The image shows the cover of a spiral-bound notebook. The cover is a light tan color with a large, stylized gear graphic in the center. The gear is composed of several interlocking parts, with the largest gear in the foreground and smaller ones behind it. The notebook's spiral binding is visible on the left edge. The text is printed in a bold, black, sans-serif font.

WORKPLACE BASIC SKILLS:

**a teacher's guide for
community-based
literacy programs**

**By
Lynette Pieltt**

**Produced by
Literacy Workers Alliance of Manitoba
and
Portage Plains Employment Program
Inc.**

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**WORKPLACE BASIC SKILLS:
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literacy programs**

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PREFACE

- Purpose of the Project
 - How to use the Guide
 - Background Information
 - **The Teaching of Adults**
 - **Learning Disabilities**
 - **Learning Styles**
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-

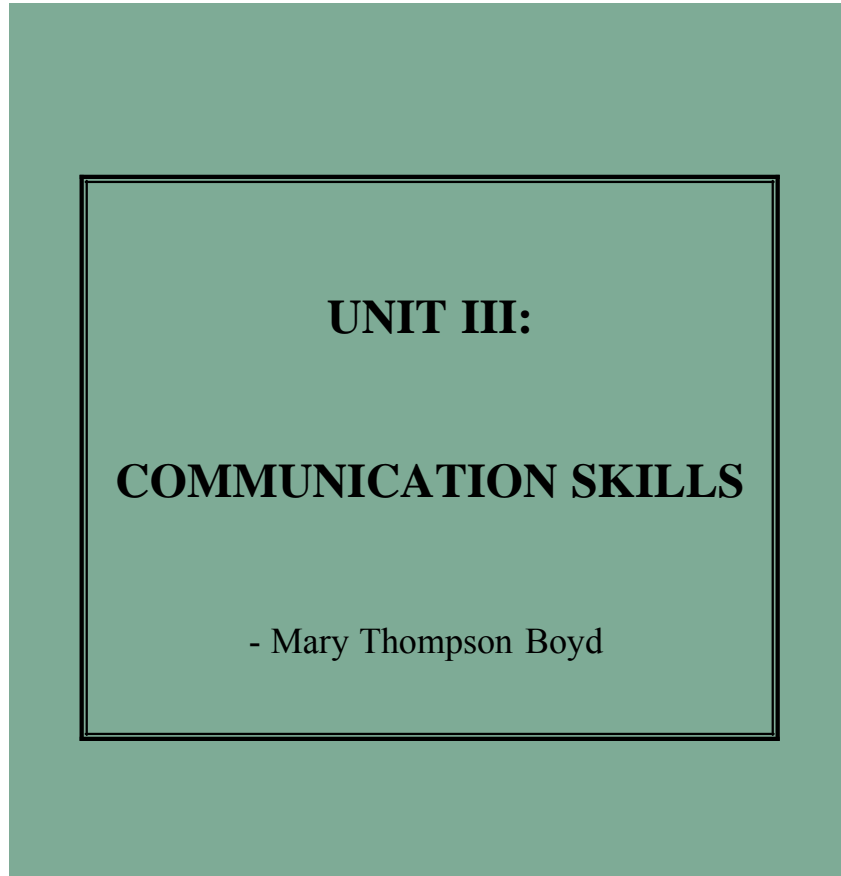


UNIT II: FILLING

OUT FORMS

- Lynette Plett

-



UNIT IV: W.H.M.I.S.

Made Easy

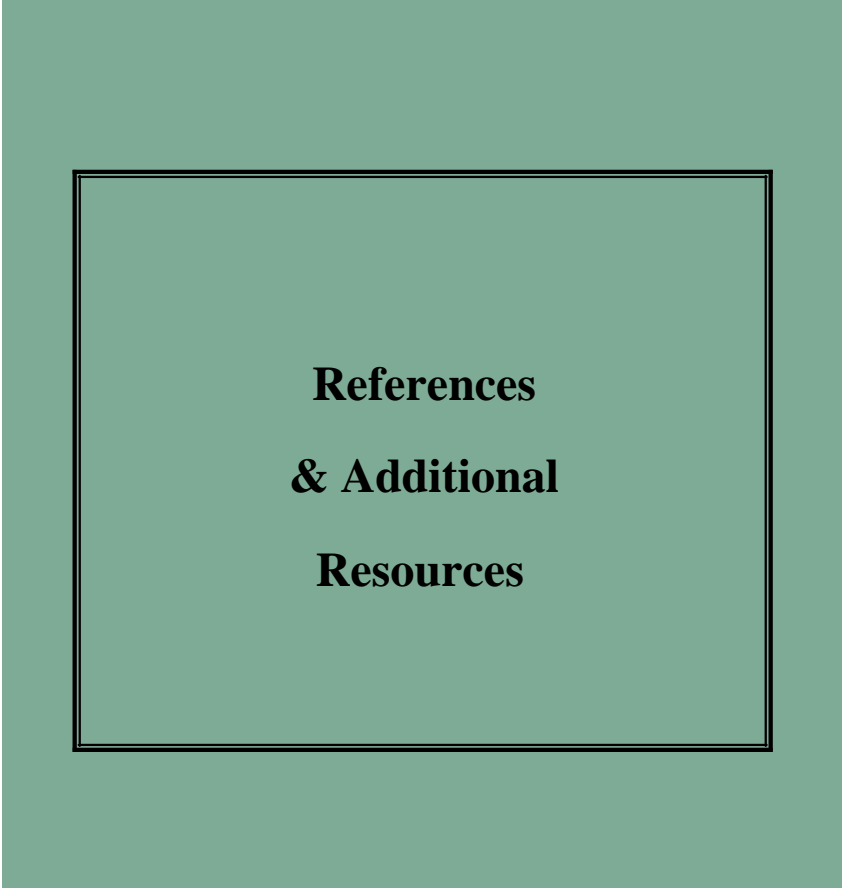
- Gail Tiessen

-

UNIT V:

Reading An Employee Handbook

- Lynette Plett



**References
& Additional
Resources**

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[PREVIOUS](#)

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Purpose of the Project

Due to recent and rapid changes in the workplace, governments, employers, employees, and unions have entered into a public debate about workplace training and education. As part of this public debate, the issue of "basic skills" deficits has been gaining increasing importance. Reeksiedler and Plett (1993) propose that:

Basic skills (which include: knowing how to learn; literacy (reading and writing); numeracy; communication (listening and speaking); critical and creative thinking; problem solving; teamwork; leadership; self-direction; self-motivation; independent learning; and social skills) **are the foundation for both education and training. If the basic skills are missing, advanced education and training are not possible.**

In a 1990 Manitoba Education and Training report, the following assertion is made: "In a rapidly changing information-based economy, Manitoba workers need to update their knowledge and develop new skills on a regular basis. Skills training and recurrent education is a lifelong process" (p. 12). Over the past decade, many studies have been conducted to determine exactly what are the basic skills deficits and/or requirements in the workplace. Although skill requirements change from one industry or workplace to another, generalizations can be made. The table on the following page is a compilation of the basic skills that are generally needed in the workplace.

One of the goals of community-based literacy programs is to prepare students to enter vocational training or employment. The purpose of this teacher's guide is to assist community-based literacy instructors with the planning, selecting, and teaching of materials which their students will be required to use in the workplace. The materials used and/or referred to in this teacher's guide have been used successfully in various Workplace Language Training and Basic Education in the Workplace programs in Manitoba.

Teaching Strategies for the Adult Classroom

Brainstorming

Brainstorming is a technique used to generate ideas from all participants. Display the problem or question so that everyone in the group can read it. Instruct the group to come up with as many ideas as possible to solve the problem or answer the question. The following rules apply to brainstorming activities:

- all ideas are accepted
- no criticism is allowed

Designate someone to record the ideas as they are said. When time is up, review the list and/or discuss which ideas or solutions are most useful.

Role-Playing

Role-play is a teaching strategy used to simulate real-life experiences for learners to practice in the safety of the classroom setting. Renner (1992) outlines four steps in a role-playing activity: (1) Setting the Scene; (2) Role-Play; (3) Debriefing; and (4) Closure. When "Setting the Scene", the facilitator must provide a purpose for using role-play.

Give specific instructions for the role-play. You may wish to provide a short written description of the part. Make sure the observers are also given instructions. After the role-play has been completed, debrief with both the players and the observers. During the closure step, help the learners integrate the results with previous material covered.

—

MEET YOUR EMPLOYER

By: Cathy Lewis

GOALS:

To increase the student's understanding of his/her role in the workplace through a detailed examination of these general topics:

- Part One: The Workplace
- Part Two: Organizational Structure
- Part Three: Personal Job Descriptions
- Part Four: The Product(s)

MATERIALS & EQUIPMENT:

- Tape recorder
- Taped monologues
- Handouts: charts, maps, CLOZE exercises
- Overhead projector and transparencies
- Photos of students on the job
- Poster board
- Advertising pamphlets

METHODOLOGY:

Each part (the Workplace, The People, The Products) can be developed in as much, or as little, detail as your particular class requires. Basic ideas for lesson plans with some follow-up suggestions are listed below. These can be developed according to the level of the students participating.

Editor's Note:

- To accommodate students who do not have work experience to draw from, you may wish to partner with an employer in your community: tour the workplace, study specific jobs, bring in speakers from different levels of the organization to help familiarize the students with the workplace and its organization.
 - Together with your students create your own workplace: its product or service, number of employees, and the organizational structure.
-

ADDITIONAL RESOURCES

- Guest speakers from the company:
e.g. Vice-President, supervisors, etc.
 - Videotape of each stage of unit:
e.g. The workplace, people talking about their jobs, the production (work in progress).
-

—

Filling Out Forms

By: Lynette Plett

LESSON 1 - Introduction to Types of Forms and Form Vocabulary

- A. In large group, brainstorm for all the types of forms students have to fill in. Examples may include forms for housing, school, job applications, and at work. Record their answers on strips of paper.
 - B. On separate strips of different coloured paper, write these headings. Personal; Pre-employment; and Employment. Run a strip of masking tape down from each heading, with the sticky side out. Distribute the strips of paper from Part A to the students. Ask the students to place their strips of paper under the best heading.
 - C. When everyone has placed their topics under a heading, read the headings with each of the topics under it. Ask students whether they agree or disagree with the lists. Make any changes decided upon by the group. (Some types of forms will fit under more than one heading).
 - D. In the large group, brainstorm for the kinds of questions asked for on forms. Write these down on flip chart paper and post.
 - E. Hand out a list of form vocabulary. Compile this list yourself or use one from one of the resource books listed at the end of this unit. Ask the students to read the list and make sure they understand what the words mean. This exercise could be developed in a number of ways: (1) Place the form words on flashcards for the beginning reader. (2) Have students take turns using the words in sentences or explain the meaning of each word in an oral exercise. (3) Hand out a worksheet with some or all of the words and ask the student to write sentences or explain the meaning of each word on the worksheet.
-

Personal Identification Record

Fill in the information on this card. Cut it out and fold it along the dotted lines. This is a handy card that you can keep in your wallet and refer to when you are filling out forms.

PERSONAL INFORMATION	
Name	_____
Address	_____ _____
Telephone	_____ (SIN) _____
Date of Birth	_____ Place of Birth _____
Age	_____ Marital Status _____
Parent or Guardian	_____
Schools Attended	_____ _____

PERSONAL REFERENCES	
1.	Name _____ Address _____ Phone No. _____ Occupation _____
2.	Name _____ Address _____ Phone No. _____ Occupation _____
3.	Name _____ Address _____ Phone No. _____ Occupation _____

JOB RECORD	
1.	Company _____ Address _____ Job _____ Dates _____ Supervisor _____
2.	Company _____ Address _____ Job _____ Dates _____ Supervisor _____
3.	Company _____ Address _____ Job _____ Dates _____ Supervisor _____

COMMUNICATION SKILLS

By: Mary Thompson Boyd

Note:

This module was developed for a group of women in a technical and vocational training program. Therefore the lessons are geared specifically to women and the language used reflects this audience.

Introduction:

The two lessons on communication are part of a module on assertiveness training. The module contains six lessons, and an introduction to assertiveness places the communication sessions in a context that is important for the students to keep in mind. The introduction could contain some of the following information.

Assertiveness training is a technique. It is designed to give access to specific communication skills and to present information on ways of relating to the environment. Assertiveness training is a behavioural tool that is designed to help women make their way more effectively through the world. It is not a solution to problems. Too often assertiveness training is offered as a personal solution to what are essentially social problems. Assertiveness training does not mean that a person will get everything that she wants. It does mean that she will probably feel much better about how she deals with certain situations. She will increase her feelings of self-confidence and the likelihood of change around her will increase. Simply, there is an increase in the possibility of getting at least some of what one wants and needs. In situations where there is no real possibility of change, a woman can at least know that she has done her best, spoken out, stood up for herself and/or others. She is topping a game, changing a dynamic, creating new rules. Sometimes others will respond in like and work to create new rules with her, others will dig in and stick more fiercely to the old rules.

—

Situation 4

A friend was to call for you at 7:30 for a movie that starts at 8:00. It is now 8:30 and your friend has finally arrived, full of apologies, explaining that she/he could not get off the phone even though the call was not important. You feel angry about having been kept waiting and you say:

- a. "I hope that you are happy now that we have missed the beginning of the movie."
- b. "Oh, that is all right. I understand."
- c. "I am disappointed and frustrated that you talked that long because we have now missed the beginning of the movie. Let's go tomorrow night instead at 7:30 sharp."

Situation 5

You have spent 2 days finishing a project you are very proud of. A friend stops by and compliments you on your work. You say:

- a. "Oh, this thing. I am not very good at it."
- b. "Thank you. I have spent a lot of time working on it. I am pleased. You really make me feel good saying that."
- c. "Since when are you the expert?"

Situation 6

You are out shopping for a blouse. You have decided you want a blue one. The salesperson insists you choose the green blouse saying "You look much better in green. Take my word for it, get green." You say:

- a. "I appreciate your interest. However I have thought about this and I definitely prefer blue. I would like to pay for this now."
- b. "Oh, all right. You probably know best."
- c. "Do you have to be so pushy? I have said twenty times I want blue."

Handout #7, Page 2

Source: Working together for change, 1993. p. 72. Reproduced with permission.

W - orkplace

H - azardous

M - aterials

I - nformation

S - ystem

A lot is up to

YOU

now

Overhead # 17

Unit V - Reading an Employee Handbook

Purpose:

- The purpose of this unit is to prepare learners to read and understand documents in the workplace.

Objectives:

- To become familiar with content in an employee handbook. To become familiar with vocabulary specific to an employee handbook.

The format of this unit is based, in part, on Bloom's Taxonomy which is a sequential and cumulative classification system. It is arranged so that each level in the system includes some form of all levels beneath it.

Easy ↓

Level 1 ↓ **KNOWLEDGE** (Learning the information)

Level 2 ↓ **COMPREHENSION** (Understanding the information)

Level 3 ↓ **APPLICATION** (Using the information)

Level 4 ↓ **ANALYSIS** (Examining specific parts of the information)

Level 5 ↓ **SYNTHESIS** (Doing something new and different with the information)

Level 6 ↓ **EVALUATION** (Judging the information)

Difficult ↓

Particularly insidious is the type of sexual harassment that involves favours or promises of favours or advantages in return for submission to sexual advances or, alternatively, the threat of reprisal for refusing. This type of harassment is considered to have taken place if a reasonable person ought to know that such behaviour was unwelcome.

It must be stressed that sexual harassment is not the accepted social banter that occurs daily in the work environment, nor is it related to flirtation or romance between two consenting adults. Sexual harassment, by definition, is coercive and one-sided, and both males and females can be victims.

