit with them at coffee break, lunch, or special company event like a BBQ.”

Anna also told Rosa about training. Their company was offering a workshop to all workers who wanted to learn more about cultural diversity in the workplace. She decided to take the workshop.



**Task:** How do people greet each other?

Rosa had a specific way to greet people in her culture.

- In your first culture, are there specific ways to greet people?
- Do the greetings change if the person is older or younger than you, or of the opposite sex?

Discuss in small groups.



Task: Find key information

Rosa received a memo about the cultural diversity workshop. Before you read the memo, scan the document headings. Then answer the questions.

1. What kind of a workplace document is this?

2. What department wrote the memo?

3. Who did they write the memo to?

4. What are the subheadings in the memo?

5. Under what heading would you find what percentage of Canadians are immigrants?

6. What percentage of Canadians are immigrants?

7. What is the cost of the training for the staff?

8. Sun Bakery adapted to its culturally diverse workforce in three ways. What are they?

9. How do workers register for the workshop?

10. How long is the workshop?

11. What are the four steps that the participants will learn in the workshop?

Memo

To All staff
From Human Resources Department
Date August 25, 2018
Regarding Opportunity to participate in cultural diversity workshop

SUN
BAKERY

SUN Bakery would like to invite you to participate in a workshop about cultural diversity.

Culture and immigration

Culture explains how a specific group of people speaks and behaves. Cultural diversity refers to the different cultural backgrounds of the people in a group. Canada is a culturally diverse country. 1 out of every 5, or 20 percent of Canadians, came to Canada as an immigrant.

Who are our workers?

SUN Bakery is also very culturally diverse. Employees come from over 35 countries and speak 40 languages. We want all our staff to learn about cultures. We believe the training will help us all be more patient, respectful, and helpful towards each other.

How our company has adapted to a culturally diverse workforce

Over the last five years, SUN Bakery has adapted in the following ways:

- **Translation**
We translate the new hire orientation, safe practices, and job duties into simpler language, or into the first language of our immigrant employees.
- **Accommodations**
We figure out ways to keep to production schedules while giving employees time for prayers or religious holidays, or cultural vacation times.
- **Training**
We want to give our employees training opportunities to understand diversity and work well with other people.

The workshop will include the following topics

1. What does adapting to culture mean?
2. How can immigrants adapt to the Canadian workplace?
3. How immigrants can adapt to the workplace diversity

What you will learn

In the workshop, you will learn four steps to deal with cultural differences in the workplace:

1. Be aware that cultural differences happen in a culturally diverse workforce.
2. Don't judge when cultural differences happen between you and other workers.
3. Try to figure out what the cultural differences are.
4. Adapt to the cultural differences whenever possible.

Register	Give your name to your supervisor by Friday, September 29, 2018
Date	October 6, 13, 20, or 27, 2018
Time	09:00 to 16:00
Cost	Free to all employees
Meals	Sun Bakery will provide a free hot lunch, coffee and snacks

Adapting to other cultures

Cultural misunderstandings are one of the most common problems in the workplace. Cultural misunderstandings stop people from working well together. The more you know about cultural diversity, the better you will understand your own culture and the cultures of your co-workers.

Four steps for dealing with cultural differences

Follow these four steps when you experience cultural differences:¹

1. Be aware of culture

To be aware of culture means realizing that your cultural background affects the ways you think, act and speak. Sometimes people from other parts of the world may think, act, and speak differently from you. If you are aware of this, cultural differences won't surprise you when you experience them.

2. Don't judge

The most important intercultural skill is to keep an open mind and don't judge. To "judge" means to think something is right or wrong, good or bad. Don't be too quick to think something is right or wrong. Instead, try to find out if the problem is because of cultural differences. If you have a problem with someone from another culture, think, "This might be a cultural difference."

3. Figure out the cultural difference

To figure out means to go through the thinking process so that you can understand something. Try to figure out the cultural differences.

Culture note

Use the Canadian workplace culture as your guide to adapt

As an immigrant, the best way to deal with so much cultural diversity is to follow the mainstream culture of your workplace. The food processing industry in Canada has a workplace culture.

There are ways that most workers tend to act and speak if they are born in Canada, or have worked for a long time in the industry. The longer you work in Canada, the more you will become aware of it.

¹ This four-step process follows the The Something's Up Reflective Learning Cycle: Steps for Responding to Cultural Differences, adapted from the Personal Leadership Cycle <http://www.plseminars.com>

4. Adapt

Try to adapt to the cultural differences if possible. To adapt to other cultures does not mean you have to change or lose your first culture. Instead, you use your intercultural skills to help you understand and get along with people from different cultural backgrounds. You can adapt in one of the following ways:

- Adapt your attitude. You can try not to judge people. You can accept that most behaviours are not good or bad, just different.
- Adapt your own communication a little or even a lot so that you can build better trust and friendships with co-workers.
- Adapt certain behaviours such as personal space, eye contact, smiling, or gestures.

Culture note

Not everything is culture

Remember, culture is not the only reason that people might misunderstand each other. The problem might be because people are upset by something personal. They might be tired or irritated. It could also be due to something about work.



Task: Discuss the four steps for dealing with cultural differences

Work with a partner to discuss the questions.

- What cultural differences are you aware of since coming to Canada? Think about topics such as gestures, eye contact, or how loud people talk.
- Is there a culture that you think behaves or speaks very differently to your culture? Don't name the culture. Just name the behaviour or communication that is different. Is it easy or difficult to not judge the other culture?
- Have you ever tried to learn more about another culture? If yes, how did you do it? What can you do to learn more about the cultures of your co-workers?
- Do you think you have adapted to the culture of the Canadian workplace in any way? Have you adapted in any ways to working with your co-workers from other cultural and language backgrounds?
- Are there any ways you have noticed that the Canadian workplace culture has adapted to you?

Exploring cultural differences

Rosa participated in the cultural diversity workshop with many of her co-workers. In this section, you will read what Rosa and other co-workers said about how their cultures:

- Use personal space
- Use time
- Communicate with each other

You will use the four steps for dealing with culture to think about and complete the tasks.



Task: Personal space in the lunchroom

Rosa

“In my culture, when you talk with people at lunch you should always be close enough to touch them. It is part of being friendly. You touch people on the arm or hand to emphasize a talking point.”



Lee

“When you talk with people, you should keep at least an arm's distance between yourself and other people. You need to respect personal space. And you rarely touch people when you talk to them.”



Step 1: Be aware

Work by yourself. Which cultural approach is more like your first culture? Put a check mark next to the person.

When you are finished, find out in your class whose cultural background is more like Rosa's and whose is more like Lee's. Count how many are in each group. Write the numbers of each under the images of Rosa and Lee. Be aware of the cultural diversity in your class and workplace.

Work as a class to answer this question: What type of misunderstandings might happen between the two different cultures? Make a list on the board.

Step 2: Don't judge

Work with a partner. Read through the statements below from Rosa and Lee. Which one of them said which statement? Write their name in the box. Check your answers as a class.

Who said it?

“My co-worker is so unfriendly. She never wants to sit or talk with me.”

“My co-worker is so disrespectful. She is always coming into my space.”

Step 3: Figure out

Make a list of “ways to greet” from the different parts of the world, such as a handshake (Canada) or kiss on the cheek (France). Try to come up with at least six.

Working by yourself, organize the list of greetings as follows: Greetings your culture is most comfortable to do (1) to least comfortable (6).

Compare your list with someone else in the class.

- Are they similar or very different in their order from 1 to 6?
- How much space do you each need to interact comfortably with each other?
- Are there rules for touching people when you talk to them?
- Which greetings would you not be comfortable with?

Step 4: Adapt

Read through the two opposite approaches that cultures can use for personal space.

Look at the continuum line from “Exactly like 1” to “Exactly like 2”. Mark with an X where you think your first culture belongs on the line.