Personal harassment of any kind is considered a serious offence and will be subject to strict disciplinary action, which may include termination of employment.

Employee ... What to do?

- make your disapproval and unease known to the harasser immediately;
- keep a written record of dates, times, nature of behaviour and witnesses, if any;
- if harassment does not stop after you have spoken to the harasser, speak directly to your supervisor and confirm the conversation in a letter. Send a copy to the supervisor, the manager, and keep a copy for your records. If your supervisor is the harasser, speak immediately to the manager;
- ensure that the harasser is advised that you have taken these steps;
- because each case is unique, you may feel it is more appropriate to by-pass this process and speak directly to your supervisor or the manager. In this case, such action should be taken immediately;

Remember you have the option of handling your complaint internally or proceeding to the Human Rights Commission to settle the matter.

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—

Basic Skills for the Workplace

Reading

- instructions
- getting information from forms, tables and graphs
- problem solving by reading
- understanding technical reading
- finding information in code books and manuals
- WHMIS

Writing

- filling in forms · writing memos · taking notes at meetings
- spelling · writing safety reports

Numeracy

- simple arithmetic · fractions · decimals · ratios
- percentages · calculating volume and area
- converting imperial to metric

Computer Skills

- keyboarding · word processing · using other programs
- inputting information

Oral Communication

- speaking in front of groups
- dealing with problems and conflicts
- giving clear instructions to others
- telephone communication
- talking with and understanding supervisors
- dealing with and solving difficult situations
- conducting and articulating in meetings

Adapted with permission: Pikios, C., (*Training needs assessment and report for Squamish Lumber Division, Weldwood of Canada Limited*) 1993.

Learning Styles

...An individual must come to recognize his/her own qualities, characteristics, biases, and world reality before analyzing and applying the tenets of mediation theory (learning style theory) to others.

- Anthony F. Gregorc

All individuals learn in different ways. The way in which an individual experiences the world and how that individual processes and integrates new information is considered a learning style.

Kathleen A. Buda (1986), a student of Dr. Gregorc who is noted for his research in learning style, names five assumptions which underlie her beliefs about learning and teaching styles. The fifth assumption clearly states the importance of learning style knowledge for instructors:

As a teacher, once I accept that people use their minds to think and learn differently, then I am duty bound to develop teaching techniques and approaches based on my knowledge of the different ways in which my mind and students' minds work. (p. 2)

There are many different learning styles theories. One of the most straightforward and useful approaches uses knowledge of left and right brain hemisphere characteristics to delineate three different learning styles: auditory, visual, and tactile/kinesthetic.

The left brain hemisphere characteristics include logical, analytical and sequential thinking which are associated with the auditory learning style. Auditory learners learn by hearing. They recall facts and dates. They think logically and plan ahead.

The right brain hemisphere characteristics include global, wholistic ways of thinking. These characteristics are associated with visual and tactile/kinesthetic learners. These learners learn by seeing. They recall images and patterns. They think randomly and are spontaneous.

One of the most important observations to come from learning styles research is that instructors teach the way in which they prefer to learn. An instructor who prefers to learn by having something explained in verbal detail will likely teach by talking and explaining information verbally. An instructor who prefers to learn by seeing or doing will feel most comfortable teaching by showing or having students doing things. However, in any given classroom, all of the learning styles will be represented by the learners. It is important for instructors to learn teaching techniques which do not reflect their own preferred learning style.

PART ONE: THE WORKPLACE

This part of the unit is designed to familiarize the students with the following:

- The location of the workplace in the North American context.
- The location of the workplace within the local company context.
- The design of the workplace with its various departments and production areas.

A map of Canada or North America if applicable, and a map of the entire company layout, including the reception area, administrative area, cafeteria, etc.

—

LESSON 2: Advertising

Objectives:

- To develop work-related vocabulary.
- To read and understand company advertising.
- To ask questions to obtain or clarify information.
- To state personal ideas and/or opinions.

4.2.1. Distribute advertising pamphlets to each student and discuss vocabulary.

4.2.2. Distribute cut-out pictures and key words from the pamphlets. Have students match the pictures to the key words and organize them on a poster to produce their own advertisement of the company's products. The groups can be subdivided into pairs or triads.

Additional suggestions:



Give the students a journal writing assignment: "Improvements to the Production Process" from their point of view. The students could be grouped according to their job descriptions and discuss the topic first. The students with stronger writing skills could assist the weaker students with the writing task.



Notes to supervisors or management could be used as a follow-up activity if the students feel confident that their suggestions are realistic and would be given consideration.

Concluding comments:

Although this unit was originally designed for a workplace environment in the manufacturing industry, modifications could be made for use in the retail/wholesale industry, service industry, and others.

LESSON 2 - Form Information

- A. In a large group, fill out a form organizer which compiles the information most frequently asked for on forms. Brainstorm for all the ways that one piece of information may be asked for (e.g. first name; given name). The shapes and colours on the organizer should be completed on flip chart paper ahead of time, and then the group can generate which information should go into which shape/colour. The purpose of this type of organizer is to help students who are visual and/or factual learners to read and recall the information more easily.
 - B. Give each student a worksheet with the form organizer on it. Have them copy and fill in the shapes/colours from the sample on the board.
 - C. Hand out the worksheet: Personal Fact Sheet. Ask students to fill it out, making sure that all of the information is spelled correctly and is written in the correct format.
 - D. Have students transfer the information from the "Personal Fact Sheet" to the "Form Organizer Sheet".
 - E. Use the personal information obtained from the students as spelling lists. This is information they will need to recall and spell correctly on a regular basis.
-

11. Names of schools attended.

Elementary _____

High School _____

Community College or University _____

Other _____

12. Year you graduated. _____

13. Your occupational goal.

14. Types of job/volunteer experience and dates held. List position, name and address of workplace, supervisor's name, dates worked. Start with the most recent job held.

-

To be effective, assertiveness training needs to explore the beliefs behind patterns of behaviour, develop a belief system that encourages action in the world, and to improve self-esteem. Assertiveness is a way of working towards the changes individuals want and need. Without first defining feelings, it is impossible to be assertive. (This module was preceded by modules on Feelings; Self-Esteem; Biases, Stereotypes and Assumptions; Change; Sources of Stress and Dealing with Stress; Values and Goals).

Assertiveness training must start from the assumption that women are strong, not weak and needy. There is a tendency to blame the victim: if women are not assertive then there is something wrong with them, and if only they would get their act together life would change. Assertiveness training must enable each woman to know the ways in which she is strong and can act for herself, and to understand that the reasons why it is difficult for women to be assertive are based in social gender relations, not in her own lack of worth.

Assertiveness does not change everything. Women need to know that people may respond in a variety of ways. Their options are increasing, but it is useful to remember that the option of silence or withdrawing from a situation is sometimes necessary. It can be more assertive to leave a situation than to confront it.

Editor's Note:

- All the handouts referred to in this unit were adapted from the originals. Therefore, some of the handout/activity descriptions will differ slightly from the original handouts which are included at the end of this unit.
- Often communications skills are taught with a western cultural bias. Be aware of this bias and the limitations that any such biases have on communication in a multicultural, multiethnic classroom.

WHAT IS YOUR RIGHT

Identify the more assertive response:

Situation 1

You have been waiting for 45 minutes in the open-backed gown in your doctor's office. You are very cold and angry by the time the doctor bursts into the room with a cheery smile and a 'Well, how are you today?'

You answer:

- a. 'Fine'
- b. 'How do you think I am after waiting all this time?'
- c. 'Frankly, Doctor, I am angry. I have been undressed and in this cold room for 45 minutes. I would appreciate not having to wait like this again.'

Situation 2

You are lost. You finally ask directions from a bus driver. He gives them in a very condescending way calling you 'honey' and 'dear'. You do not like this tone and his familiarity; you feel he would have answered a man differently. You:

- a. meekly thank him, complaining to yourself about his attitude.
- b. explode by saying, 'Who do you think you are calling me honey?'
- c. say, 'Thanks for the directions, and I do not like being called 'honey''

Situation 3

You are at a party and are stuck with a talkative person. You are bored and want to go over to the other guests.

- a. You are so concerned with hurting the person's feelings that you just stay there and say nothing or very little.
- b. When she/he takes a breath, you smile and say 'that's interesting' and quickly follow it with 'Let's go over and say hello to Mary and John.'
- c. You interrupt the conversation and say, 'Look, there is a friend of mine I want to talk to. See you.'

Handout #7, Page 1

Source: Working together for change, 1993. p. 71. Reproduced with permission.

W.H.M.I.S. MADE EASY

Teacher's Notes

By: Gail Tiessen

Session 1 (1 hour)

1. Introduce topic: WHMIS
 - a. Brainstorm: What do the letters stand for?
 - b. Hand out packet.
 - c. Read words of title page.
 - d. Ask for clarification of words: hazardous, materials, information, system.
 - e. What are hazardous materials? Where do we find them? When do we use them?
 - f. Read outline.

 2. Why do we need WHMIS?
 1. Show overhead #1: "Why Do We Need WHMIS?"
 2. Discuss
 3. Show overhead #2: "Information is the heart of WHMIS."
 4. Show overhead #3: "Three parts of WHMIS."

 3. What do you think?
 - a. Complete worksheet on page 2.
 - b. Discuss the answers.
 - c. Give correct answers.

 4. Worker's Rights
 - a. Show overhead #4: "Workers' Right to Know"
 - b. Read page 3 on Workers' Rights.
 - c. What does it mean to be part of the safety program?
 - d. How can we be part of the program?
-

The Material Safety Data Sheet

The material safety data sheet contains important information you need to know to work with hazardous or controlled products.

Part 1 - Preparing to Read an Employee Handbook

Objectives:

- To recall or learn the background information necessary to read an employee handbook.
- To predict the types of topics and ideas included in an employee handbook.

Materials:

- Flipchart and markers.
- Handout (Optional)

Procedure:

- Begin by finding out what the learners already know about employee handbooks.
1. Discuss with the students the importance of having some knowledge about a subject before reading about it.
 2. Either in a large group or by dividing learners into groups of three or four, brainstorm for:
 - the meaning of "employee handbook" topics
 - included in an employee handbook ideas
 - included in each of the topics (optional)

Write down the ideas generated on flipchart paper and post them in the classroom. Refer to these initial ideas in later lessons by checking predictions; using a different coloured marker add information obtained from reading. In this way, students can begin to visually- compare initial information and ideas with additional information being learned.

3. Handout (Optional; see page 97).
-

PERSONAL HARASSMENT AT THE WORKPLACE

Employees of The Manitobah Inn have the right to be treated fairly in the workplace. The Manitobah Inn is a responsible and considerate employer and will attempt at all times to provide a work environment which is supportive of both productivity and the personal goals, dignity and self-esteem of every employee.

This objective is dependent on mutual respect, cooperation and understanding of all parties involved. The Manitobah Inn cannot and will not, and employees should not, condone behaviour in the workplace that is unacceptable and likely to undermine work relationships or productivity.

Personal harassment is a real problem and ranks high on the list of unacceptable behaviour. It is important that all of our employees have a sense of what constitutes personal harassment. This section describes the problem as well as what steps can and will be taken to stop it.

What is it?

Generally, harassment is any behaviour which denies individuals their dignity and respect, behaviour that is offensive, embarrassing and/or humiliating. In any form, at any level, personal harassment introduces a disruptive element into the work environment. It endangers the well-being, respect and job performance of the individual. Behaviour of this nature will not be tolerated by The Manitobah Inn. More specifically, harassment of another employee or guest in the carrying out of duties, or in the provision of goods and services, constitutes a serious disciplinary infraction and will be dealt with severely.

One of the most serious forms of personal harassment is that of sexual harassment. This form of harassment is deliberate, unsolicited and generally comprised of offensive sexual comments, gestures, or physical contact, that are objectionable or offensive, either at, or away from the workplace, either on a one-time basis or in a continuous series of incidents.

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How to Use the Guide

All of these units emphasize the importance of general knowledge about a subject in order to better understand, memorize and recall the specific details. This is a particularly *wholistic approach to teaching and learning which includes the philosophy that if you understand how you learn and apply those techniques which work best for you, you will be able to learn more successfully.

The workplace basic skills units are preceded by background information which help to introduce the novice instructor to (and remind the experienced instructor of) some of the basic philosophies, approaches, and issues involved in the process of adult teaching and learning. The information provided here is merely an introduction to these complex topics. To obtain more information in any of these areas, please refer to the resource and reference section at the end of the curriculum guide.

UNIT I

understanding the whole management structure of the workplace in which one is employed will help the employee understand the importance of his/her daily tasks and how these parts fit into the workplace as a whole.

UNIT II

knowing what kind of vocabulary to expect on forms will make it easier for individuals to read, understand and fill out forms correctly.

UNIT III

practicing communication in a variety of simulated situations in the safety of the classroom will help individuals to communicate effectively in the workplace.

UNIT IV

becoming familiar with the symbols and vocabulary of WHMIS will help individuals learn the specific dangers, precautions and remedies as they become necessary in the workplace.

*As will be explained in the Learning Styles section, this approach may be more successful for Visual and Tactile/Kinesthetic learners than for Auditory learners who prefer to learn the details and apply them to the whole, later.

Instructors should know that within the Charter of Rights, people with disabilities must be accommodated. Instructors might get the concept that it's extra things that they have to do with this person. It's not extra things. It may be different things. But really the best resource would be good teaching skills. The people that you are going to be dealing with are going to have weak study habits and learning habits. Do they know how to learn? Provide information in as many modes as you can. Review information at the beginning of a lecture so everyone can get in tune with it, especially the LD person because they will have forgotten what you talked about last time. So, you need to review constantly. Eliminate as many distractions as you can. Look for alternative assignments for adults who have LD.

Lynette: If you could tell instructors to do one thing when working with LD learners, what would it be?

Lezlie: Your job is not to have someone be able to regurgitate information back to you. Really, your job as an instructor is to get people interested in learning. If you could take any adult and get them interested in learning, get them turned on to learning, get them asking questions, get them thinking, get them feeling comfortable with learning -- then your job is done.

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LESSON 1: Finding Your Place in North America

Objectives:

- To develop work related vocabulary.
- To pronounce these words correctly.
- To use these words to write and label maps.

1.1.1. Display map #1 (North America) on overhead. Have students name the provinces and/or states, and cities where the company is located. Distribute a handout for the students to complete.

1.1.2. Present map #2 (the Workplace) on overhead. Have students name the departments as numbered. Distribute a handout for students to complete. Have the students name the department in which they work. Have students create a list of names and departments for each student in the class.

1.1.3. Take a tour of the workplace together as a class. Use the map and follow the numbered departments.

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PART FOUR: THE PRODUCT(S)

This part of the unit is designed to familiarize the students with the products manufactured by the company. It is also hoped that each student will see that their part in the manufacturing process is significant because it contributes to the overall success of the final product.

LESSON 1: Production Process

Objectives:

- To develop the vocabulary required to understand and explain the production process.
- To understand and explain where in the production process each student's job fits.

4.1.1. Using the map of the workplace from Part One, Lesson 1, review the names and locations of all the departments in the workplace.

4.1.2. Discuss the steps of the production process and create a flow chart.

4.1.3. Divide the students into groups according to where in the process they fit. Have each group discuss, record, and report the different steps, in correct sequence, of their part in the production process.

4.1.4. Prepare a handout based on the group reports which outline each step in the production process.

NOTE:

This lesson will take several sessions to complete. Part 4.1.2. could be done initially in random steps. Follow up with a sequencing activity so that the final result is a flow chart with steps in sequential order.