Personal space approach 1

People should always be close enough to touch other people when in conversation. It is part of being friendly. It builds relationships. You touch people on the arm or hand to show emotion or stress your idea.

Personal space approach 2

People must keep an arm’s distance from other people. It is disrespectful to push into personal space. It stops relationships from growing. You build relationships in other ways like helping people, or just by being a good listener. People don’t touch other people when they talk to them.

Exactly like 1 Close to 1 A bit of both Close to 2 Exactly like 2



Read the culture note about personal space in Canadian workplace culture.

See where the maple leaf is on the line. This is the Canadian workplace approach to personal space. Is your first culture’s approach at the same place or at a different place?

Culture note

Personal space in Canadian workplace culture

Canadians like to be at least an arm’s length apart while they are speaking with others. People also usually don’t touch each other during conversations, unless they are very good friends.



Task: Use of time on the production floor

Rosa



“In my culture, we say time is people. It means that we may need to socialize and make friendships stronger when we work. We usually have a short break between production orders, and when the production schedule is slower.”

Emil



“In my culture, we have a saying: time is money. This means you stick to schedules and deadlines to meet production orders. You work through your full shift with no downtime, except for coffee and lunch breaks on your schedule.”

Step 1: Be aware

Work by yourself. Which cultural approach is more like your first culture? Put a check mark next to the person.

When you are finished, find out in your class whose cultural background is more like Rosa’s and whose is more like Emil’s. Count how many are in each group. Write the numbers of each under the images of Rosa and Emil. Be aware of the cultural diversity in your class and workplace.

Work as a class to answer this question: What type of misunderstandings might happen between the two different cultures? Make a list on the board.

Step 2: Don’t judge

Work with a partner. Read through the statements below from Rosa and Emil. Which one of them said which statement? Write their name in the box. Check your answers as a class.

“My co-worker is so lazy. The person is always socializing. The person should help out.”

“My co-worker is so unfriendly. The person never takes time to get to know co-workers.”

Who said it?

Step 3: Figure out

Work in small groups. Try to work in a group with people from the same cultural background as you. Finish the following sentences with ideas that show your cultural background. Discuss as a class.

- You are late when...
- If you meet a friend, when you are late for work, you should...
- Deadlines are...

Step 4: Adapt

Read through the two ways that cultures can use time.

Look at the continuum line from “Exactly like 1” to “Exactly like 2”. Mark with an X where you think your first culture belongs on the line.

Time approach 1

People think people are more important than fixed appointments and schedules. Following the clock is not as important as making time for social relationships, community life, or religious activities.

Time approach 2

People think time is a resource, like money. It must not be wasted. They plan and control time by the clock in exact units: seconds, minutes, hours, days, months and years.

Exactly like 1

Close to 1

A bit of both

Close to 2

Exactly like 2



Read the culture note about time in Canadian workplace culture.

See where the maple leaf is on the line. This is the Canadian workplace approach to time. Is your first culture’s approach at the same place or at a different place?

Culture note**Time in Canadian workplace culture**

The food processing workplace in Canada is very strict about time. Companies stick closely to schedules and deadlines to meet production orders. They work through their full shift with no downtime, except for coffee and lunch breaks on their schedule.



Task: Communication at a team meeting

Rosa

“In my culture, when you talk, you must sometimes be indirect. For example, if your words will cause conflict or embarrass people at work, you should hint through your body language or word choices.”



Aisha

“When you talk, you must always be direct. For example, if you give your opinion, you must say what you mean. If you speak about a mistake someone made, you must be clear and straightforward.”



Step 1: Be aware

Work by yourself. Which cultural approach is more like your first culture? Put a check mark next to the person.

When you are finished, find out in your class whose cultural background is more like Rosa’s and whose is more like Aisha’s. Count how many in each group. Write the numbers of each under the images of Rosa and Aisha. Be aware of the cultural diversity in your class and workplace.

Work as a group to answer this question: What type of misunderstandings might happen between the two different cultures? Discuss as a class. Make a list on the board.

Step 2: Don’t judge

Work with a partner. Read through the statements below from Rosa and Aisha. Which one of them said which statement? Write their name in the box. Check your answers as a class.

“My co-worker is so quiet. I never know if she has an opinion about anything.”

“My co-worker is so rude. She tries to embarrass people in front of their co-workers.”

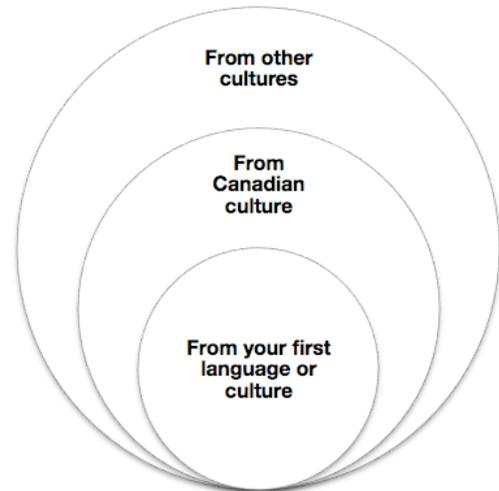
Who said it?

Step 3: Figure out

Work by yourself. Answer the three questions below. Then share with a partner. Discuss as a class.

- What reasons can you think of for getting to know co-workers from different cultural and language backgrounds?

- Think about the co-workers that you enjoy spending time with at work. Are they from your first culture? Were they born in Canada? Or are they immigrants from other cultures? Write their names on the left sides in the three circles (or just the first letters of their names).
- Think about your co-workers from Canada or other cultures that you could get to know better at work. Write their names on the right sides in the two circles (or just the first letters of their names).



Step 4: Adapt

Read through the two opposite approaches cultures use to communicate.

Look at the continuum line from “Exactly like 1” to “Exactly like 2”. Mark with an X where you think your first culture belongs on the line.

Communication approach 1

People always speak indirectly to avoid conflict or embarrassing people. The real message is hidden, but they usually hint about it through body language, tone of voice, or word choices. What they don't say is as important as what they do say. People in this culture are used to looking for hints to interpret the real meaning.

Communication approach 2

People always speak directly. They openly give their opinions, disagree with others, and point out other people's mistakes. They are not worried about conflict or embarrassing others. They say what they mean. In this culture people don't listen for hidden messages in words, tone of voice, or body language. They never have to guess what people are trying to say.

Exactly like 1 Close to 1 A bit of both Close to 2 Exactly like 2



Read the culture note about communication in Canadian workplace culture.

See where the maple leaf is on the line. This is the Canadian workplace approach to communication. Is your first culture's approach at the same place or at a different place?

Culture note

Communication in Canadian workplace culture

The communication style for English-speaking Canadians is between direct and indirect. Canadians tend to soften their messages, especially for giving opinions and pointing out other people's mistakes. However, they are also not indirect speakers. If their softer message is misunderstood, they will usually become more direct to be clearer.

Unit 2: Oral communication



Following and giving workplace instructions

Following and giving clear workplace instructions are key parts of learning a new job. You hear instructions such as how to do a task, operate a machine, and work safely. You give instructions to the co-worker on the next shift.

How instructions are organized

When English speakers give instructions, they usually organize the information in the following way. Also, take note of the common markers that you might hear for each point.

<p>Main idea</p> <p>This is where the instruction begins. The speaker tells you the topic.</p>	<ul style="list-style-type: none"> • Today I want to show you how... • You need to know how to... • I need to show you how to...
<p>Reason</p> <p>The speaker will usually tell you why this information is important.</p>	<ul style="list-style-type: none"> • This is important because... • We do this because... • You need to do this so that you can... • This is a good idea because...
<p>Steps</p> <p>The speaker will explain what to do in a step-by-step order. This means they explain each step of the task in the order they need to be done.</p>	<ul style="list-style-type: none"> • First... • Second... • Now... • Then... • The next step is... • Next... • After that... • Finally...
<p>Details</p> <p>The speaker often adds details to some points.</p>	<ul style="list-style-type: none"> • Be sure to... • You should also... • Be careful to... • It is a good idea to... • Make sure you...
<p>Conclusion</p> <p>The speaker often restates the main topic.</p>	<ul style="list-style-type: none"> • So now you know how to... • So now you try it out... • So now that I have explained...