LESSON 3 - Pre-Employment Forms (Part I)

- A. Obtain a sample pre-employment form from the list generated by the students in Lesson One. Make an overhead transparency of the form. In the large group, identify all of the questions that are the same as those on the form organizer from Lesson Two. These are questions that the students should learn to identify quickly on any form. Often the task of filling out forms is daunting. If students learn to look for the questions which they are comfortable answering, it will help them to get started in a positive way and will make the rest of the form easier to deal with.
 - B. Hand out copies of this form to each of the students. Have them fill out the form, answering all of the questions that are the same as those on the form organizer first. Encourage them to use the information from their form organizers if necessary.
 - C. Make sure that the students are able to read and understand all of the other questions on the form. In small groups or pairs, have them complete the rest of the form.
 - D. When everyone has completed the worksheet, have the group discuss what they have learned about filling out forms.
-
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Personal Fact Sheet

1. Your full name. _____
 2. Your birth date, or date of birth (month, day, year). _____
 3. Your address (street number, street name, city, province, postal code).

 4. Your telephone number with the area code. _____
 5. Your social insurance number (SIN). _____
 6. Your father's full name. _____
 7. Your mother's maiden name. _____
 8. Your marital status (single, married, separated, divorced, widow(er)). _____
 9. Your spouse's name and occupation. _____
 10. Names and ages of your dependants. _____

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LESSON 1 - Effective Communication Skills

Exercise One: Sending and Receiving Information

Purpose:

- To illustrate the two parts of communication.
- To identify the skills and responsibilities of both the speaker and the listener.

Time: 20 minutes

Materials: Flip chart, markers.

Procedure:

- A. Two people, either the instructor and one student, or two students, role play a situation in which the communication is poor.
Examples:
 - i. a situation that one of the students experienced in a work setting where communication was very poor.
 - ii. a student trying to ask for information from a community agency and not being clear, or taking too long in her explanation so that the person she is talking to loses interest and stops listening.
 - iii. ask the group to choose their own situations.
 - B. After the role-play, the group briefly describes what they saw happening to make sure everyone understood the situation.
 - C. The role-play is then re-played showing clearer communication and more careful listening. For example, the person asking for information is clearer, and the person she is talking to asks questions to draw her out. If other group members have ideas to add, they can step into the role-play and take the part of the person they would like to have express herself more clearly.
 - D. The group then discusses the differences between the two role plays.
 - E. The group then brainstorms a list of problem areas they would like to focus on in communication skills.
-

PART C HANDLING CRITICISM

1. Relax and listen carefully. Paraphrasing can help.
2. Avoid long, self-critical or rationalizing excuses.
3. Stick to the issue. Avoid counter-attacks.
4. Use 'I' statements. Share your feelings about the criticism.
5. Ask for examples. Ask for suggestions.
6. Keep you voice low and speak slowly.

PART D GIVING CRITICISM

1. Plan in advance what you want to say
 - Be specific; give examples
 - don't overload a person
 - Give positive feedback
 - concentrate on the problem. What do you want from this person?
2. Plan what you don't want to say. Talk about the situation to someone else and listen for 'red' flag words, then avoid them.
3. Set aside an appropriate time and place.
4. Maintain eye contact; look and sound serious.
5. Use 'I' statements: don't blame the other for making you react in a certain way.
6. Aim for a dialogue, not a lecture: pause; ask open-ended questions.

Handout #6, Page 2

Source: Working together for change, 1993. p. 74. Reproduced by permission.

5. Routes of entry
 - a. In what way can hazardous materials harm us?
 - b. Show overhead #5: "Routes of Entry"
 - c. Read page 4.

 6. Skin contact
 - a. Read first part of page 5.
 - b. Show overhead #6: "Layers of the Skin".
 - c. Discuss.
 - d. Read second part of page 5.

 7. Ingestion
 - a. What could enter your body this way?
 - b. How could it enter your body?
 - c. Read first part of page 6.
 - d. Show overhead #7: "Digestive System".
 - e. Read second part of page 6.

 8. Eye contact
 - a. Read page 7.

 9. Inhalation
 - a. What can be breathed in?
 - b. Read first section of page 8.
 - c. Show overhead #8: "Passage to the Lungs".
 - d. Read second part of page 8.

 10. Review
 - a. What are our rights?
 - b. What are the routes of entry?
 - c. Quiz: oral and written, page 9.
-
-

WHMIS means

that you have a

"Right to Know"

about hazards in

the workplace

Overhead # 15

[PREVIOUS](#)

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Preparing to Read an Employee Handbook

Remember: When you know what to expect to read; you will understand and remember more when you do read.

1. What is an employee handbook?
 2. What kinds of topics do you think would be found in an employee handbook?
 3. What kinds of things would you expect to read in a handbook for hotel employees under the topic "Dress Code"?
 4. What kinds of things would you expect to read in a handbook for hotel employees under the topic "Breaks"?
 5. What kinds of things would you expect to read in a handbook for hotel employees under the topic "Telephones"?
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-

SECURITY

All employees of The Manitobah Inn must be aware of the necessity for security of information to which they may have access to. All information pertaining to guests, accounts, wages, internal workings, and any incident occurring on the premises are strictly confidential and should not be discussed with anyone for any reason.

We advise that gossip will not be tolerated nor should it be encouraged. If you are inclined to gossiping, be advised that both observed and reported incidents of gossip will be noted on your personnel file.

If you are approached by a member of the media and asked to comment on anything about The Manitobah Inn, refer them to our spokesperson, the General Manager.

Front Desk staff are responsible for the Front Office area. This area is open 24 hours per day. Other staff members are not allowed behind the front desk at any time.

Any property of the Manitobah Inn found in possession of a staff member outside the Inn, without express permission from management, will be considered theft, and is grounds for immediate dismissal.

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Critical Thinking and Problem Solving

Blair, D., and Jeanson, S. (1994). *Workplace oral communication curriculum*. Winnipeg, MB: Workplace Education Steering Committee. (Work in progress. Contact Sue Turner, Co-ordinator of Basic Education in the Workplace, Manitoba Dept. of Education and Training, Literacy and Continuing Education Division.)

The Carl Didde workplace print learning & career enhancement Program. (1993). Available at LWAM resource library.

Gilmore, S. K. & Fraleigh, P. W. (1985). *Communication at work*. Eugene, Oregon: Friendly Press.

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UNIT V

knowing what to expect in documents like employee handbooks and being familiar with the topics, vocabulary and sentence structures will help to alleviate much of the apprehension, intimidation and fear that many individuals feel when faced with the task of reading and understanding such documents.

- This is a **GUIDE**. Use these units as a springboard for other ideas. It is not difficult to obtain forms, manuals, handbooks, etc. from the workplaces in your area. Adapt these ideas to the needs of your program and most importantly, to the specific needs of your students.
 - Be creative! Use the ideas which are applicable to your particular classroom needs; ignore those ideas which do not meet your needs.
 - Individualize it. Write in the margins, add ideas, changes, adaptations at the beginning, middle and/or end of lessons and units. Insert your own pages. Insert your own units. Make it your own!
-
-

Assessment can be a negative thing if you just come up with those areas. "These are your weak points. These are your strong points." That has to be useful information to them and to you. You have to sit down and work as a team to say, "Okay, how can we fit this into your daily learning, daily worksite, or wherever they may be having difficulties? How can we use this to..." I'm not going to say correct because the behaviour is never going to be corrected. And that's the other thing you have to be aware of. This is not going to change. This is not going to get any better. But you can develop coping strategies with them. If you use the information to sit down and develop coping strategies then assessments are going to be useful.

The other thing that instructors should know is that assessments are very expensive. Instructors often say to clients, "Well, you need an assessment. I think you should be assessed for LD." They should know that assessments can cost the client over a thousand dollars.

Lynette: What kind of resources are available to teachers who are working with LD adults?

Lezlie: There is the Learning Disabilities Association which has a number of both video and written resources available to teachers and quite a bit on accommodating adults with learning disabilities. The Literacy and Continuing Education Branch can assist you. The Education and Training Instructional Resources Library should have information on the topic. There is C.H.A.D. They have wonderful information for adults with attention deficit disorders.

LESSON 2: Finding Your Way Around the Workplace

Objectives:

- To give and follow directions using imperatives (e.g. turn right, go past, stop, start at, etc.), and using prepositions (e.g. before, through, at, over, beside, between, etc.).

1.2.1. Display map of the workplace. Review the names of the departments.

1.2.2. Discuss how to get from point A to point B. Do sample exercises together.

1.2.3. Group students into pairs or triads to complete the CLOZE exercise in the handout.

Additional suggestions:



This exercise could be followed up with a map of the downtown area with similar exercises on how to get from point A to point B (e.g. the Library to the Museum).



Play a game: Pairs or triads of students group together and write out directions. The first group gives these directions to the second group and then the first group goes to that destination. The second group must attempt to find the first group **WITHOUT** a map, by following only the written directions. This could be designed as a contest, or as a cooperative communication exercise.

PART THREE: PERSONAL JOB DESCRIPTIONS

- To introduce the concept of a personal job description.
- To explain that the same format will be followed for each student in the class (or for groups if several students have the same job).
- A photo of each student doing his/her job is displayed.
- Each student records his/her job description on tape using the CLOZE "script" from Part Two.
- A chart is created to record the information obtained from the listening exercises.

Proceed with the same lesson format as outlined in Part Two, Lesson 1, repeating it as many times as is required to complete the personal job descriptions for all the students.

NOTE:

Emphasize each student's importance to the company. Just as each link in a chain is essential, each employee is essential to the company.

Additional suggestions:

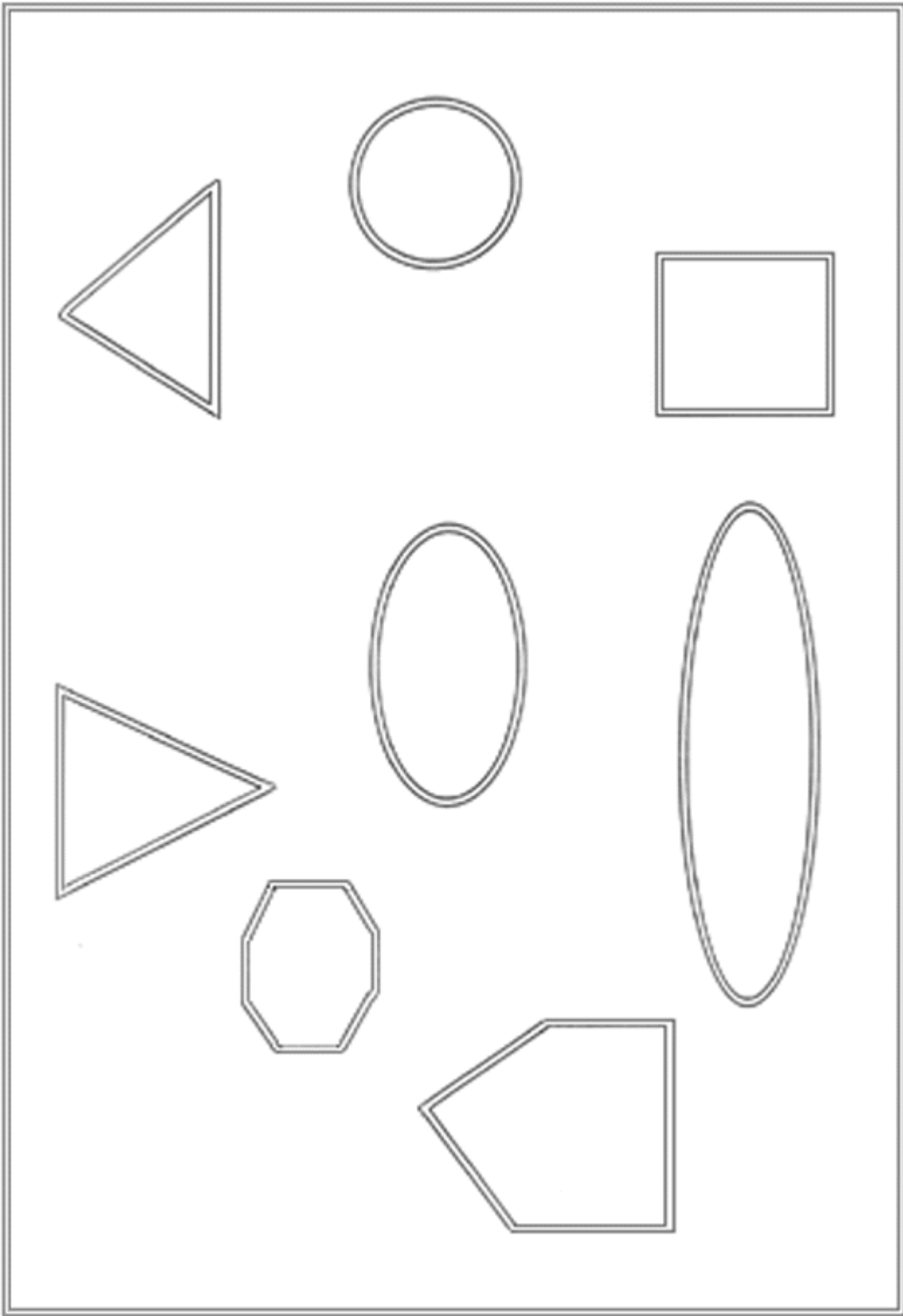


When lessons are completed and each student has a written job description, a class book may be compiled with a page for each student, including a photocopy of the student's photo, as well as the student's own handwritten job description.



LESSON 4 - Pre-Employment Forms (Part II)

- A. Based on the previous class, discuss with the large group what information they expect would be needed to fill in another pre-employment form.
 - B. Tell the students the name of the form they will be filling out in this lesson. Divide the students into small groups and have them brainstorm for any additional information they would expect to find in this form.
 - C. When the groups have completed the brainstorming exercise, have a person from each group report back to the large group. Write all the ideas on flip chart.
 - D. With students still in their groups, hand out a copy of the form to each student. Ask them to check whether this additional information is asked for on the form, and to make a list of all other information asked for.
 - E. In the large group, compile all of the information and make sure that each student can read and understand what is being asked for.
 - F. Have students work together in the groups to fill out the form.
 - G. In the large group, discuss the process and determine how comfortable the students are with filling out these types of forms.
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[PREVIOUS](#)

[NEXT](#)

Exercise Two: Making "I" Statements

Purpose:

- To practice sending direct messages.
- To experience listening to messages that are clear and direct.
- To practice stating our feelings in a non-blaming way.

Time: 1 hour

Materials: Flip chart, markers, Handout #1.

Procedure:

- A. Brainstorm with the group for situations in which they presently are experiencing poor communication (e.g. at home, at work). Write the situations on flip chart.
- B. Divide a sheet of flip chart paper into three columns:

SITUATION

YOU MESSAGE

I MESSAGE

Write 3 - 5 of the situations the group brainstormed in the first column.

- C. Ask how students would usually respond to that situation (given their frustration, anger, etc. during the situation) and write that response in the second column.
 - D. Brainstorm with the group for alternative ways of responding to those situations that are more direct expressions of feelings. Write these in the third column as they come up in the group.
 - E. After the group has listed as many alternatives as they can think of, go through the list together and eliminate the unclear and indirect messages by crossing them out.
 - F. Hand out the worksheet on sending "I" messages.
 - G. Divide the group into small groups of four and ask the groups to add situations to the first column. Write what their usual response would be in that situation in the second column, and write more direct responses in the third column.
-

COMMUNICATING ASSERTIVELY

PART A ASKING FOR SOMETHING

1. Be clear about what you want.....
2. But listen for alternatives or compromises.
3. Say little; pause; expect; ask for reactions.
4. Don't say 'no' to yourself.
5. Don't apologize for asking.
6. Don't exaggerate or downplay the importance.
Ask: Is this a favor or expected service?
7. Watch out for manipulative 'questions' (e.g., why?) and button pressing; e.g., an attack on your sensitive areas; you are always so....)

PART B SAYING NO

1. Think it over first. Ask for some time to consider. You can also change a 'yes' to a 'no'.
2. Compromise.
3. Be brief -- give an explanation but not an excuse.
4. Say the word 'no'; Look serious; Shake your head.
5. Paraphrase and then repeat your no with the same explanation.
6. End or postpone the conversation.
7. Don't feel guilty; it may help to mention your feelings and you thoughts about that.

Handout #6, Page 1

Source: Working together for change, 1993. p. 73. Reproduced with permission.

Session 2 (1 1/2 hours)

1. Review
 - a. WHMIS = Information = training
 - labels
 - MSDS
 - b. Show overhead #3: "Three Parts of WHMIS"
 - c. Show overhead #5: "Routes of Entry".

 2. Right to Know: But how can I know if something is hazardous?
 - How can I know how it is dangerous?
 - How can I know how I can protect myself?

 3. Labels
 - a. Read page 10.
 - b. Display sample labels.

 4. Supplier Label
 - a. What is noticeable about this label?
 - border
 - pictures
 - colours
 - b. What do you think should be on the label?
 - c. Read page 11. Demonstrate each point with overhead #9.
 - d. Have workers fill in page 12 as a group:
 - product name
 - risk phrases
 - precautions
 - symbols
 - first aid
 - MSDS
 - supplier
 - e. Demonstrate with overhead #10.
-
-

- Harmful if swallowed
- Causes eye irritation
- May cause allergic respiratory reaction
- May be fatal if inhaled
- Highly toxic by ingestion
- May be harmful if absorbed through the skin
- May cause allergic respiratory reaction
- Cancer hazard
- Carcinogen
- Poison
- Vapour harmful
- Exposure may cause long-term health effects

- Repeated absorption may result in bladder tumors

- Harmful if swallowed
- Causes eye irritation

- May cause allergic respiratory reaction

- Harmful if swallowed
- Causes eye irritation
- Causes severe burns
- May be fatal if inhaled
- Highly toxic by ingestion
- Reduces oxygen available for breathing
- Corrosive Vapour
- harmful Spillage may
- cause fire

- Liberates poisonous gas

- Causes severe burns
- May ignite if allowed to become damp
- Reduces oxygen available for breathing
- Strong oxidizer, contact with other material may cause fire
- May cause fire
- Extremely flammable, catches fire if exposed to air
- May cause explosion if heated under confinement
- Dangerous gas formed when mixed with acid
- Vapour harmful
- Spillage may cause fire
- Forms shock-sensitive mixtures with certain other materials
- Liberates poisonous gas

Part II - Reading an Employee Handbook

- A. Prepare the learners to read workplace documents independently by using "Guided Reading Exercises". A sample lesson, based on page 10 of the Employee Handbook: "Personal Hygiene & Appearance", has been prepared as an example. The entire exercise is a large group activity.
1. Read the heading together in a group.
 2. Discuss the meaning of the title, making sure that the learners understand what kind of ideas they might encounter under this heading. (Remind learners that this is specific to hotel employees).
 3. Have learners brainstorm for the types of hygiene and personal appearance guidelines that might be included in this passage. Write the ideas down on flipchart paper for later use.
 4. Encourage learners to use context to decipher unfamiliar words. When learners have completed reading the passage (either in large groups, in pairs or individually), have them summarize, in writing, what they read.
 5. Compare the summary with the predictions generated in #3. Ask students to discuss what was included in the passage and why. What was not included; why not. Whether they would make any recommendations to the company regarding the information in this passage.

Follow up activities (Optional):

1. Prepare a list of unfamiliar words.
 - ask students to use a dictionary to find the meaning for the word;
 - ask students to use a thesaurus to list other words which have similar meanings;
 - ask students to write a sentence using the new word correctly;
 - write a sentence or phrase which explains what the word means.

For example: *hygiene facial excessive personal offensive*

2. Prepare a CLOZE exercise to a) reinforce the use of context when reading; or b) use new vocabulary in the passage. (Pages 131 & 132).
-

PERSONAL PROPERTY

The Manitobah Inn will make every reasonable effort to safeguard your personal belongings. We are unable to take responsibility for items that are lost or misplaced. It is not recommended that valuables or purses be left unattended. Coats may be hung in the designated areas or staff room. If you wish, you may leave your purse or wallets at the Front Desk and they will lock them up for safekeeping.

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Learning Disabilities

Asking the right questions: assessments and program planning for adults with learning disabilities. (1992). Calgary: The Learning Centre & Alberta Vocational College.

Benezra, E., Crealock, C., & Fiedorowicz, C.(1993). *Learning disabilities and the workplace.* Ottawa: Learning Disabilities Association of Canada.

Together for success: a road map for post-secondary students with learning disabilities. (1994).Ottawa: Learning Disabilities Association of Canada.

Learning Disabilities Association of Ontario. *Nobody's perfect: an employer's introduction to learning disabilities.* (Brochure)

Robin, A. (1993). *ADHD in adulthood.* (Video)

These and many other resources are available at:

The Learning Disabilities Association of Manitoba (LDAM)

The Teaching of Adults

In what way is the teaching of adults different or unique from the teaching of children? Perhaps the most important difference is that adult learners bring a vast amount of life experience to the learning situation. Adults, for the most part, have established values, skills and strategies for interpreting and coping with the daily events in their lives. As a result, adults are frequently able to define their own learning needs and describe their preferred learning styles. Many times their learning needs arise from specific problems they face in the workplace, in the community, in their homes, or in their relationships.

In response to these adult characteristics, the role of the teacher in the adult classroom is often that of a facilitator rather than that of an instructor. Renner (1992) describes the relationship between the adult student and instructor as interdependent. The instructor facilitates the learner's efforts to learn, but the learner is primarily responsible for seeking change, new skills and knowledge. Renner cautions:

The moment the instructor takes over these choices and responsibilities, a dependent relationship develops....many instructors actually see their role as being responsible for, and in charge of, the learner's learning. This assumption disregards the learning adult's right and responsibility to manage his or her own life. (p. 7)

"Andragogy" is defined by Knowles (1980) as "art and science of helping adults learn" (p. 38). The assumptions of andragogy are that (1) adults are moving from a dependent personality toward self-directedness; (2) the accumulated experience of an adult is a primary resource for further learning; (3) adults' readiness to learn is related to their need to assume new social roles; and (4) adults need to apply new knowledge immediately. (Knowles, 1970.)

These assumptions have certain implications for the teaching of adults which are embodied in the phrase "adult education principles". The instructor facilitates and guides learning. Learning is student-centred: based on their past experiences and on real life situations. Learners are involved in planning their own learning objectives, methods of learning, and the evaluation of that learning.

Some adults will be very in tune with what works for them and what doesn't work for them and will be able to tell you that. Others will not. You will have to sit down with them and have them write something or read something and note their behaviour. Do they use their finger to follow where they are in a place. When they're reading text, do they leave out words they can't sound out or don't understand and just get the meaning from the general text? And that's okay if they do. Those are all good coping skills.

As an instructor, you have to provide them with some control over what they're doing and how they are going to do it.

Instructors are really gonna have to devise accommodation suited to individual needs and each individual with learning disabilities can be totally different needs than the next. There is no master plan to follow.

Some things may be very simple to accommodate. Sometimes we look for very complicated answers when we really don't need them. Something as simple as a spell check or a tape recorder can be very useful. So, go simple first. The more complicated the accommodation, the more difficult it is for the person to use. It has to be something that they can use and will feel comfortable using on a daily basis.

I would advise instructors to accent the person's abilities and positive aspects rather than what they cannot do. If you can stress the positive points it makes it a lot easier for people to swallow change.

Lynette: What are some of the positive and negative aspects of assessment for LD?

Lezlie: For the adult it can be a positive thing because you are verifying what they also have known all along. You say to them: "You are not stupid. You are interested in learning. You are not lazy. That's not the problem. The problem is that something is not working right here." So, that part validates them. That it's not their fault. And that it's sometimes not in their control at all. That as hard as they try, they may not process that information that day -- period. It can give you very specific areas to target.

-

PART TWO: ORGANIZATIONAL STRUCTURE

This part of the unit is designed to familiarize the students with the organizational structure of their company and the job description of each position. Several items should be obtained prior to teaching this part of the unit:

- Flow chart of the chain of command (organizational structure of the company).
- Photos of several of the people presented on the flow chart (so students can connect the name with a face).
- Tape-recorded monologues from each of these people using a CLOZE exercise as the "script".

To explain how each person has a unique and necessary job to do for the effective functioning of the company, each person's name, job title, and job description are discussed and analyzed. This will lead directly into an examination of the jobs of each student participating in the class.

—

LESSON 2: Review

Objectives:

- To understand the organizational structure of the company.
- To give explanations or information.
- To develop work-specific vocabulary.

2.2.1. Through discovery questions led by the instructor, review the job title and job description of the employee examined in the previous lesson.

2.2.2. Complete the CLOZE exercise to review vocabulary, idioms, grammar points, etc.

2.2.3. Proceed with the second employee's job description and follow the same format used in Lesson 3.

Continue with as many lessons as needed to complete the job descriptions for the remaining employees on the flow chart. Follow the same format as used in Lessons 1 & 2.

LESSON 3: Concluding Employees' Job Descriptions

Objectives:

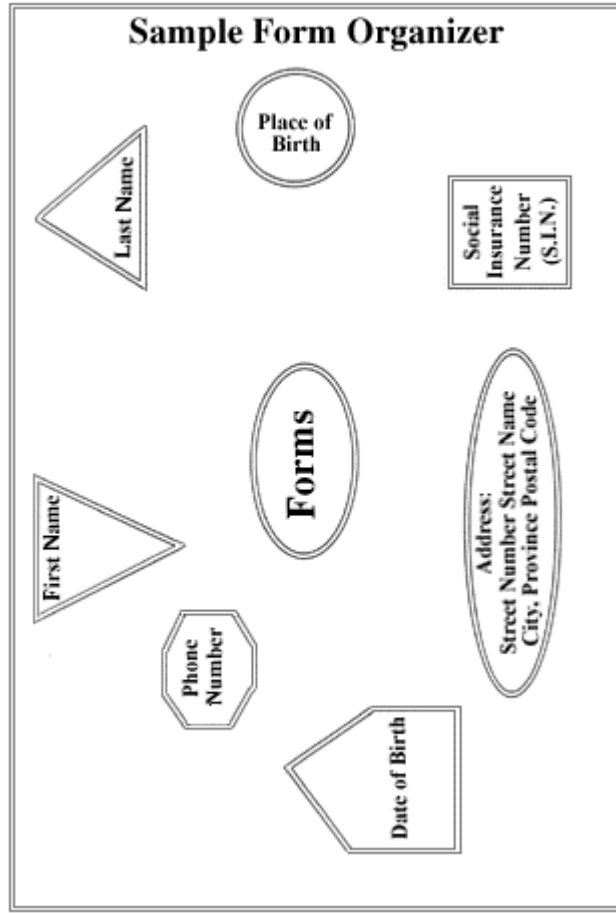
- To state one's opinions, ideas, and concerns.

2.3.1. Ask students to write a journal entry on how they feel about the jobs discussed so far. Would they like to do one of those jobs? Why, or why not? If they could have any job in the company, which job would they choose? Why?

LESSON 5: Pre-Employment Forms (Part III)

- A. Hand out blank form organizer worksheets and have each student fill them out.
 - B. Hand out a worksheet with the name of another pre-employment form and ask students to individually brainstorm for additional information they might be asked for.
 - C. Hand out the form. Ask students to check their predictions and add any information to their list that they may have overlooked the first time. Make sure that each student is able to read and understand all of the additional questions.
 - D. Have students complete the form independently.
 - E. Discuss with the students what they learned in this lesson.
-
-

Sample Form Organizer



- H. Ask the small groups to report back to the total group, giving their responses for the third column. Ask for feedback from the group after each response as to whether or not the response is a clear, direct statement of feeling in the situation.
- I. Hand out the second worksheet on "I" statements and repeat the process as above.

Exercise Three: Aspects of Assertiveness

Purpose:

- To identify stereotyped notions as they relate to male and female roles and communication patterns.
- To provide an opportunity for the students to become aware of whether or not they want to continue operating from these notions or change them.

Time: 30 minutes

Materials: Flip chart, markers, journals.

Procedure:

- A. On a flip chart brainstorm a list of "shoulds" for students. Examples might be: women should be soft-spoken; women should be very concerned with how the other person is feeling in a conversation; women should be good listeners, etc. (The list does not need to only be about communication).
- B. Ask the group to identify any contradictions they see in the list.
- C. Divide the group into small discussion groups to talk about how they feel this list of "shoulds" has affected the way they communicate.
- D. After the groups have had ample time to discuss the above question, ask them to brainstorm for ideas or methods of coping with, and countering the stereotyped notions regarding women.
-

**DISCRIMINATION: ASSERTIVE, AGGRESSIVE, NON-ASSERTIVE
BEHAVIOUR**

Situation:	Response:
1. You have set aside 4-5:00 for things you want or need to do. Someone asks you at that time to visit with you. You say:	Well, uh, I can see you at that time. It is 4:00 Monday then. Are you sure that is a good time for you?
2. A woman gets silent instead of saying what is on her mind. You say:	Here it comes. The big silent treatment. Would it kill you to spit it out just once?
3. Your partner has criticized your appearance in front of friends, you say:	I feel really hurt when you criticize my appearance in front of people. If you have something to say, please say it at home before we leave.
4. A friend has often borrowed small amounts of money and does not return as asked. She again asks for a small loan which you would rather not give her. You say:	I only have enough money to pay for my lunch today.
5. A neighbour has been constantly borrowing your vacuum. The last time she broke it. When she asks for it again, you say:	I am sorry, but I do not want to lend my vacuum any more. The last time I lended it, it was returned broken.
6. A woman is being interviewed for a job, in the process of which the interviewer looks at her leeringly and says "I'm sure you have all the qualifications for the job." She responds:	I am sure I am quite capable of doing the work here.
7. Your mate wants to go out for a late night snack. You are too tired and say:	I really do not feel like going out tonight. I am too tired. But I will go.
8. You are walking to the copy machine when a fellow employee, who always asks you to do his copying, asks you where you are going. You respond:	I am going to the Celtics ball game. Where does it look like I am going?
9. A parent is talking with married child on the telephone and would like the child to come for a visit. The parent says:	I had a funny dream last night. I dreamt that the grandchildren came to visit me.

5. Workplace Label

- a. If there is a label on the suppliers' containers, why do we need more labels in the workplace?
- b. Read page 13.
- c. Show some labels.
- d. Read page 14/or substitute with a label from your workplace

6. Classification and Hazard symbols

- a. Show overheads #11. Ask what each pictogram makes them think might be the problem. Discuss.
- b. Read pages 15-22.
- c. Read the names or titles and ask the students to write down the number that matches (Page 23)
- d. Take up answers. Use overhead #12.
- e. Demonstrate the risk phrases with overhead #13 and #14.

7. Review

- a. Labels
- b. Symbols
- c. Worksheet on page 24.

Session 3 (1 1/2 hours)

Section III

1. Review

- a. Overhead #15: "Right to Know".
 - b. Review Routes of Entry: True and False questions, page 25.
 - c. What are the two kinds of labels?
What is to be on each kind of label?
 - d. Overhead #11: "Hazard Symbols" Write in the class letter and title on overhead.
 - e. Test sheet, page 26.
-

Symbols with Example Risk Phrases

- May cause explosion if heated under confinement
- Contents under pressure
- May ignite if allowed to become damp
- Flammable solid
- Reduces oxygen available for breathing
- Flammable
- Strong oxidizer, contact with other material may cause fire
- Extremely flammable, catches fire if exposed to air
- May cause fire
- Extremely flammable
- Inflammable
- Combustible
- Spillage may cause fire
- May ignite if allowed to become damp
- Strong oxidizer, contact with other material may cause fire
- May cause fire
- Spillage may cause fire
- Harmful if swallowed
- Causes eye irritation
- May be fatal if inhaled
- Highly toxic by ingestion
- May be harmful if absorbed through skin
- Poisonous
- Vapour harmful

CLOZE Exercise

Purpose: Using context to read and understand a passage:

PERSONAL HYGIENE & APPEARANCE

All staff members of the Manitobah Inn are expected to follow common rules of good personal hygiene and appearance.