**Task:** Put instructions in order

The following is a list of instructions for how to label correctly.

- Put the instructions in the correct order. Write 1, 2, 3 and so on in the boxes to show the order of the instructions.
- Finally, underline the markers. The first and last instructions have been numbered for you.

The reason you have to do this is because a wrong label will waste time and product on the run.

First, check the accuracy of the information on the label before you start the production run.

 1

All products must have a label. I am going to show you how to verify that the correct labels are being applied on the product.

 9

Now you understand how to verify that the labels are correct.

Second, make sure you record the product code every 30 minutes in the process control record.

You should also check the glue pot temperature regularly and label adhesion every 30 minutes.

Next, if you find an incorrect label on the bottle, you must stop the line.

Finally, keep the labeler, warmer, conveyors and the floor clean and free of garbage.

Make sure you tell your supervisor immediately.

How to follow instructions

If you understand how English speakers organize instructions it makes it easier to follow what they say. The key to following instructions is to listen for the order, pay attention to common markers, and remember to ask questions if you don't understand.

Listen for the order of the instructions

Listen for the order as your trainer or supervisor gives instructions. If you remember there is an order, you will understand the instructions and remember important points more easily.

- Main idea
- Reason
- Steps
- Details
- Conclusion

Listen for the markers

Markers are key words or phrases such as “first” or “the next step is.” People usually use markers at the start of new information points. These markers help you to know when a new idea or step begins.

Ask for clarification

Always ask questions when you don't understand all or part of the instructions. Earlier we learned there are at least six ways to get clarification. Remember to use them.

- Ask the speaker to explain more.
- Ask the speaker to repeat what they said.
- Ask for an example.
- Ask the speaker to say it again in a different way.
- Ask the speaker to slow down.
- Repeat back what the speaker says.

**Task:** Find markers and examples of clarification

Read through the conversation between Rosa and her team lead on your own.

- Look for the three examples where Rosa asks for clarification. Underline the words she uses to get clarification. Write them down below.
- Highlight the markers that help you identify how instructions are organized. See the bold text in the conversation for examples of two markers.

Work with a partner.

- Read the conversation. As you read aloud, be aware of your pronunciation. Speak slowly and use good pauses so that the other person can understand more easily.

Say it again

Rosa asks her supervisor to say it in a simpler way.

Explain

Rosa asks her supervisor to explain the concept.

Repeat

Rosa asks her supervisor to repeat only the part she didn't understand.

Rosa meets with her team lead

Rosa is in a meeting with her team lead. Rosa is starting work as an operator in the mixer machine in the bakery. The mixer mixes ingredients before baking in the ovens. The team lead needs to show her how to fill in a pre-operation checklist.



Team lead Hi Rosa, how are you today? I **need to show you how to** fill in a pre-operation checklist.

Rosa I'm sorry. I don't understand "pre-operation." Could you say it again in a simpler way?

Team lead Well "pre" means before, and "operation" is your job, because you are an operator. So "pre-operation" is what you do before you start operating your mixer. You complete the pre-operation checklist **so that you can** inspect your mixer and equipment before you start working.

Rosa Okay, I understand.

Team lead So first, you have to fill in the operator name box. Put your name here. It's a good idea to print when you write on these checklists. Printed letters and words are neater and easier to read.

Rosa Yes. (Rosa prints her name)

Team lead Then, write today's date here. Use the numerical form, not the long form.

Rosa Could you please explain to me numerical form and long form?

Team lead Oh, you write a date in numerical form with numbers. You write the long form with words.

Rosa That date goes in this space?

Team lead Yes, we use numerical form because we need to standardize all our documents. If everyone uses the same form, the information is easier for other co-workers to read.

Rosa Okay. (Rosa writes the date)

Team lead Good. Okay next, in this box you write the time.

Rosa Like this?

Team lead No, not exactly. You need to use a 24-hour clock.

Rosa I am sorry. I need to use a what?

Team lead A 24-hour clock. So you write 3:00 pm as 15:00 hours. Be sure to write the times this way on any document.

Rosa Okay, I understand. I know the 24-hour clock system.

Team lead And finally you need to inspect each item in the checklist. Then check the item as satisfactory or unsatisfactory.

Rosa Okay. (Rosa does it)

Team lead So now you know how to complete a pre-operation checklist before you start the first run on the production line.

Rosa Thank you very much for taking the time to show me!

How to give clear instructions

Once you have learned how to do your job well, there will be a time when you have to give instructions to new workers or to people who are connected to your job. To give good instructions, you should combine some of the skills you have learned so far.

Organize the instructions and use markers

When you give instructions, always start with the main idea. Then follow with reasons and the steps with details. End with your concluding words. Use good markers so the listener can easily follow the flow of information.

Put stress on the key words

In English, the most important words in any sentence are stressed. This means you say them a little louder than the other words.

Stressed words carry the meaning in the message. The words let listeners know the most important information quickly. If you don't stress key words, the meaning will be lost. Your speaking will sound flat and it will be difficult for a listener to follow your instructions. As you speak, emphasize the words that are most important for the listener to hear, as in the example below.

“In English, the most important words in any sentence are pronounced more loudly.”

When you stress key words, speak slowly, and use pauses, your pronunciation will be clearer.

Check for understanding

When you give instructions, check that the person understands what you said. To check understanding, avoid asking questions for a yes or no response such as “Do you understand?” or “Do you have any questions.” People sometimes say they understood, even if they don't understand. Sometimes people are embarrassed that they don't understand.

Instead, first say the following:

- “I just want to check,” or
- “Can we make sure my instruction was clear?”

Then you ask:

- “Could you show me what you did?” or
- “Can you tell me what you need to do?”



Task: Rewrite with markers

Read through the set of procedures from Elaine. She works in the shipping and receiving area. She is training a new worker how to receive goods. Her instructions are in order, but she uses no markers.

Rewrite her sentences using markers. Her first and last sentences have been done for you.

Procedures for receiving



I'll show you how to receive goods.

For this shift, I want to show you how to receive goods.

It is a standard operating procedure.

Count and visually inspect all items before you receive them.

Report any damaged items to your supervisor before you receive them.

Record all received goods into the receiving logbook.

Put away the received ingredients.

Use the FIFO method. FIFO stands for "first in first out." It simply means you put the foods with the first expiry dates in front or on the top shelves so that you use them first.

A signature and printed name must be on all received paperwork.

What questions do you have?

So, now that I have explained the receiving procedures, what questions do you have?

Visually

This means to see with the eyes. If you check something visually, you check it by looking at it.

Damaged

This means broken. For example, a product can get damaged during transportation.



Task: Underline key words to stress

Read through the set of procedures from Frank. He works in the shipping and receiving area. He is training a new worker to ship goods. His instructions are in order, and he uses markers. But he is not stressing the important words in each sentence.

Work by yourself.

- Underline the words you think he should stress. His first sentence has been done for you.

Then work with a partner.

- See if the words you underlined are the same.
- Take turns reading the instructions out to each other with good stress.

Instructions for shipping

I want to explain to you how to ship goods.

This is important to learn because shipping must follow a standard operating procedure.

First, you need to take each item out of the inventory records before loading the order.

Be sure you count all of the items as you load a trailer.

Next, you need to visually inspect all trailers.

Make sure the trailer is closed and locked before the driver leaves.

Then, the drivers must sign for the load before they exit the shipping area.

Finally, a signature and printed name should be on all shipping paperwork.

So, I think this is a lot of new information for you. What questions do you have?