These include taking the necessary measures to keep yourself _____ and tidy at all times, bathing and showering on _____ regular basis, washing your hair, wearing a hairnet (if _____), men keeping facial hair trimmed, cleaning and trimming your _____ keeping any injuries covered with clean bandages, using perfumes _____ deodorants which are not too strong or offensive, and _____ using make-up that is not excessive.

INJURED AT WORK

If you are injured while at work, here are some basic steps you must follow in order to qualify for Worker's Compensation:

- report the type of injury, date and time to your supervisor. If your supervisor is not available, report all injury information to Front Desk personnel. The Front Desk personnel will ensure that the information is recorded and reported to the Worker's Compensation Board, your supervisor and the General Manager.
-
-

Learning Styles

Carbo, Marie, Dunn, K. and Dunn, R. (1986). *Teaching students to read through their individual learning styles*. Englewood Cliffs, N.J.: Prentice-Hall.

Dunn, Kenneth and Dunn, Rita. (1978). *Teaching students through their individual learning styles*. Reston, VA: Reston Publishing Company.

Educational Leadership, entire issues, September 1990 and October 1990.

Effective instruction of native adults. Part 3. Native learning/teaching styles. (1990). Victoria, B.C.: Native Adult Education Resource Centre.

Novak, J.D. (1984). *Learning how to learn*. New York: Cambridge University Press.

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Learning Disabilities

Lezlie Russell is a member of the Learning Disabilities Association of Manitoba's (LDAM) Board of Directors. Lezlie is an adult with a learning disability. She did not complete high school, but as an adult she studied for, and passed, the GED and was admitted to the University of Manitoba as a Mature Student. There she completed a degree in Human Ecology. She is presently employed as a Work Experience Coordinator at The Children's Home of Winnipeg.

Incorporating her own daily experience with the frustrations, failures and successes of a learning disabled adult, Lezlie (1) discusses the definition of "learning disability"; (2) describes several characteristics of adults with learning disabilities; and (3) offers suggestions for instructors who may be working with learning disabled adults.

Lynette: What is a "Learning Disability"?

Lezlie: The definition of a learning disability is a disorder or neurological impairment that affects communications, processing information, memory, coordination, and can affect either emotional or behavioural kinds of maturity. There is neurological impairment but there are also disorders like attention deficit and attention deficit with hyperactivity that can affect those things. Basically, that's the definition.

Lynette: Can you talk about the causes of learning disabilities?

Lezlie: There are several explanations as to why learning disabilities occur. Researchers have discovered that there may be a genetic pattern. They have isolated the gene that passes on attention deficit and learning disabilities. It may be a genetic code that isn't set up properly as far as neurological function. Another theory is that learning disabilities are soft neurological damage which can be caused by environmental factors, drugs used in the birthing process, and injury.

If you are looking at very specific things it could be things like bizarre spelling errors, bizarre writing behavior. They may be able to read but not comprehend what they are reading. They may be able to read and comprehend what they are reading but not translate it. They may be able to take in information but not recall it, because LD affects sometimes both long term and short term memory.

The problem or the difficulty with identifying adults who have not been psychologically assessed is that they may hide their learning disability. Probably the best thing for people who are working with adults who may have a learning disability is to question them. It really does take some good interviewing skills and some good detective work. Ask them how they go about things. How do they go about reading? What do they find difficult? You will find usually that, although they were at school, and an average student, that their report card said things like: "doesn't live up to their potential" "has difficulty following in class" -- those kinds of behaviours.

Lynette: What advice do you have for an instructor working with learning disabled adults?

Lezlie: It is important for instructors to go with their gut instinct. If they're dealing with a client and they think something is not right here, something is very odd about how this person learns or why they are not getting it, then go with that. And talk with the client themselves and ask them what kind of history they've had with learning. It goes beyond not having good learning experiences. That's not the issue here. The issue is these people really want to learn, will be very enthusiastic about learning, but will get frustrated because they have such great difficulties surrounding it.

-

LESSON 1: Organizational Structure and Job Descriptions

Objectives:

- To understand the organizational structure of the company.
 - To develop job-related vocabulary with correct pronunciation.
 - To complete forms.
 - To ask questions for clarification or to obtain information.
 - To write in complete sentences, spelling correctly, and using correct grammar.
-
- 2.1.1. Present a flow chart of the organizational structure of the company. Discuss the names, job titles, and lines of authority and/or accountability (e.g. who is responsible to whom).

 - 2.1.2. Listen to a taped monologue of one of the employee's job descriptions. Begin with someone in the higher levels of the organizational structure and continue to the lower levels. Discuss the monologue. Ask information questions using the five W's: who, what, where, when, why.

 - 2.1.3. Listen to the monologue again while students fill out an organizational chart with the basic information: name, title, number of years with the company, job description.

 - 2.1.4. Divide the class into small groups and write a formal job description in the third person for the employee (e.g. Bill Wright is an Executive at Company ABC. He has worked at ABC for 19 years, etc.). Have one student in each group write for the group. Reassemble the groups and read the reports.
-
-

Information Chart

Name	Title	Length of Time at Company	Job Description

-

Part II - Employment Forms

LESSON 6 - Introduction to Employment Forms

- A. In the large group, using the list of employment type forms from Lesson One, what additional information they would expect to be asked for on employment forms.
 - B. Using a blank form organizer, create additional symbol/colour categories if needed.
 - C. Continue as in Lesson Three with a sample employment form from the list generated by the students in Lesson One.
-

—

Form Vocabulary - Worksheet

Directions: Describe what each of these words means.

applicant _____

dependents _____

family name _____

maiden name _____

marital status _____

N/A _____

no. _____

SIN _____

spouse _____

surname _____

yr. _____

-

LESSON 2 - Verbal and Non-Verbal Communication

Exercise One: Expressing Feelings

Purpose:

- To discover a variety of ways of expressing our feelings.

Time: 15 minutes

Materials: Flip chart, markers, magazines with pictures of people in various emotional states, Handout #2, Handout #3.

Procedure:

- A. Divide the group into groups of 3 or 4.
- B. Pass out the magazines and ask the students to find pictures of people with a variety of different expressions and in a variety of different situations. In the small groups, identify as many emotions as you can that the people in the pictures might be experiencing.
- C. In the whole group, share and write the identified emotions on the flip chart.

Exercise Two: Perception Check

Purpose:

- To practice checking on what you think another person feels.
- To practice being clear about what we feel. Time: 30 minutes.

Materials: Flip chart, markers.

Procedure:

- A. In the whole group, brainstorm several different ways to begin a sentence that will allow you to check your perception of what another person is feeling without imposing your own perception.
 - B. Form a circle. Each person in the circle will take a turn telling a personal story, and the person to her left will listen to her for one minute.
-

	NON-ASSERTIVE	ASSERTIVE	AGGRESSIVE
VERBAL	Apologetic Words	Statement of Wants	'Loaded' words
	Veiled meanings	Honest statement of feelings	Accusations
	Hedging: failure to come to point	Objective words	Imperious, superior words
	Rambling: disconnected	Direct statements, which say what you mean	'You' messages that blame or label
	At loss for words	'I' messages	
	Failure to say what you really mean		
	'I mean', 'you know'		
NON-VERBAL	Actions instead of words-hoping someone will guess what you want	Attentive listening behaviour	Exaggerated show of strength
GENERAL	Looking as if you don't mean what you say	General assured manner communicating, caring and strength	Flippant, sarcastic, style Air of superiority
SPECIFIC			

Voice	Weak, hesitant, soft, sometimes wavering	Firm, warm, well-modulated, relaxed	Tense, shrill, loud, shaky, cold, 'deadly' quiet
Eyes	Averted, downcast, teary, pleading	Open, frank, direct. Eye contact, but not staring	Expressionless, narrowed, cold, staring, not really 'seeing' you
Stance & Posture	Lean for support, stooped, excessive	Well-balanced, straight-on; erect, relaxed	Hands on hips, feet apart, stiff and rigid, rude, imperious
Hands	Fidgety, flutter, clammy	Relaxed motions	Clenched, abrupt gestures, finger pointing, fist-pounding
Handout #4		Source: <u>Working together for change</u> , 1993. p.69. Reproduced with permission.	

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2. MSDS

- a. Show material Safety Data Sheet book (Overhead #16: "The Material Safety Data Sheet").
- b. What do you think should be in these sheets? List on the board or on chart paper.
- c. Read pages 27-29.
- d. Obtain some sample MSDS pages from your workplace. Distribute these to the students. Find the various parts of the data. Use questions on page 30.
- e. Obtain a map of the MSDS books locations in your workplace. Make an overhead of the map.

3. CONCLUSIONS

- a. Overhead #17: "It's up to You".
 - b. Read pages 31-32.
 - c. Any questions?
-
-

B. WHMIS CLASSIFICATION AND HAZARD SYMBOLS - REVIEW

Directions: Match the WHMIS symbols with the WHMIS classification



1. Oxidizing



2. Biohazardous



3. Corrosive



4. Dangerously Reactive



5. Immediate and Serious Toxic Effect



6. Flammable/Combustible



7. Compressed Gas



8. Other Toxic Effects

Overhead # 12

CLOZE Exercise Purpose: Learning

to use new vocabulary **PERSONAL**

HYGIENE & APPEARANCE

All staff members of the Manitobah Inn are expected to follow common rules of good personal _____ and appearance.

These include taking the necessary measures to keep yourself clean and tidy at all times, bathing and showering on a regular basis, washing your hair, wearing a hairnet (if necessary), men keeping _____ hair trimmed, cleaning and trimming your fingernails, keeping any injuries covered with clean bandages, using perfumes and deodorants which are not too strong or _____ and women using make-up that is not _____.

IF YOU CAN'T WORK

If you are unable to work for any reason, please call your supervisor before 9:00 a.m. on each day you will be absent or will be late. If you are scheduled for an early work shift, please call your supervisor the evening before, no later than 10:00 p.m. It is not sufficient to leave a message at the front desk or through a fellow employee.

-

Mathematics

Brendel, Susan. (1992). *Calculators at work in daily living*. Portland, ME: Walch.

Crowell, Caleb E. (1993). *Math for the world at work*. New York: Educational Design.

Electrical work: solve problems using trade math. 1992. Victoria, B.C.: B.C. Ministry of Skills, Training and Labour.

—

Lynette: In an adult literacy classroom, what would be the percentage of adults who might have learning disabilities?

Lezlie: The stats say 10%. I would say probably more. We are not talking about the average person who had difficulties in school. Most adults in a literacy classroom would say they had difficulties in school. This goes beyond difficulties in that it's beyond their control. So, I would say that you could look at, at the very least, 20% of them having difficulties that are LD related.

Lynette: Can you describe how a learning disability may affect an adult literacy student who is preparing to enter the workforce?

Lezlie: There are some general things that show up in adults. The first thing that would be noticeable is a difference between intellectual level and performance. Most LD adults have average or above average intelligence, but their performance doesn't display that. It may be performance in tests or performance on the job, but there is an inconsistency with what they are able to do in certain areas.

But the problem for the LD student is that their ability to process information changes on a daily basis. They may be able to do something one day, but not be able to do that same thing the next day. However, on a daily basis, there are things that the LD students are never going to be able to do.

We all forget things and we all have trouble recalling information, but it will constantly be there, on a daily basis, that they won't be able to do certain things like reading, or spelling, or writing, or the oral processing of information, or misunderstanding people in day to day conversations. Generally, LD adults may have trouble understanding people: missing the point, not being able to read people's tones of voice, or sometimes taking things very literally.

-

Additional suggestions:



Edit the reports together as a class and rewrite them.



Make a master of the reports in the students' handwriting and include a photo of the person described in the report at the top of the page. Photocopy and distribute the reports to each of the students.



Divide the class into two or three groups, each with a different taped monologue. Each group reports the findings back to the large group for discussion and completion of the organizational chart. This would help to condense the material into fewer lessons. Multi-level groups can draw on individual strengths of its participants: strong listeners can repeat the information; strong writers can record for the group.



Invite one or more of the employees from the upper, middle, and lower levels of the organizational chart to speak to the class. Have the students prepare a list of questions to ask the speaker. Each student can be responsible to ask one question from the list.



Video tape the guest speaker (or the monologue) for the initial exercise or for further follow-up.

MEET YOUR EMPLOYER

Hi! My name is _____

I am an _____

I have worked at _____

for _____

In my job I _____

Additional Comments:

-

LESSONS 7 & 8

Continue as in LESSONS 4 & 5

[PREVIOUS](#)

[TABLE OF CONTENTS](#)

[NEXT](#)

FORM VOCABULARY

applicant	municipal
area code	no.
birth certificate	part time
citizen	permanent
country	postal code
dependents	provincial
dismissal	qualifications
document	records
employee	references
employer	registration
experience	salary
family name	savings
federal	signature
full time	SIN
government	spouse
income	surname
insurance	temporary
interview	wage
maiden name	yr.
marital status	N/A

- C. The listener will then identify what the content of the speaker's message was, and check, using some of the phrases from the first part of the exercise, on what she thinks the feelings of the speaker were. If the listener does not perceive the appropriate feelings, then the next person in the circle can attempt to.
- D. After everyone has had a turn, discuss how difficult or easy students found it to listen to what another person wanted to communicate, and what affects our perception of what another person is communicating.

Exercise Three: Non-Verbal Communication

Purpose:

- To observe both verbal and non-verbal communication.
- To experience the degree to which we communicate with our bodies.
- To observe mixed messages.

Time: 30 minutes

Procedure:

- A. Two members of the group role-play a dialogue between two people in which non-verbal communication contradicts verbal communication, such as one saying: "I'm feeling much more relaxed," as she sits with her shoulders hunched forward and her arms wrapped around herself. The other might say: "I am really interested in what you're saying," as she plays with a pen and stares off into the distance.
- B. In the whole group, identify the discrepancies between the verbal and non-verbal messages each person was sending.
- C. In the whole group, discuss the difference between the two roleplays. Identify what the different messages were in each case, and how much of what was communicated was non-verbal. Questions to discuss include:
- In which ways do we communicate with our bodies?
 - What differences are there between what we say and what we communicate?
 - What happens when we send different messages with our bodies and our words?
-

List of Feelings

abandoned	defeated	glad	naughty	sad
affectionate	defensive	good	nervous	satisfied
afraid	delighted	grateful	nice	scared
ambivalent	depersonalized	grief	numb	serious
angry	depressed			shocked
annoyed	deserted	happy	obnoxious	silly
anxious	desolate	hate	obsessed	skeptical
apathetic	despair	helpful	odd	sneaky
assertive	determined	helpless	offended	solemn
astounded	detest	homesick	optimistic	sorrowful
awed	devastated	horrible	out of control	spiteful
	different	hurt	outraged	startled
bad	disappointed	hysterical	overjoyed	stingy
betrayed	disgusted		overwhelmed	strange
bitter	distracted	ignored		stupid
bold	distressed	imposed upon	pain	stunned
	dominated	impressed	panicked	surprised
bored	divided	incredulous	passive	sympathetic
brave	doubtful	indignant	peaceful	
burdened		infatuated	persecuted	tempted
	eager	infuriated	petrified	tense
calm	ecstatic	inspired		terrible
challenged	embarrassed	insulted	pity	terrified
cheated	empathetic	intimidated	pleasant	threatened
cheerful	empty	irritated	pleased	ticked off
clever	enraged	isolated	powerful	tired
comfortable	envious		powerless	thwarted
competitive	excited	jealous	pressured	trapped
concerned	exasperated	joyous	proud	troubled
condemned	exhausted	jumpy	puzzled	
confident	exploited			unafraid
confused		kind	quarrelsome	uncomfortable
conspicuous	fascinated			uneasy
contemptuous	fearful	lazy	reassured	unfortunate
contented	flustered	left out	refreshed	
cruel	foolish	lonely	rejected	vulnerable
crushed	fortunate	longing	relaxed	vivacious
curious	frantic	lost	relieved	
	frustrated	loving (love)	reluctant	weak
	frightened	loveable	remorseful	wicked
	furious	low	resigned	wonderful
		mad	resistant	worry
		mean	responsive	(worried)
		melancholy	restless	
		miserable	ridiculous	

W.H.M.I.S.