Task: Fill in the checklist

First review the checklist on the following page. Then work with a partner.

Partner 1:

- Read the following instructions to Partner 2. Read each instruction only once. Read slowly, use good pauses, and put stress on the key words.
- Stop at any two points to check that Partner 2 understands you. For example, you can say, “I just want to check. Could you show me the mixer number that you wrote down?”

Partner 2:

- Do not read the instructions. Listen to Partner 1 read the instructions. Use the information to fill in the mixer pre-operation checklist on the next page.

First, write down the mixer number. It is Mixer 3.

Then, write the date in numerical form for Saturday, August 25, 2018.

Next, print your initial and your last name in the operator box.

After that, use the 24-hour clock to write the time as six o'clock in the evening.

Finally, you need to check the items. All the items were satisfactory, except the button and the knife.

Switch roles and repeat for the following instructions.

First, write down the mixer number. It is Mixer 6.

Then, write the date in numerical form for Sunday, August 26, 2018.

Next, print your initial and your last name in the operator box.

After that, use the 24-hour clock to write the time as eight o'clock in the evening.

Finally, you need to check the items. The chute area and steel bowl were unsatisfactory, everything else was satisfactory.

<h2 style="margin: 0;">Mixer pre-operation checklist</h2> <p style="margin: 0;">Weekend specialty bakeshop area</p>	SUN BAKERY
<p>Please check (✓) off the following items with S (satisfactory) or U (unsatisfactory). Please notify your team lead immediately if any item is unsatisfactory.</p>	

Mixer # _____

	Friday	Saturday	Sunday
Date			
Operator			
Time			

	Friday	S	U	Saturday	S	U	Sunday	S	U
Mixer interior				Mixer interior			Mixer interior		
Button				Button			Button		
Chute area				Chute area			Chute area		
Whisk				Whisk			Whisk		
Scrapper				Scrapper			Scrapper		
Long scrapper				Long scrapper			Long scrapper		
Steel bowl				Steel bowl			Steel bowl		
Knife				Knife			Knife		
Good pallet ingredient				Good pallet ingredient			Good pallet ingredient		
Good pre-weigh				Good pre-weigh			Good pre-weigh		

Unit 3: Document use



Writing information in documents

Writing legibly

In the workplace, you have to enter information into documents. If you are handwriting documents, you need to write legibly. This means to write neatly so that it is easy to read, not just for you, but also for co-workers.



Task: Discuss writing at work

Discuss your answers to the following questions in small groups.

- What forms do you have to enter information into at work? Think of forms you have to write on and forms you have to type information into.
- Who else reads or uses the information that you write into the forms?
- Can co-workers easily read your handwriting? Check the box that you think best describes your answer.
 - Most of the time
 - Sometimes
 - Not much of the time
 - Not yet

Why is neat handwriting important?

Writing legibly is part of good document use skills because co-workers have to read your handwriting and use your information. If your handwriting is not easy to read, they may:

- **Get frustrated.** You must write neatly because other people will have to check or use the information you write down. If your handwriting is messy, it may be difficult to read. People get frustrated when they have to take a long time to figure out what you wrote.
- **Make a mistake.** There are many people who read and then use what you write. For example, your co-workers on the line may have to read your stop and start times, and then adjust their times on the process control document. Your supervisor may need to check the hazards from your handwritten comments on a safety checklist. The human resources department may need to read your documents to complete a report. If they read a number, letter, or word incorrectly, they may make a mistake.

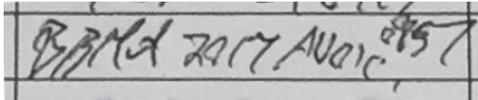


Task: Read handwriting samples

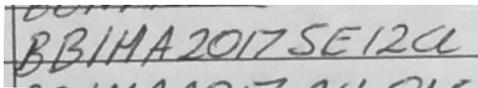
Look at the two handwriting sample images below. The samples are from two different workers. They have recorded the product codes in a product control form, which workers use to record their job tasks during their shift.

- Read the handwriting.
- Try to copy the codes into the boxes below the samples.

Handwriting sample 1



Handwriting sample 2



Discuss in small groups.

- Was it frustrating trying to figure out any of the letters or numbers?
- Which sample was easier to read and copy? Give reasons for your answers.

Tips for writing neatly in documents

Your employer may have specific guidelines for how to write in documents. You should follow your employer's guidelines. If you have no guidelines, you can use the tips below to help you write neatly in documents.

Print the letters

Printed letters are easier to read. You should only use cursive, or a mix of print and cursive, for longer writing pieces like paragraphs. Many workplace documents only need a few printed words on a line, or a couple of sentences in a box.

Use correct upper and lower case letters

Use upper case lettering at the start of a sentence, or for words that are always capitalized such as company product names. Upper case means letters that you write as capital letters such as A, B or C and so on. Lower case means you write the letters in their small form such as a, b, c and so on. When you copy information such as codes, copy down the upper and lower cases exactly the same as they are in the original.

Write the number

The number is easier to read than the word. For example, write 12 as a number, not as "twelve" using letters. Only write the letters if the document tells you to, or your supervisor wants you to.

Write in the correct space

Put information on the correct line or box.

Form each letter fully

Take the time to write a little slower so that each letter, word, or number is easy to read. Most people write a few letters badly, especially when they try to write fast.

Put spaces between letters and words

Put a little more space between each word so that it is easy to read a sentence.

Use the correct abbreviations

Your company may use specific abbreviations for products, tasks, codes, or customers. Learn and use them correctly in your workplace documents.

Printing

Cursive

UPPER CASE

lower case

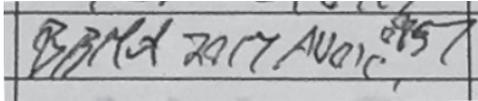


Task: Assess handwriting samples

Use the tips to assess the two handwriting samples again. After you finish, explain your assessments to your partner.

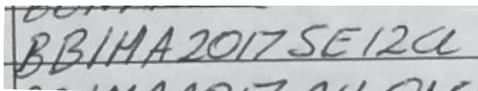
Sample 1

The worker should have written the original as: BB/MA 2017 AUG 10, 0857



Sample 2

The worker wrote the original as: BB/MA 2017 SEP 12 CL



The writer...	Sample 1		Sample 2	
	Yes	No	Yes	No
1. Printed the letters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Used correct upper case letters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Wrote the number, not the word.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Wrote in the assigned space.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Formed each letter fully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Put a little space between letters and words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Used the correct abbreviations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Task: Assess your handwriting

Work by yourself.

- Go back to an example of your handwriting in this resource. Use the tips to assess your handwriting.
- Identify what you can do to make your handwriting neater and easier to read.

Work with a partner.

- Exchange writing pieces with a partner.
- Read your partner's writing. Underline anything that is not easy to read.
- Tell your partner why you underlined it.

Compare what you think you can do to write neater with what your partner said about your handwriting. Is it the same, or did you learn something new about what to do better?

Recording information accurately

For some workplace documents such as a safety memo or the label on product, you only have to read and use the information. There are many other workplace documents in which you must record information. For example, during your orientation at a new company, you have to complete forms to give information for payroll, personal tax, and emergency contacts. There are also many forms you use during a shift such as process control forms, log notes, and timesheets.

How to record information accurately

Ask the question

You can think of forms as question and answer documents. The words in the spaces are like questions. You need to answer them, whether you have to write the information or type it in by using a keyboard. Look at the example from a process control record below.

Labeler process control record		
Date	Shift <input type="checkbox"/> <i>Day</i> <input type="checkbox"/> <i>Night</i>	Name

- The word “Date” asks you the question: What is the date today?
- The word “Shift” asks you: What shift is this, day or night?
- The word “Name” asks you: Who is going to fill out the form?

If you understand a form as a set of questions, it is easier to know what you must enter into the document. This makes it more likely that you will write down what the form needs from you. You will record all the important information accurately, and avoid unnecessary details.