**Workplace Hazardous
Materials Information
System**

**Loewen Windows
Adapted by Gail Tiessen**



Overhead # 11

Continue using the Guided Reading Exercise for several topics. Discuss with the students that the purpose of these activities is to prepare them to read independently by:

- i) predicting.
 - ii) using context to decipher unfamiliar words.
 - iii) understanding unfamiliar words by using a dictionary or thesaurus.
 - iv) checking new information against earlier predictions which will help aid the understanding; learning and recalling of new information.
- B. Based on the whole group guided reading exercise, develop a handout which uses the same format, but can be used by students individually. Have students work independently, using this handout as a guide for one-third of the topics.
- C. For the remaining one-third of the topics, ask the students to read independently, incorporating the above formats, using it or parts of it without writing down the information. (This may not be possible for all learners. If this step is not applicable for a student, help that student develop a personal format which can be used generally to aid the recall of information.) Students should be prepared to answer questions and discuss the information as would be required of them in a workplace situation.
-

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VACATION

After one (1) year, you will be eligible for 2 weeks of vacation with pay (4% of your gross earnings). Vacation requests must be discussed with your supervisor for appropriate timing. Approval of all vacations are made by the General Manager.

After five (5) years, you will be eligible for three (3) weeks of vacation with pay.

—

Reading

Bland, J.J. (1989). *Better reading for better jobs*. Portland, Maine: J. Weston Walch.

Stewart, Charles and Taylor, Ellen. (1990). *Practicing occupational reading skills*. Austin, TX: Steck-Vaughn. (Automotive, business, carpentry, electronics, health care, machine trades, teachers' guide)

The work book: a learner-written collection of stories about work issues. (1993). Thunder Bay, ON: Thunder Bay Literacy Group.

-

LESSON 9 - Conclusion

- A. In the large group, generate a list of the kinds of information asked for in both Pre-employment and Employment forms.
 - B. Hand out the "Personal Identification Card" worksheet. Have students fill in their own information with the correct spelling and in the correct format.
 - C. Debrief with the students to determine whether they are better equipped to and more confident about filling out forms.
-
-

Exercise Four: Verbal and Non-Verbal Communication Inventory

Purpose:

- To identify how each of us usually expresses her feelings both verbally and non-verbally.

Time: 45 minutes

Materials: Handout #4

Procedure:

- A. Hand out the inventory sheet to each student.
 - B. Divide the group into small groups of 3 or 4.
 - C. Do the first situation on the inventory with the whole group so that the purpose and what is being asked of them is clear. Ask each student in the group to respond to the first situation, asking what words they would use in the situation or what their body language would be.
 - D. Provide enough time for the small groups to respond to all of the situations on the inventory. Ask the small groups to report back on what they learned about themselves in this exercise.
 - E. In the same small groups, discuss what they would like to do differently.
 - F. Provide some time at the end of the session for the students to write in their journals.
-

SOME TOPICS FOR ROUNDS OR ACTIVE LISTENING

There are an infinite number of possible topics, but these may get you started. Note that broad topics are tackled from a specific, personal angle. We don't do a round on "sexism", we do a round on how being a woman or man has limited us.

1. How has being a woman/being a man limited me? What possibilities has it offered me that I wouldn't otherwise have had?
2. What are the strengths I bring to the group from my specific racial, ethnic, or cultural background? What needs do I have from the group?
3. How has my experience of life been limited or enriched by my class background? What strengths and weaknesses has it given me?
4. How has violence affected my life?
5. In what situations do I now feel powerless? When do I feel empowered?
6. How would my life be different without the threat of nuclear war?
7. What do I do to make money? What do I have to give up to do what I do?
8. What do I do with my anger?
9. What problems do I have with love relationships?
10. How do I expect to die? What feelings does this question evoke?

Source: Working together for change, 1993. p. 52. Reproduced with permission.

Handout #2

-

Outline

SECTION 1

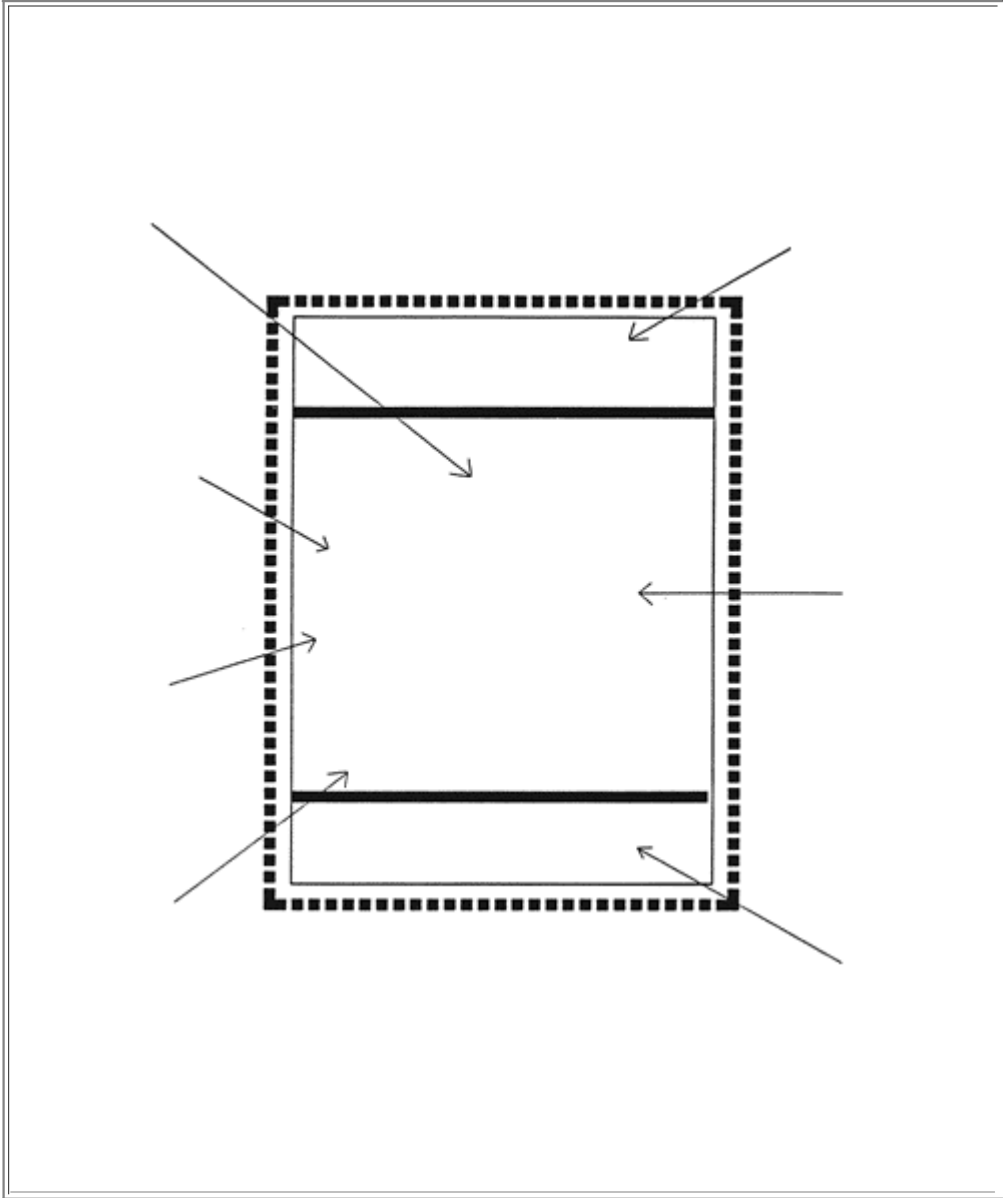
- A. Introduction
- B. Workers' Rights
- C. Routes of Entry
 - 1. Skin contact
 - 2. Ingestions
 - 3. Eye contact
 - 4. Inhalation

SECTION II

- A. Labels
 - 1. Supplier label
 - 2. Workplace label
- B. Hazard Symbols

SECTION III

- A. Material Safety Data Sheets
 - B. Conclusions
-



Overhead # 10

-

Individualized Guided Reading Practice

Before you read:

1. Read the topic heading. What do you think it means?
2. What kinds of ideas would you expect to read in this passage?

After you read:

1. List all the ideas you predicted would be in the passage.
 2. List all additional ideas you learned about the passage.
 3. Write in your own words what you read.
 4. Are there any ideas you would include or delete from the passage? Please explain why or why not.
-
-

LEAVE

In every case of a staff member requiring leave for any reason, you must discuss your reasons and requirements with the General Manager. After this discussion, the General Manager will put what has been agreed upon into writing. You will receive a copy and one copy will be placed into your employee file for reference purposes.

Termination

On termination of employment, an employee shall be paid vacation pay calculated at 4% of earnings for any part of the completed portion of employment in respect of which no vacation days have been taken or no compensation has been previously received. Part-time employees shall be paid vacation pay calculated at 4% of earnings.

Bereavement Leave

The granting of paid bereavement leave will largely be based on individual circumstances and at the discretion of management. The general guide shall be a maximum of three (3) days for immediate family (spouse, children, parents, brother, sister, parents-in-law) and one (1) day for members that are not immediate (grandparents, grandchildren, cousin).

Maternity Leave

Maternity leave without pay will be granted as per guidelines established by the Canada Employment Standards Act.

Leave for Education/Training

We hope you will always be wanting to learn new things because this is the kind of attitude which will help you and The Manitobah Inn continue to grow and thrive!

Short term leave for this purpose may be granted if operational requirements permit and there is a recognizable benefit to The Manitobah Inn. Attendance at and reimbursement for courses and seminars must have prior approval of the General Manager.

Workplace Education

Basic skills - basic business. (1992). Conference Board of Canada.

Carnevale, A.P., Gainer, L.J. & Meltzer, A.S. (1990). *Workplace basics: the essential skills employers want.* San Francisco: Jossey-Bass Publishers.

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Taylor, M.C., Lewe, G.R. & Draper, J.A. (Eds.) (1991). *Basic skills for the workplace.* Toronto: Culture Concepts Inc.

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[PREVIOUS](#)

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[COVER](#)

LESSON 3 - Aspects of Assertiveness

Exercise One: Where Are We Assertive?

Purpose:

- To assess situations in which we are assertive.

Time: 15 - 20 minutes

Procedure:

- A. Depending upon the size of the room used, group members can either line up side by side or form a circle.
- B. Explain that you will be reading a series of questions and members are asked to take one or more steps backward if their response to the question is "NO" and one or more steps forward if their response is "YES". You may move as far forward or backward as you wish depending upon how strongly you feel about the question.
- C. After moving to each of the questions, look around and see where everyone else is, then come back to the original spot for the next question.

The following questions were used as a guideline but were adapted for the group. Several additions were made because of some issues that were being raised in the group:

- When you feel someone is being unfair to you, do you call it to her attention?
 - Do you find it difficult to make decisions?
 - Do you avoid people or situations that you fear or that would be hard for you to see or be in?
 - When a salesperson makes a special effort to be helpful, do you find it hard to say no even though you may not want their help?
 - Are you reluctant to speak up in a discussion or debate even when you have strong opinions on the subject?
 - If a friend has borrowed money, books or clothing and is late in returning it, do you mention it to her?
-

SENDING I MESSAGES

<p style="text-align: center;">UNCLEAR STATEMENTS</p> <p style="text-align: center;">(Passive/Aggressive)</p>	<p style="text-align: center;">CLEAR DIRECT STATEMENTS</p> <p style="text-align: center;">(using I message - Assertive)</p>
<ol style="list-style-type: none">1. It was frustrating when you couldn't hear the music2. You make me so angry when you are late3. Whatever you want will be alright with me.4. She made me so mad.5. They are really annoying me.6. You make me feel good when we are together.7. If it wasn't for you I'd move to Toronto.8. You make me feel happy.9. I guess I'll go with you to the pictures.10. Nobody else will, why should I.11. We didn't really want to go to the movies.12. My lover doesn't want me to go to the movies.13. Marg says I look awful in blue so I guess I'll give away my blue clothes.14. I should read more books.15. Everyone ought to have a muffin at coffee time.	<p style="text-align: center;">Source: <u>Survival Skills for Women III</u>. Reprinted with permission.</p> <p style="text-align: center;">Handout #1</p>

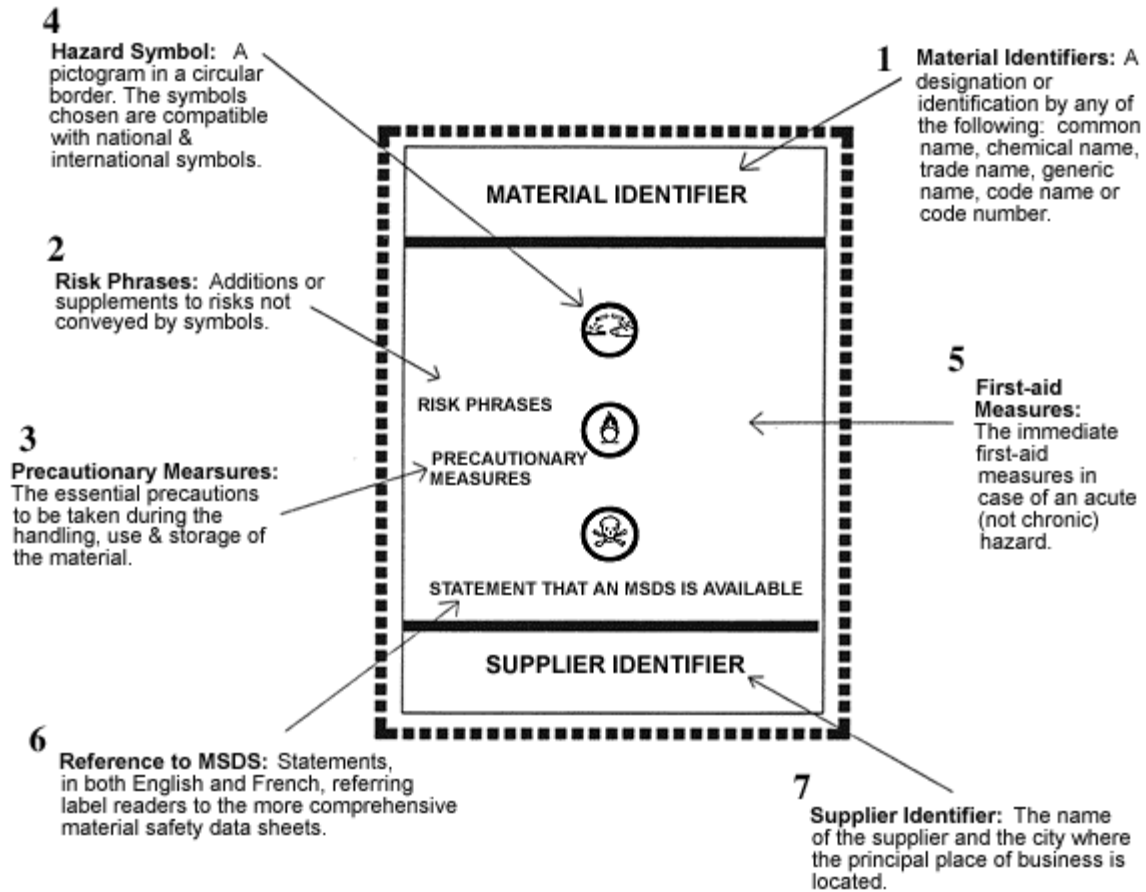
WHAT DO YOU THINK?