Follow the instructions

Many forms have important instructions that you must read and follow. The instructions tell you how to fill out the form, or how to do the job task before you record the information in the form.

Get the details correct

When you enter information into a form, make sure the details are accurate. For example, enter the exact time and the correct abbreviations. Pay attention when you copy down the numbers and letters from product codes into the form.

Labeler process control record									
Date			Shift <input type="checkbox"/> Day <input type="checkbox"/> Night				Name		
Important! You must verify the product material before you start labeling. You must also check the product code and label adhesion at the beginning and end of every run.									
Run	Duration of labeling run		Product material	Number of boxes labeled	Product code	Label docket #	Label checked as correct at start (P/F)	Label adhesion quality at start (Good/Poor)	Glue pot temperature (°F)
	From	To	Brand and type						
1	6:00	6:30	Coop plain	200	CP-P10	118113	Pass	Good	360



Task: Make questions from a form

Work with a partner. Look at the example from the process control document for a product labeler. This is the type of form that product labelers must complete during their shifts.

- What instructions does the document give the worker?

Look at the subheadings in the document. Each column asks for specific information from the labeler.

- Ask a question for each subheading.
- Write out the question. The first one has been done for you.

Subheading	Question
1. Duration of labeling run: Start/End	<i>When did the run start? When did it end?</i>
2. Product material: Brand/Type	
3. Number of boxes labeled	
4. Product code	
5. Label docket number	
6. Label checked as correct at start (Pass/Fail)	
7. Label adhesion quality at start (Good/Poor)	
8. Glue pot temperature (°F)	



Task: Record details

Read about David Oscar’s label run. Record the details of Run 3 on the form.

David Oscar finishes Label Run 3

“On August 23, 2018, I labeled three hundred boxes for the Cooperators plain run for 45 minutes. I started at 7:25 am. The run was under the Cooperator product code CP-P10. I used label docket number 11815. The label was correct when I checked it at the start of the run. The glue pot was at 360°F and the labels had good adhesion quality.”



Labeler process control record									
Date			Shift <input type="checkbox"/> Day <input type="checkbox"/> Night				Name		
<p>Important! You must verify the product material before you start labeling. You must also check the product code and label adhesion at the beginning and end of every run.</p>									
Run	Duration of labeling run		Product material	Number of boxes labeled	Product code	Label docket #	Label checked as correct at start (P/F)	Label adhesion quality at start (Good/Poor)	Glue pot temperature (°F)
	From	To	Brand and type						
1	6:00	6:30	Coop plain	200	CP-P10	118113	Pass	Good	360
2	6:35	7:20	WF mixed	300	WF-M20	119114	Pass	Good	360
3									
4									
5									



Task: Record details

Work with a partner.

- Partner 1 read aloud the labeling details for Run 4.
- Partner 2 record the details in the row for Run 4 in the process control form. Partner 2 must not look at the text below. Instead, Partner 2 must ask questions to get all the detail accurate.
- Switch roles for Run 5.

Run 4

“I started at 8:15 and finished at 9:00. I used label docket number 119116. I labeled 300 boxes. It was a Wholesale Foods plain run. It was under code WF-P10. I checked the label at the start of the run. The label was correct. The glue pot was at 360°F. The labels had good adhesion quality.”

Run 5

“I started at 9:05 and finished at 9:35. I labeled 200 boxes. It was a Cooperators mixed run under the product code CP-M20. At the start of the run, the labels passed my check. The glue pot was at 361°F. The labels had good adhesion quality. I used label docket number 119117.”

Fahrenheit

At some food processing companies you will need to understand the temperature in Fahrenheit (°F)

Transferable skills

The skills you have learned in this topic are transferable. They can be applied to many situations and tasks at work.

- To deal with cultural differences, you need to be aware of them. Don't judge. Figure differences out and adapt, if possible. In what situations at work can you begin to do this?
- To follow instructions, listen for the markers, follow the order, and ask for clarification. How can these strategies help you at work?
- When you give instructions to others, use markers and an organized order, put stress on key words, and check for understanding. In what situations at work can you begin to do this?
- It is important to write legibly at work. In what workplace documents do you need to write more legibly?
- To record information accurately in documents, you need to ask the right question, follow the instructions on the document, and get the details correct. In what workplace documents do you need to record information accurately?



Wrap up

Food processing employment goals

Continuous learning in the workplace

Continuous learning happens in multiple ways within food processing. Continuous learning happens as a result of changes to systems, processes or technology. Employees also must continuously learn if they want to change jobs or get new positions at a food processing plant. Use the following tips to make sure you are learning at work.

Take opportunities to cross-train

Take opportunities at work to cross-train in other jobs. If you are cross-trained you can fill in for other workers when they are sick or on holidays. You can learn more about the process of your workplace and show your supervisor that you can handle many different jobs. This will make you valuable to the company. Cross-trained employees give the supervisor more flexibility for scheduling. It helps you to know the workplace better and keeps you from getting bored.

Set daily and weekly work goals

Try to set daily and weekly goals for yourself as you learn the job. Set goals that you can achieve. The goal should not be so high that it is too difficult to do, and not too low that you don't feel like you are learning. For example, at the end of your shift you can think about how to do your job better the next shift.

Talk with your supervisor about learning

Talk with your supervisor during the week. Tell him or her about your progress in your job. Talk to him or her about the work you would still like to learn or the tasks you still have problems with. For example, tell him or her what you are doing well and what you still need to learn better. Ask for help or advice when you have questions. Ask about opportunities to learn other jobs so that you can cross-train. Don't be afraid to ask. It's good for your supervisor to know that you want to improve.



Task: Discuss continuous learning at work

Work in small groups.

- Have you ever cross-trained at work?
- What new opportunities do you have to cross-train?
- Could you work faster or safer?
- Could you help your co-workers more?
- What questions about learning can you ask your supervisor this week?

Rosa sets her career goal



Rosa's goal was to work as a packing machine operator in the food processing industry. She wanted to achieve her career goal in one year. Rosa thought about the skills she needed. English skills were most important. So, her learning goal was to increase her English ability. She wrote down two goals for English. First, she wanted to remember and use the specific English vocabulary for her job. Second, she wanted to speak with clear pronunciation so that people could understand her easily.

She thought about different strategies for improving her English skills. She joined a language-training course for newcomers to Canada. She changed shifts at her job so that she could attend English classes in the morning. She made friends with co-workers from other countries so that she could practice speaking English. She also studied English at home and on the bus to work.

<p>Rosa's notebook: July 31, 2018 Career goal: Machine Operator Date: Achieved by July 31 next year</p>		
<p>My learning goal Increase English ability</p>	<p>Skills I need Use words from my work Speak with clearer English pronunciation</p>	<p>My strategies Join an ESL class Change shifts at work Talk to co-workers in English Study at home and on bus</p>

Rosa's opportunities at work

Rosa's supervisor noticed how hard she was working. He gave her opportunities to cross-train in other entry-level jobs. She filled in for other workers when they were sick or on holidays. She learned more about all the jobs on the production floor. Her supervisor saw that she could do many different jobs. She became good at reading and filling in documents and writing down important information. Before the end of the year, she was promoted to a machine operator job.

She continued to learn English and took opportunities to cross-train on other machines. During cross-training, she met two of the millwrights at the company. Millwrights assemble, service, and repair new machines. Rosa decided that she wanted to become a certified millwright. Her employer offered to pay for half her tuition for her studies. She worked and studied as an apprentice for four years. Each year, she spent six weeks at school. Each year her wages increased. At the end of four years, Rosa became a certified millwright. Rosa didn't wait for someone to help her. She took the initiative to learn at work.



Task: What do you need to learn for work?

Rosa took positive actions to learn in her job. What actions can you take as a continuous learner?

- Think about your career and learning goals. Then fill in the chart below.
- Once you are finished, share your information with a partner.