True or False

- T F About 1 in 4 Canadians is exposed to chemical hazards on the job.
- T F The social costs of exposure to hazardous materials is about \$600 million per year.
- T F Exposure to hazardous materials cannot cause cancer, kidney and lung damage, or heart ailments.
- T F Fires and explosions can be caused by some materials.
- T F You don't have to learn about WHMIS.
-

-

SUPPLIER LABEL



Overhead # 9

Part III - Discussing the Employee Handbook

- role play situations which might arise in the workplace; use the guidelines in the employee handbook to respond to situations correctly.
 - set up simulated interviews between employees (students) and the general manager (instructor) in which questions about the employee handbook are asked; guidelines are discussed; and the employee (student) is asked to sign a form stating he/she read, understood and agrees to adhere to the guidelines of the Employee Handbook.
 - have students write a student handbook for your classroom or program. have students debate about the ideas of a particular policy.
 - have students write an amendment to the policy which adds; clarifies; takes out; or changes the information presently found in the handbook. They must be able to defend any changes made.
-

—

Pay for a Statutory Holiday

Employees must:

- earn wages for part or all of 15 out of the 30 calendar days before the Statutory Holiday.
- be available for work on the regular working day before the statutory holiday and the regular working day after the statutory holiday.
- report to work on the Statutory Holiday if the employer calls them to work.

Note: Employees of hotels may be paid their regular rate for working on the statutory holiday if they are given another day off with pay by the employer, equal to the hours they worked on the statutory holiday.

Note: Part-time employees who qualify are paid in relation to their regular working hours.

Statutory Holidays and the Minimum Wage Earners

If a statutory holiday falls on the minimum wage earner's regularly scheduled work day, and the employee works on the last scheduled shift prior to the holiday, as well as the rest of their normally scheduled work days during the remainder of the week following the holiday, the employee qualifies to be paid normal wages for that day and have the day off.

The minimum wage earners does not have to work 15 out of 30 days prior to the statutory holiday in order to qualify to be paid their normal wages for the day and have the day off.

- Do you continue an argument after the other person has had enough?
- If someone keeps bumping the back of your seat on the bus, do you ask the person to stop?
- Do you often step in and make decisions for others?
- When a person you respect disagrees with you, are you able to defend your viewpoint?
- Are you able to refuse unreasonable requests from your friends?
- Do you finish other people's sentences for them?

D. Discuss the exercise:

What did you learn about your behaviour from doing this exercise?

What was difficult about deciding on your response?

What was easy about deciding on your response?

Exercise Two: Non-Assertive, Assertive, Aggressive

Purpose:

- To distinguish between non-assertive, assertive and aggressive behaviour.

Time: 30 - 40 minutes

Materials: Flip chart, markers.

Procedure:

- Have three sets of flip chart paper available on the wall with the headings: Non-Assertive, Assertive, and Aggressive written on them. Have a variety of colours of markers available for the group.
- Ask the group to individually write examples of, or draw images for, each of the above categories of behaviour.
- After everyone is finished, discuss with the whole group the examples that are on the flip chart. The purpose of this is to clarify the definitions or meanings of assertive, non-aggressive and aggressive behaviour. During the discussion, other examples may come up from the group. Add these to the sheets of paper.

Exercise Four: What is Your Right?

Purpose:

- To introduce the group to the concept of rights as part of everyone's daily life.

Time: 30 - 45 minutes

Materials: Handout #7, flip chart, markers.

Procedure:

- A. Distribute the handout.
 - B. Divide the group into small groups of three or four.
 - C. Ask the group to identify the more assertive response and the right involved in each situation.
 - D. In the whole group, discuss: what are the rights involved in each situation?
 - E. Identify these rights and flip chart.
 - F. Conclude by asking the group to summarize what they have learned about rights.
-

B. WORKERS' RIGHTS

The law states that workers have certain rights.

1. The right to know.
 - You must know what the hazards are in your workplace.
 - You must know how to protect yourself.

 2. The right to participate.
 - You must be part of the safety program.

 3. The right to refuse.
 - You can refuse to work where you think there is danger.
-

—

PASSAGE TO THE LUNGS

Obtain a diagram of the airway passages to the lungs showing the routes taken by contaminated air.

Include and label the following:

1. bones and cartilage in the nose that make inhaled air swirl to deposit large particles.
2. mouth - has no filtering system
3. tongue
4. pharynx
5. esophagus - tube leading to the lungs
6. trachea - tube leading to the lungs
7. bronchus
8. bronchiole
9. tiny air sacs (alveoli) at the end of each bronchial 'tree' branch

**THE MANITOBAH INN
EMPLOYEE HANDBOOK**

-

Provided that the supervisor agrees, time off in lieu of overtime pay may be taken at a time mutually agreed upon by the employee and the supervisor, but must occur within the current pay period. Time banking will not be allowed without permission. Time and a half will be paid for general holidays. In addition, employees will be entitled to receive a regular day's pay.

Statutory Holidays - Full Time Employees

There are 7 Statutory Holidays throughout the year:

- New Year's Day
- Good Friday
- Victoria Day
- Canada Day
- Labour Day
- Thanksgiving
- Christmas Day

Note: Easter Sunday, August Civic Holiday and Boxing Day are not considered Statutory Holidays.

Statutory Holiday Occurring on a Non Working Pay

When a Statutory Holiday falls on a non-working day, an employee is entitled to and shall be granted a holiday with pay not later than the time of the next annual vacation or a time convenient to the employee and the employer.

Statutory Holiday Occurring on a Saturday or Sunday

When Canada Day, New Year's Day or Christmas Day fall on a Saturday or Sunday that is a non-working day, the employee is entitled to and shall be given a holiday with pay immediately after the general holiday.

Exercise Three: Introduction to Assertivness

Purpose:

- To introduce the group to assertiveness.

Time: 40 - 60 minutes

Materials: Flip chart, markers.

Procedure:

- A. Brainstorm and write on the flip chart some situations in which it has been difficult or uncomfortable for group members to be assertive.
 - B. Have two group members role play one of the above situations.
 - C. The situation will need to be described according to the following criteria:
 - the people involved
 - the relationship between the people involved (e.g. doctor/patient; husband/wife, etc.).
 - the situation: the issue and the exchanges that take place.
 - D. The participant then role plays the situation with another group member as it first happened.
 - E. After the role play, the participant discusses the situation with the whole group. As a guide, the following questions can be asked concerning feelings, rights and risks:
 - What is your right in this situation?
 - How do you feel?
 - What do you want to say?
 - What do you want the other person to say or do?
 - What is stopping you from saying what you want to say or do?
 - What can happen to you if you do speak out? What are the risks; is it dangerous or threatening?
 - What can happen to you if you don't speak out?
-

Exercise Two: Giving Criticism

FOLLOW THE SAME PROCESS AS ABOVE

Exercise Three: A Group Bill of Rights

Purpose:

- To define what "rights" mean.
- To write a group Bill of Rights

Time: 30 - 45 minutes

Materials: Flipchart, markers

Procedure:

- A. Each student defines, in a round, what the term "right" means to her.
 - B. Record the responses on the flip chart.
 - C. Divide the group into groups of four. Ask the small groups to write out a list of rights that they would like to have as a group.
 - D. Reconvene the small groups and ask one student from each group to read their group's list of rights.
 - E. Post the sheets of paper or have someone in the group write out a group Bill of Rights that can be posted in the classroom.
-

C. ROUTES OF ENTRY

Materials will harm you only if they enter your body. There are 4 ways this can occur.



1. Skin contact



2. Ingestion (Swallowing)



3. Eye contact



4. Inhalation (Breathing)

-

DIGESTIVE SYSTEM

Obtain an overhead diagram of the digestive system to show how chemicals enter the blood stream.

Include and label the following:

1. mouth
2. tube to stomach - esophagus
3. stomach
4. gut - small intestine
5. blood supply

Overhead # 7

-

Section I Manitobah Inn

- Welcome
- Mission
- Vision
- Values
- Basic Philosophy

Section II Employment Policy and Procedures

- First Day on the Job
 - Probationary Period
 - Dress Code
 - Personal Hygiene and Appearance
 - Breaks Meals
 - Smoking
 - Conduct
 - On Duty Staff
 - Off Duty Staff
 - Drinking
 - Other Employment
 - Telephones
 - Salary
 - Pay Periods
 - Overtime
 - General Holidays
 - Leave
 - Termination
 - Bereavement Leave
 - Maternity
 - For Education/Training
 - Vacation
 - If You Can't Work
 - Injured at Work
 - Personal Property
 - Security
 - Personal Harassment at the Workplace
-

SALARY

Pay Periods

You will be paid on the 1st (first) and 16th (sixteenth) of the month. Your cheque will be available at the Front Desk area after 10:00 AM on pay day.

The day before each payday is the cut-off for hours. Please ensure that your time card is properly filled out before submitting it. At the end of a pay period, it will be necessary to estimate your work hours, in this case an adjustment will be made on your next pay cheque to recover or pay any difference between estimated and actual hours.

Casual labour will not be paid without a management signature on their time card.

If you arrive late, you will be paid to the closest 1/4 hour after you started.

If you leave early, you will be paid to the closest 1/4 hour before you left.

Problems or errors on your pay cheque must be reported to your supervisor immediately.

Overtime

Overtime must be authorized by your supervisor or by management.

For those personnel who do work overtime, the following applies

- *straight time is paid up to 40 hours in one week and time and a half thereafter.*

—

- F. The facilitator can now ask the group to summarize what they have learned. Some possible questions to begin the discussion are:
- What helps you to act assertively?
 - What seems to stop women from acting assertively?
 - What situations tend to be more difficult for you to be assertive in?

Exercise Four: Identifying Feeling Statements

Purpose:

- To distinguish assertive statements about feelings from nonassertive statements.

Time: 15 - 20 minutes

Procedure:

- A. Hand out the questionnaire and ask students to fill it out.
 - B. When everyone is finished, briefly discuss the differences between or among the statements, and clarify which statements are assertive and why.
-

LESSON 6 - Receiving and Giving Criticism

Exercise : Receiving Criticism

Purpose:

- To practice receiving criticism

Time: 45 minutes

Materials: Flip chart, marker, Handout #6, Part C.

Procedure:

- A. The group brainstorms about times when they have had to receive criticism. The facilitator records these on the flip chart.
 - B. If there are no examples of situations in a work setting, suggest some possibilities of criticism that students in the group might have to handle on the job.
 - C. Ask for volunteers to role play some of the situations. Since some students volunteer more readily than others, encourage others in the group to try the role plays.
 - D. Discuss the role plays after about half of the group has had an opportunity to role play a situation. Focus the discussion on what the group's goals are in handling criticism (for instance: to maintain their self-respect; to be open to the possibility of change; to be able to simply get through criticism; to be able to keep the friendship or relationship with the other person intact; to not fly off the handle; to not leave the situation and be unable to return.
 - E. Brainstorm as a group effective ways for each student to handle criticism. Record on flip chart.
 - F. Have the half of the group that did not role play the first time, role play situations handling criticism keeping in mind the guidelines the group has brainstormed.
 - G. Distribute the handout.
-



1. Skin Contact

Normally, the layers of skin form a barrier against infection, water and some chemicals.

Hazardous materials may cause harm:

- a. by entering the body through cuts and scrapes.
- b. by softening cells in the top layer of skin and passing through it.
- c. by burning holes in the skin.
- d. by entering the skin through hair shafts.

Precautions:

1. Avoid contact with these hazardous materials.
2. Avoid splashing.
3. Wear protective clothing.



GLOVES



BOOTS



APRON



FACE SHIELD



FULL
PROTECTION
SUIT

4. Flush with cold water for 20 minutes if hazardous materials come in contact with the skin.
-

LAYERS OF THE SKIN

Obtain an overhead diagram of the layers of the skin to show how chemical solutions may penetrate and enter the blood.

Include and label the following:

1. outer skin layer - epidermis
2. inner skin layer - dermis
3. hair
4. cut, scrape or area of dissolved cells
5. sweat duct
6. sweat gland
7. hair shaft
8. blood supply

Overhead # 6

-

WELCOME

It gives me great pleasure to welcome you as an employee to the "new" Manitobah Inn. The current group of Shareholders/Owners took possession of the Inn in April of 1993 with a mandate to return it to its previous splendour, vitality and viability. In order to do this there have been many changes and much hard work by past staff, current staff and owners alike. We see that this hard work is now beginning to pay off as the Inn is once again becoming an exciting place to stay, to attend a function, or to make use of our many facilities. This can only be accomplished with the dedication and hard work of our largest resource our employees.

Considerable planning and thought have assisted in the formulation of the basic attitudes, policies, and benefits contained in this document. Staff members, management, and owners of the "new" Manitobah Inn have compiled this "Employee Handbook" for your use as a valuable tool. You are encouraged to read it through to help familiarize yourself with the team work environment we are promoting. Please pay special attention to the Mission, Values, and Vision Statements. These sections will provide you with valuable insight into how we conduct ourselves and how we expect you to conduct yourself.

After you have read the handbook, you will meet with the Information Moderator to discuss the contents of the "Employee Handbook" to ensure that you have a clear understanding of our expectations while you are a staff member.

Here at the Manitobah Inn, we firmly believe in fostering a spirit of teamwork, and we are happy that you have been chosen to become a team member. We all look forward to working with you in the future.

TELEPHONES

Telephones are primarily used for conducting business of The Manitobah Inn. Personal calls, both incoming and outgoing should be limited. Personal long distance calls cannot be charged to The Manitobah Inn.

Additionally, telephone courtesy, thoughtful and prompt handling of telephone calls is essential to our business. All staff members are asked to use a friendly and professional manner when answering the telephones.

—

LESSON 4 - Aspects of Assertiveness

Exercise : Styles of Communication

Purpose:

- To provide an opportunity for students to clarify their styles of communication

Time: 30 - 45 minutes

Procedure:

- A. Ask each student to identify the areas in their lives, including work, in which they have difficulty being assertive. Assure the student that they will have a lot of opportunity to role play situations practicing assertive behaviour. The role plays will be based on situations they have had difficulty in and would like to change. Therefore, it is very important that each student identify situations in which they were not as assertive as they would like to have been, and these will be used in the role plays.

Exercise Two: Distinction: Assertive, Non-Assertive, Aggressive

Purpose:

- To enable students to distinguish between non-assertive and aggressive behaviour.
- To identify the verbal and non-verbal behaviour that is exhibited in assertive, non-assertive and aggressive behaviour.

Time: 60 minutes

Materials: Flip chart, markers, Handout #4, Handout #5.

Exercise Four: Saying No

Purpose:

- To practice saying no in a way that is appropriate for each student.

Time: 30 minutes

Materials: Flip chart, markers, Handout #6, Part B.