Career goal: What is my career goal?

Date: When will I achieve it?

Learning goals What are my learning goals to achieve my career goal?	Knowledge and skills What knowledge and skills will I need for my learning goal?	Strategies What strategies can I use to get the knowledge and skills?

Goal setting

Whether looking for a job in food processing or hoping to move to a higher level job in your current company, setting goals is the best way to continue learning at work. Goals will help you focus and not give up. You can use the word SMART as a way to set goals. Each of the five letters refers to a word that can help you set better goals.

S Specific	M Measurable	A Achievable	R Relevant	T Timely
<p>Specific The goal must have specific details. If the goal is vague, it will be more difficult to know when you achieve the goal.</p>		<p>For example, if you work in a bakery, a goal like “I want to be a machine operator” is too vague. A specific goal is “I want to work as a packing machine operator.” Or, I want to make fewer mistakes filling in documents. Or, I want to get along better with my co-workers. Or, I want to understand Canadian workplace culture better.</p>		
<p>Measurable You must be able to measure your progress as you move towards the goal. You also need milestones on specific dates. Milestones are smaller goals that lead to your main goal. They motivate you each time you achieve a milestone.</p>		<p>You can begin by breaking your goal into smaller steps that you can measure. For example, you can first learn to work on an easier machine such as a mixer. You can request to work with an experienced operator until you have the skills you need. Finally, you can apply for the position you want.</p>		
<p>Achievable You must be able to achieve the goal. It should be difficult for you, but still possible.</p>		<p>A packing machine is difficult to operate. You must be willing to learn easier machines first. You must also get support from your employer or supervisor.</p>		
<p>Relevant The goal must be relevant to you. This means it must be important to you, not just to your employer, team, friends or family. You must really feel you want the goal. Otherwise, you might give up when things are difficult.</p>		<p>For example, you might need to change to an evening shift to learn the machine. You might get tired. You might want to give up, unless the goal is very important to you.</p>		
<p>Timely The goal needs a timely deadline. The end date will help you focus on the goal. Otherwise, other things may take your time away from your goal.</p>		<p>You may need to spend six months learning other machines before you can start learning the packing machine. Think about when you can achieve your goal and set a timeline.</p>		



Task: Your SMART goals

Look back at your work goal from the previous section.

Rewrite it using the SMART goals approach. Use all or some of the questions below to help with the details of your goal.

S Specific

What is the work goal?

Where will it happen?

What will I need to make it happen?

M Measurable

How will I know I have achieved the work goal?

What will I see, hear, or feel at the end?

What are my milestones?

A Achievable

How do I know the work goal is achievable?

What challenges could I have?

Who needs to help me?

R Relevant

Why is the work goal important to me?

Am I the right person to reach this goal?

What will happen if I don't try?

T Timely

When will I start and end the work goal?

Is this the best time to try?

What can I do first?

Appendix

Looking for jobs in food processing

According to the Alberta Food Processors Association (AFPA) website directory there are over 55 different categories of food processing. You can find a list of the categories on their website: <http://afpa.com/directory>

This list of categories links to a directory of the companies connected to the various types of food processing. This is a good place to see what you might be interested in.

Taking food processing related courses prior to be hired is seen as a positive by employers. AFPA has courses available and will allow you to take the courses through their training platform.

If you are interested, let the workshop instructor know and we can arrange to sign you up for the courses. For example:

- Food Safety
- HACCP

The Food Processing Skills Canada site provides some great information and training opportunities for new Canadians interested in food processing.

The information can be found on their website:

<http://www.fpssc-ctac.com/careers-for-new-canadians/program-outline-curriculum>

Online training

Alberta Workforce Essential Skills (AWES) offers an online interactive course for new workers in food processing at no cost. The course is based on research with Alberta food processors.

This online course will help you:

- Understand what you need to know to work in food processing
- Develop essential skills for jobs in food processing
- Understand Canadian workplace culture
- Build vocabulary and language related to food processing jobs

There are three topics with multiple lessons in each unit. The course includes online videos and quizzes. The course is over five hours long but can be completed at your own pace.

To self-register:

- Go to: www.awes.moodlehub.com
- Click on the course name and it will take you to the login page
- If you are a first-time user, you must create a username and password

Answer key

Not all of the tasks in the workbook have concrete answers. Examples are provided but they may vary. Tasks that are discussion based are not included.

Page 7



Task: Identify Rosa’s skill gaps

Rosa needs to improve in all four skills. All boxes are checked.

Oral communication (clear pronunciation, understanding instructions, asking questions)	<input checked="" type="checkbox"/>
Working with others (dealing with conflicts or understanding other cultures)	<input checked="" type="checkbox"/>
Using documents (work instructions, checklists, forms)	<input checked="" type="checkbox"/>
Understanding Canadian workplace culture	<input checked="" type="checkbox"/>

Page 12



Task: Practice getting clarification

Answers will vary. The following are sample answers.

1. Explain	Sorry, what does “red-tagged” mean?
2. Repeat	I must separate what?
3. Ask for an example	What is an example of an unwanted item?
4. Say it again	Could you say the last sentence again in a simpler way?
5. Slow down	Could you say everything again a little slower?
6. Repeat back	I am sorry, did you say, I must “red-tag unwanted items?”

Page 17

**Task:** Identify Karl and Jafar's language skills**Karl's language skills:**

His grammar and his vocabulary skills are very good. He speaks quickly because he wants to sound like a native-speaker of English. Most coworkers only understand half of what he says. He often has to repeat himself before people fully understand his message.

Jafar's language skills:

His grammar and general vocabulary skills are still at a low level, but he knows all the vocabulary he needs to do his job well. His pronunciation of English has become very clear. He has noticed that his coworkers usually understand him the first time he says something, even though sometimes he can't find the exact word or the perfect grammar when he speaks.

Page 20 and 21

**Task:** Practice speaking speeds and pauses

The pauses are marked below with a slash. These are the suggested pauses between thought groups.

Instructions for back care

If you stand / for a long time / wear good shoes / or rubber boots. / You can also stand / with your body weight / on one foot / and then change / to the other foot. / This / will take the stress / off your back. /

Before you lift / an object / check the weight / of the object / by lifting one corner. / Don't lift heavy objects / if you have / a better way / to move the object. / Don't try to act strong / in front of coworkers. / Ask for their help / before lifting / a heavy object.

Instructions for safe lifting

First / keep your feet / shoulder-width apart. / Then / bend your body / at your knees. / Go down / and lift / with your legs. / Bend at your knees / not your waist. / Never bend sideways. / Keep your lower back straight up / while you bend over. /

Next / keep the object's weight / close to your body. / Keep the weight / above your knees / and below your shoulders. / Don't bend your back / into any difficult positions.



Task: Pause listening activity

Speaker 1

There is a way for food processors to protect themselves / their product / and their customers / from foodborne illness. It's called HACCP / and that means Hazard Analysis Critical Control Point. HACCP was developed for the NASA space program / where as you can imagine / the food has to be absolutely safe. Thousands of operations around the world use HACCP based food safety programs / in various stages of food production. / It's a highly respected / and effective system.

Speaker 2

HACCP is being used from farm to fork / since food production starts at animal and crop production / right through to food processing food distribution and retail food service. HACCP is recognized as the single most effective way / to eliminate reduce/ or control hazards in any food handling or processing operation.



Task: Identify parts of a list

Hygiene inspection checklist				
Food handling practices			Yes	No
Are workers following controls to wash hands before handling food?				
Are vegetables, fruit and salads trimmed and washed thoroughly before use?				
Are controls in place to prevent contamination by hazards such as cleaning chemicals?				
Are high-risk foods placed in the fridge immediately after handling and preparations?				
Is food cooled away from raw food and other sources of contamination?				

Page 28



Task: Complete a simple checklist

Checklist for personal protective equipment

Type of PPE	Yes	No
Hardhat	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hearing protection	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Eye protection	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Coat	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Apron	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Protective gloves	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rubber boots	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Page 30



Task: Make note of important details

Safety incident details 1

Who Shipping and receiving clerk

What Tripping hazard

Where In shipping and receiving area

When When the worker was packing boxes.

Why The person didn't put the broom in its correct place after using it.

How Someone left the broom out.

Safety incident details 2

Who Production line worker

What Slipping hazard

Where In the production area

When During the morning shift.

Why The person didn't clean up the mess.

How Someone split oil or another liquid.



Task: Complete a checklist

Use the following sample answers.

Checklist for safety inspection				
Shipping and receiving area				
Safety issue	Conditions of the workplace	Did you notice any potential safety hazards?		Details
Housekeeping	Floors are clean and clear of tripping hazards	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	The shipping and receiving clerk was packing boxes in the shipping and receiving area. A tripping hazard happened. Someone left the broom out. The person didn't put the broom in its correct place after using it.
Slips and falls	Oil and other liquids are cleaned up from the floor	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	A slipping hazard happened. Someone split oil or another liquid. The person didn't clean up the mess. A production line worker almost slipped during the morning shift, in the production area.

Page 36

**Task:** Discuss how to work better with co-workers

Answers will vary. However, Rosa needs to ask for help when she doesn't understand something, and Max needs to communicate his frustrations respectfully to Rosa.

Rosa needs to:

- Ask questions. Part of the reason the conflict happened was because she failed to ask for help directly.
- Think big picture. She didn't recognize that she was compromising food safety by not using documents and cleaning correctly. This affected her employer and coworkers. She also didn't realize that Max was late because of her.
- Adjust her work speed. She was making Max late at the end of each shift.

Max needs to:

- Share with others. He had knowledge about documents and safety that he could have shared with Rosa to help her.
- Think big picture. By helping Rosa, Max would be helping himself to get his time back, and his employer and his coworkers would avoid food safety issues.

Page 39

**Task:** Choose the best example of feedback

Read through the following three examples of workers trying to give good feedback to Rosa. Match the examples to descriptions.

1. "Good job today, Rosa."	<div style="display: inline-block; border: 1px solid black; padding: 2px 5px; margin-right: 5px;">3</div> This compliments Rosa. It is specific about how Rosa helped, and thanks her. This is the best feedback.
2. "Hey Rosa, thanks for helping us today."	<div style="display: inline-block; border: 1px solid black; padding: 2px 5px; margin-right: 5px;">1</div> This is not specific. It does not say exactly what Rosa did well.
3. "Rosa, good job today on fixing the shelves. Thanks."	<div style="display: inline-block; border: 1px solid black; padding: 2px 5px; margin-right: 5px;">2</div> This is not about Rosa's work. It only thanks her for helping.

Page 41



Task: Identify types of harassment

Max began yelling at her.	<i>Verbal</i>
Max waved his finger in front of Rosa’s face.	<i>Non-verbal</i>
“You are too slow and emotional to understand documents.”	<i>Verbal</i>
“You are too stupid. You should find another job.”	<i>Verbal</i>
He pushed her out of the way with his elbow.	<i>Physical</i>

Page 44



Task: How did Rosa and Max handle the conflict?

Steps for handling conflict	Rosa		Max	
	Yes	No	Yes	No
Try to be calm	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Listen	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Be respectful	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Page 45



Task: Think about the conflict between Rosa and Max

	Yes	No
1. Max was right to be frustrated with Rosa. She caused him to finish his shifts later. She was working unsafely.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Rosa said disrespectful things to Max.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Rosa was part of the cause of the conflict. She didn’t understand the documents. She didn’t ask directly for help.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Max tried to work with Rosa to solve the conflict between them.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Max was part of the cause of the conflict. He was good at document use, but he didn’t offer to help her. He didn’t tell his supervisor about the problems until after he got angry.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Max acted disrespectfully towards Rosa.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Rosa was right to stand up to Max. She told him to stop being a bully.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Page 47

**Task:** Practice talking after a conflict

Max used a competing approach. He was right to confront her about making him late and the safety issues. Point out to learners that a competing approach was right. However, he took an aggressive approach with his verbal and non-verbal language, and physical harassment. He didn't speak calmly or respectfully to her.

Rosa used a competing approach. Point out to learners that a competing approach was right. She stood up to him for acting like a bully in his verbal and non-verbal language, and physical harassment. She spoke calmly and respectfully to Max.

Page 58

**Task:** Practice using a simple table

1. Andrea's department is safety and quality. Her telephone number is 587-989-0987.
2. The first list is organized alphabetically.
3. The third list organized according to the first list.

Page 59

**Task:** Practice using an hourly pay schedule

1. Hourly pay schedule
2. Six:
 - First quarter 2018
 - Pay period
 - Pay period begin date
 - Pay period end date
 - Cut-off date
 - Pay date
3. Three
4. 1-Apr-18
5. 29-Jan-18
6. One day
7. Supervisor
8. Before 3:00 pm on the cut-off date



Task: Practice getting information from an order form

1. Brown, green, and clear
2. Three (black, white, red)
3. There are seven orders from Monday to Sunday
4. Three months
5. 4,400
6. SAV 375ml Gngrbeer
7. Run #5 from 340ml to 375ml

Page 62 and 63


Task: Fill in a checklist

Sanitation checklist													SUN BAKERY			
Please check (✓) and print your name when you finish cleaning an item. Write the date in numerical form, starting with the month. Equipment NOT used write N/A in column.																
Doughnut Line 1-3		Monday			Tuesday			Wednesday			Thursday			Friday		
Date		9/21/2017			9/22/2017						9/24/2017					
Name of cleaner		Rosa Lopez			Rosa Lopez						Rosa Lopez					
Line No.		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Clean mixer		✓					✓					✓				
Clean doughnut dispenser		N/A					✓					✓				
Clean cooler conveyor		✓					✓					✓				
Clean doughnut glazer		N/A					✓					✓				
Clean sink		N/A					✓					N/A				
Steam Kettles 1 & 2		Monday			Tuesday			Wednesday			Thursday			Friday		
Date		9/21/2017			9/22/2017						9/24/2017					
Name of cleaner		Rosa Lopez			Rosa Lopez						Rosa Lopez					
Wash the inside using descale. Wash descale down with cleaning chemical, using pressure hose rinse thoroughly. Drain any excess water.		1. <u>N/A</u> 2. <u>N/A</u>			1. <u>✓</u> 2. <u>✓</u>			1. _____ 2. _____			1. <u>✓</u> 2. <u>✓</u>			1. _____ 2. _____		
Mixers 1-3		Monday			Tuesday			Wednesday			Thursday			Friday		
Date		9/21/2017			9/22/2017						9/24/2017					
Name of cleaner		Rosa Lopez			Rosa Lopez						Rosa Lopez					
Mixer parts flushed with water, foamed with cleaner, rinse again with water, then spray evenly with sanitizer.		1. <u>N/A</u> 2. <u>N/A</u> 3. <u>N/A</u>			1. <u>N/A</u> 2. <u>N/A</u> 3. <u>N/A</u>			1. _____ 2. _____ 3. _____			1. <u>N/A</u> 2. <u>N/A</u> 3. <u>✓</u>			1. _____ 2. _____ 3. _____		

Page 65



Task: Practice scanning a memo

1. Copies of current safety certificates, the completed survey that was sent to your supervisors to give you, and your first and second choice for available training dates.
2. Saturday September 2, 9, 16, or 23

Page 66 and 67



Task: Scan a policy document for details

1. Respect in the Workplace
2. What is harassment?
Types of harassment
Responsibility
Dealing with a complaint
3. What is harassment?
4. Non-verbal
Verbal
Physical
5. Dealing with a complaint
6. The employee
7. Interviewing the complainant
8. Alberta Human Rights Act

Page 72 and 73

**Task:** Find key information

1. Memo
2. Human Resources
3. All staff
4. Culture and immigration
Who are our workers?
How our company has adapted to a culturally diverse workforce
The workshop will include the following topics
What you will learn
5. Culture and immigration
6. 20 percent
7. Nothing (free to all employees)
8. Translation
Accommodations
Training
9. Give name to supervisor by Friday, September 29, 2018
10. 7 hours (09:00 to 16:00)
11. Be aware that cultural differences happen in a culturally diverse workforce.
Don't judge when cultural differences happen between you and other workers.
Try to figure out what the cultural differences are.
Adapt to the cultural differences whenever possible.

Page 83



Task: Put instructions in order

- 3 The reason you have to do this is because a wrong label will waste time and product on the run.
- 2 First, check the accuracy of the information on the label before you start the production run.
- 1 All products must have a label. I am going to show you how to verify that the correct labels are being applied on the product.
- 9 Now you understand how to verify that the labels are correct.
- 4 Second, make sure you record the product code every 30 minutes in the process control record.
- 5 You should also check the glue pot temperature regularly and label adhesion every 30 minutes.
- 6 Next, if you find an incorrect label on the bottle, you must stop the line.
- 8 Finally, keep the labeler, warmer, conveyors and the floor clean and free of garbage.
- 7 Make sure you tell your supervisor immediately.

Page 85 and 86



Task: Find markers and examples of clarification

Examples of clarification:

Say it again

Could you say it again in a simpler way?

Explain

Could you please explain to me number form and long form?

Repeat

I am sorry. I need to use a what?

Highlight markers:

- Team lead* Hi Rosa, how are you today? I **need to show you how to** fill in a pre-operation checklist.
- Rosa* I'm sorry. I don't understand "pre-operation." Could you say it again in a simpler way?
- Team lead* Well "pre" means before, and "operation" is your job, because you are an operator. So "pre-operation" is what you do before you start operating your mixer. You complete the pre-operation checklist **so that you can** inspect your mixer and equipment before you start working.
- Rosa* Okay, I understand.
- Team lead* So **first**, you have to fill in the operator name box. Put your name here. **It's a good idea to** print when you write on these checklists. Printed letters and words are neater and easier to read.
- Rosa* Yes. (Rosa prints her name)
- Team lead* **Then**, write today's date here. Use the numerical form, not the long form.
- Rosa* Could you please explain to me numerical form and long form?
- Team lead* Oh, you write a date in numerical form with numbers. You write the long form with words.
- Rosa* That date goes in this space?
- Team lead* Yes, **we use** numerical form **because** we need to standardize all our documents. If everyone uses the same form, the information is easier for other co-workers to read.
- Rosa* Okay. (Rosa writes the date)
- Team lead* Good. Okay **next**, in this box you write the time.
- Rosa* Like this?
- Team lead* No, not exactly. You need to use a 24-hour clock.
- Rosa* I am sorry. I need to use a what?
- Team lead* A 24-hour clock. So you write 3:00 pm as 15:00 hours. **Be sure to** write the times this way on any document.
- Rosa* Okay, I understand. I know the 24-hour clock system.
- Team lead* And **finally** you need to inspect each item in the checklist. Then check the item as satisfactory or unsatisfactory.
- Rosa* Okay. (Rosa does it)
- Team lead* **So now you know how to** complete a pre-operation checklist before you start the first run on the production line.
- Rosa* Thank you very much for taking the time to show me!

Page 88



Task: Rewrite with markers

Answers will vary. The following is a sample:

For this shift, I want to show you how to receive goods.

This is important because it is a standard operating procedure.

First, count and visually inspect all items before you receive them.

Make sure you report any damaged items to your supervisor before you receive them.

Second, record all received goods into the receiving logbook.

Third, put away the received ingredients.

Make sure you use the FIFO method. FIFO stands for “first in first out”. It simply means you put the foods with the first expiry dates in front or on the top shelves so that you use them first.

Finally, a signature and printed name must be on all received paperwork.

So, now that I have explained the receiving procedures, what questions do you have?

Page 89



Task: Underline key words to stress

Answers will vary. The following is a sample:

I want to explain to you how to ship goods.

This is important to learn because shipping must follow a standard operating procedure.

First, you need to take each item out of the inventory records before loading the order.

Be sure you count all of the items as you load a trailer.

Next, you need to visually inspect all trailers.

Make sure the trailer is closed and locked before the driver leaves.

Then, the drivers must sign for the load before they exit the shipping area.

Finally, a signature and printed name should be on all shipping paperwork.

So, I think this is a lot of new information for you. What questions do you have?

Page 90 and 91


Task: Fill in the checklist

Mixer pre-operation checklist Weekend specialty bakeshop area	SUN BAKERY
Please check (✓) off the following items with S (satisfactory) or U (unsatisfactory). Please notify your team lead immediately if any item is unsatisfactory.	

Mixer # 3

	Friday	Saturday	Sunday
Date		8/25/2018	
Operator		(Learner's initial and last name)	
Time		18:00	

	Friday	S	U	Saturday	S	U	Sunday	S	U
Mixer interior				Mixer interior	✓		Mixer interior		
Button				Button		✓	Button		
Chute area				Chute area	✓		Chute area		
Whisk				Whisk	✓		Whisk		
Scraper				Scraper	✓		Scraper		
Long scraper				Long scraper	✓		Long scraper		
Steel bowl				Steel bowl	✓		Steel bowl		
Knife				Knife		✓	Knife		
Good pallet ingredient				Good pallet ingredient	✓		Good pallet ingredient		
Good pre-weigh				Good pre-weigh	✓		Good pre-weigh		

Page 93



Task: Read handwriting samples

Handwriting sample 1

BB/MA 2017 AUG 10, 0857

Handwriting sample 2

BB/MA 2017 SEP 12 CL

Page 95

Task: Assess handwriting samples

The writer...	Sample 1		Sample 2	
	Yes	No	Yes	No
1. Printed the letters.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Used correct upper case letters.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Wrote the number, not the word.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Wrote in the assigned space.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Formed each letter fully.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Put a little space between letters and words.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. Used the correct abbreviations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Page 98

**Task:** Make questions from a form

Some answers may vary slightly. The following is a sample.

Subheading	Question
1. Duration of labeling run: Start/End	<i>When did the run start? When did it end?</i>
2. Product material: Brand/Type	<i>What was the product material? What brand is it? What type is it?</i>
3. Number of boxes labeled	<i>How many boxes were labeled?</i>
4. Product code	<i>What was the product code?</i>
5. Label docket number	<i>What was the label docket number?</i>
6. Label checked as correct at start (Pass/Fail)	<i>At the start, when the label was checked, did it pass or fail?</i>
7. Label adhesion quality at start (Good/Poor)	<i>At the start, was the adhesion quality good or poor?</i>
8. Glue pot temperature (°F)	<i>What was the glue pot temperature?</i>

Page 99 and 100

**Tasks:** Record details

Instruction: The worker must verify the product material before he or she starts labeling, and check the product code and label adhesion at the beginning and end of every run.

Labeler process control record									
Date 23 August, 2018			Shift <input checked="" type="checkbox"/> Day <input type="checkbox"/> Night				Name David Oscar		
Important! You must verify the product material before you start labeling. You must also check the product code and label adhesion at the beginning and end of every run.									
Run	Duration of labeling run		Product material	Number of boxes labeled	Product code	Label docket #	Label checked as correct at start (P/F)	Label adhesion quality at start (Good/Poor)	Glue pot temperature (°F)
	From	To							
3	7:25	8:10	Coop plain	300	CP-P10	118115	Pass	Good	360
4	8:15	9:00	WF plain	300	WF-P10	119116	Pass	Good	360
5	9:05	9:35	Coop mixed	200	CP-M20	119117	Pass	Good	361



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