Procedure:

- A. Ask the group to think of situations where they have wanted to say no but were unable to. It is important to give a variety of different examples that represent a range of possibilities that students have had to deal with.
 - B. Ask for volunteers to role play the situations above, where they role play saying no with a partner.
 - C. After at least half of the group has had an opportunity to role play a situation in which they are able to say no, discuss with the entire group what it felt like to say no in that situation.
 - D. Thinking of these role plays and other situations where participants have seen or heard an assertive no answer, brainstorm and write down on the flip chart ways to say no.
 - E. On another flip chart page, summarize and list some specific guidelines that are important when saying no.
 - F. After making their own list, hand out the two resource sheets on saying no. Clarify with the group anything that is unclear or somewhat confusing.
-



2. INGESTION (SWALLOWING)

A hazardous gas, liquid or solid can enter your body by swallowing it. This can happen:

- a. if food is left exposed in the workplace
- b. if food is touched by unwashed hands, gloves or clothing
- c. if there is smoking
- d. if there is nail biting
- e. if there is unlabeled material

Precautions:

1. Wash your hands after working and before eating.
 2. Eat in a separate place.
 3. Don't eat, drink or smoke on the job.
 4. Use and read labels.
-

ROUTES OF ENTRY



SKIN



INGESTION



EYE



INHALATION

MISSION STATEMENT

The Manitobah Inn will earn the loyalty of its guests by consistently meeting or exceeding their needs and expectations. Our actions will create a sense of pride and long term commitment for everyone associated with the Manitobah Inn and will generate a competitive rate of return for the shareholders.

-

OTHER EMPLOYMENT

It is expected that employees who work for The Manitobah Inn are not engaged in other employment activities which would adversely affect their employment responsibilities with the Inn. This does not serve to rule out service on Boards or volunteer organizations, unless a conflict of interest exists.

—

Procedure:

- A. Group members role play the three types of behaviour around a situation suggested by the group. Ask the students observing the role play to record what they see and hear (the verbal and non-verbal behaviour).
- B. After each role play, group members describe each person's behaviour, including verbal and non-verbal language. Identify these and write them on the flip chart in chart form:

NON-ASSERTIVE

ASSERTIVE

AGGRESSIVE

- C. The group now picks a situation and role plays it as it is often approached. For example, in returning something to a store, someone may appear apologetic whereas someone else may appear angry. Role play various people's approaches. After each scene, describe the behaviour observed and fit it into headings on the chart.
 - D. Do a final role play using some of the assertive behaviours you've already listed under assertive on the chart. If the group has time, do this in pairs and give each student a chance to practice assertive behaviour around a particular concern of her own.
 - E. Hand out the first worksheet on verbal and non-verbal behaviour. Review with the group, and clarify with examples, anything that is not clear to the students.
 - F. Hand out the second worksheet with the situations and responses and go through each situation and response with the group as a whole, noting which category each response is an example of. Brainstorm with the whole group alternative responses that they would feel more comfortable with.
 - G. Ask the group to record in their journals some of their own situations and how they would react.
-

Exercise Three: Saying No

Purpose:

- To practice saying no.

Time: 30 minutes

Procedure:

- A. Arrange the chairs in two circles, one circle facing the other, so that when students are seated they are each facing a partner.
 - B. Explain that this exercise is intended to be a practice in saying no. For the first round, the students in the centre of the circle will say no to everything that the student sitting opposite her asks for, or asks of her. They do not have to give a reason, or an explanation -- their only response is no.
 - C. Provide two minutes for each pair of students to have an exchange of making a request with the response being no.
 - D. After the first two minutes, ask the students on the outside circle to move one chair to the right. Repeat the same process as in (C) above, until all of the students on the outside circle have been paired with all of the students on the inside circle.
 - E. Ask the two circles of students to exchange places so that the students who were sitting on the outside are now on the inside of the circle. Repeat the process as above so that all students have an opportunity to practice saying no to any request or offer they are given.
 - F. Debrief by focusing on which requests or offers were more difficult to say no to, and why.
-



3. EYE CONTACT

Material may splash into the eyes. Some hazardous materials may damage the eyes.

Small amounts may dissolve in the liquid of the eye. Then it can pass into the bloodstream. The blood goes to every organ of the body.

Precautions:

1. Use safe work methods.
2. Don't rub your eyes.
3. Wear goggles or a face shield.



WORKERS' RIGHTS

**The right to
know.**

**The right to
participate.**

**The right to
refuse.**

Overhead # 4

-

VISION STATEMENT

The Manitobah Inn is dedicated to becoming the leading Southern Manitoba motor hotel, providing uniquely satisfying experiences for its customers, always making our guests "Our First Concern".

-

CONDUCT

As it is in any organization where numerous people work, general ideas of good conduct must be in effect. The Manitobah Inn is committed to treating all employees fairly, and with dignity and you are expected to conduct yourself accordingly.

Whether on duty or off duty, all staff members are requested to act as mature adults when on the premises of the Manitobah Inn.

On Duty Staff

Professional conduct is expected at all times (e.g. no running, loud talking, loud laughter, or swearing).

If a friend or relative comes to see you while you are on duty, you must ask permission from your supervisor or the management on duty at that time, to leave your work area to see your visitor. If a supervisor or Manager are unavailable, please notify a co-worker that you will be away from your station. We request that you keep your visit as brief as possible, and ask that you ensure your duties are not neglected. You cannot allow your friends into your work area (e.g. kitchen, behind the bar, behind Front Desk, inside mechanical rooms) at any time. When you do have a visitor, with the permission of your supervisor, you may speak with them in the front lobby area.

Off Duty Staff

When off duty and using any of the facilities of the Inn, you will be treated as any other customer. When off duty, all staff must remain out of the work areas in any section of the Inn. If you wish to speak with a co-worker, do so after their shift is over.

Drinking

Drinking alcohol on duty or before duty is prohibited and considered grounds for immediate dismissal.

Staff members who are not Bar/Lounge staff are NOT allowed behind the bar.

—

LESSON 5 - Communicating Assertively

Exercise One: Communicating Assertively

Purpose:

- To clarify what we feel, need, and want in relation to a particular situation.
- To examine what we want to do to change an uncomfortable situation.

Time: 20 - 30 minutes

Materials: Journals.

Procedure:

- A. Divide the group into small groups of three in which each student thinks of a minor situation in their lives where they are having a difficult time being assertive.
- B. In your journals, restate the situation using the following statements:
I FEEL
I NEED
I WANT
Take about five minutes doing this and then share with your partners. Partners can suggest ways that statements might be completed.
- C. Do a round affirming our right to do the specific thing that each student just stated that she wants to do.
- D. Discuss in the group:
How did it feel for you to do this?
What was difficult for you in doing this exercise?
What do you think the consequences of doing what you want would be?
What is stopping you from doing what you want?

Exercise Two: Asking for Something

Purpose:

- To practice asking for what we want.
 - To practice asking for something in a way that is comfortable to each of us.
-

Time: 45 minutes

Materials: Flip chart, Handout #6, Part A.

Procedure:

- A. Ask the group to think about times when they have had to ask for something that they wanted. e.g. asking a friend if she can babysit your children for the rest of the day.
 - B. Do a role play of a situation in which a student asks for something:
 - in a way that is effective
 - in a way that is ineffective
 - C. Thinking of this role play and other situations where students have seen or experienced a request handled effectively, brainstorm and write down on flip chart ways to ask for something.
 - D. On another flip chart paper, summarize and list some specific guidelines that are important when asking for something.
 - E. After making their won list, distribute the handout. Discuss it and add any other ideas.
 - F. Have the group role play various ways of asking for something.
 - G. Summarize, in a group discussion, with questions such as:
 - What is effective when you are asking for something?
 - What is not effective when you are asking for something?
 - What felt comfortable for you when asking for something?
 - What felt uncomfortable for you when asking for something?
 - Of the things on our list, what will be difficult to do?
 - How do you usually feel when you ask for something?
 - How do you feel now when you ask for something?
-



4. INHALATION (BREATHING)

Vapours, gases, mists, dusts, fumes or smoke can be breathed into the body. Many people in one area can breathe in hazardous materials.

Normally the body can resist, but not against hazardous materials.

The substance enters the lungs. From there, it is drawn into the blood stream. All the organs of the body are open to danger because blood goes to all the organs.

Precautions:

1. Work in well-ventilated (well-aired) areas. The hazardous material will be less concentrated. The circulation of air removes some of the hazardous material from the work area.
2. Wear the right breathing protection equipment.



DUST MASK



VAPOUR RESPIRATOR



SELF-CONTAINED AIR
RESPIRATOR

Three Parts of WHMIS:

- 1. Container labels**
- 2. Material Safety Data Sheets (MSDS)**
- 3. Training**

Overhead # 3

VALUES STATEMENT

In all we do, we will be guided by a commitment to the following principles:

- We will act with integrity and mutual respect under all circumstances;
 - We will build an environment of individual trust and respect, enabling all employees to realize their full potential and decision-making ability;
 - We will acknowledge quality performance and encourage all our people to continually grow as members of the hospitality industry.
-
-

BREAKS

Meals

Employees are entitled to a 1/2 hour unpaid meal break, if they work a shift of five (5) hours or longer. After the second five (5) hour work period in the same day, employees are entitled to an additional unpaid meal break. The additional meal break(s) are at your discretion and that of the supervisor.

Smoking

There are NO scheduled breaks for smoking. You can have a cigarette any time it is NOT busy - provided that you have another staff member to cover your absence and that you have advised your department supervisor. For those who smoke, it should be considered a privilege. Please use fairness and respect when taking a "smoke" break. We ask you to consider that your non-smoking co-workers do not deserve to receive less break time than you do - so please keep your smoke breaks to the barest minimum.

Smoking is permitted only in certain designated areas. The Manitobah Inn has designated the staff room location as a smoking area. Staff will not be allowed to smoke in public areas of the building while on duty.

-

How Hazardous Materials Enter the Body

Select the best possible answer(s). Note: Each question may have more than one answer.

1. Hazardous materials commonly enter the body through:

- a. inhalation or breathing
- b. absorption through fingernails
- c. ingestion or swallowing
- d. ear canals

2. Workers may protect themselves from airborne hazardous materials by:

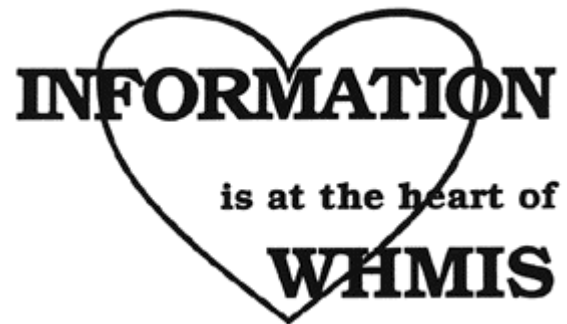
- a. making sure there is adequate ventilation
- b. wearing appropriate protection equipment such as ventilators
- c. biting fingernails
- d. food prepared at home and stored in a safe environment in the workplace

3. Hazardous materials may enter the body through ingestion of:

- a. food and drink left exposed to contamination by vapours and mists
- b. swallowing saliva exposed to contaminated dust particles
- c. biting fingernails
- d. food prepared at home and stored in a safe environment in the workplace

True or False:

- _____ 1. To be harmful, hazardous materials must first enter the body.
 - _____ 2. Food and drink are most frequently contaminated by unwashed hands.
 - _____ 3. Eye splashes and eye contamination by workplace chemicals is common.
-



INFORMATION
is at the heart of
WHMIS

Overhead # 2

-

BASIC PHILOSOPHY

Throughout this document, you will find information on subjects pertaining to your employment here. You should read this handbook and familiarize yourself with the material it contains.

The owners and Managers of the "new" Manitobah Inn regard their staff members as their most important resource. We further believe that this resource must be nurtured so it may blossom to its full potential. We strive to give each employee adequate information and allow them adequate training time to perform their jobs effectively. As a staff member, we hope that you will understand that by asking for extra training time or additional information, you will not be labelled as slow or inadequate. It will show that you are trying to ensure your success.

This handbook does not contain a description of every type of situation you may experience, so we recommend that, in conjunction with your department supervisor, you bring your own common sense and problem solving abilities to the circumstances which you may encounter during your work day. We attempt to foster and maintain a spirit of teamwork in all areas. This spirit can and will become a stronger force with your understanding of our attitudes and your use of a professional manner as you carry out your work tasks.

We expect you will understand that when a customer enters your work area, all internal business being carried on must cease - to allow us to assist our clients. Remember, a customer does not appreciate being treated like an inconvenient interruption.

During your work day, we ask that you keep your socializing activities to a minimum and recognize that you are here to perform a necessary function which you are being paid to do. We do not expect you to ignore your co-workers, but, suggest that socializing not become prolonged.

—

PERSONAL HYGIENE & APPEARANCE

All staff members of the Manitobah Inn are expected to follow common rules of good personal hygiene and appearance.

These include taking the necessary measures to keep yourself clean and tidy at all times, bathing and showering on a regular basis, washing your hair, wearing a hairnet (if necessary), men keeping facial hair trimmed, cleaning and trimming your fingernails, keeping any injuries covered with clean bandages, using perfumes and deodorants which are not too strong or offensive, and women using make-up that is not excessive.

-

SECTION II

A. LABELS

There must be labels on controlled products.

Controlled products must be labelled by the -supplier before they are sold to the workplace.

The employer must make sure that all products are labelled on the work site.

-

Why do we need
WHMIS?

Overhead # 1

You must create a balance between being friendly and getting the job done. We also encourage a balanced approach to socializing with the customer and caution you to keep it on a professional level and steer clear of any tendency to include sexual content or suggestion.

We value staff members who can, during slack times, see what work needs to be done and get it accomplished. Or, that if another department is extremely overworked, you can help, without neglecting your own work. This kind of approach to mutual assistance and cooperation between departments is necessary to foster the team spirit.

Most of all, we try to be understanding and want you to recognize that we believe mistakes are acceptable as a learning tool. They offer you the opportunity to discover another way of doing things, as well as the possibility of becoming part of the solution.

—

DRESS CODE

Each department of the Manitobah Inn has a specified dress code suited to the needs of that department. There are several reasons for the dress code, and they are as follows: professional appearance, classification, identification, neatness, and cleanliness.

Your departmental specific dress code attire must be worn at all times you are on duty. This includes name tags for those staff who work in public areas.

Each staff member is responsible for the cleanliness, repairs and general care of their own personal dress code attire.

If you are in work attire but not on duty, you must not be in the public areas where your presence may confuse customers.

—

1. Supplier Label

- English and French
- border of broken lines
- contrasting colours
- readable
- clear symbols

The supplier label has 7 parts:

1. Product name
 2. Risk phrases: these explain the dangers
 3. Precautionary measures for safe handling and use
 4. Hazard symbols
 5. First aid measures
 6. Material Safety Data Sheet statement
 7. Name and address of supplier
-

But remember, hazard information can protect you only if YOU:

- Read labels and material safety data sheets.
 - Know where to find information about the substances you use.
 - Follow warnings and instructions.
 - Use the correct protective clothing and equipment when handling hazardous substances.
 - Learn emergency procedures.
 - Practice sensible, safe work habits.
-
-

FIRST DAY ON THE JOB

On the first day of work, several introductory procedures are required:

- Completion of a Manitobah Inn job application and provision of a resume (if you have one)
- Copy of letter offering employment, with signed acceptance
- Completion of Revenue Canada TD 1 form
- Application for group RRSP - only if you wish to participate
- Employee Confidentiality Agreement
- Vacation Request and Approval
- Employee Deductions Authorization Form

A copy of the Employee Handbook, Policy & Procedures Manual, and Information Booklet will be provided for your use. After a reasonable length of time, you will be asked to meet with the Information Moderator to evaluate your understanding of the information that has been provided. At that time, you are instructed to clear up any questions which you might have. You will also be asked to sign a form stating that you have read and that you understand the information given to you.

Each employee is responsible for the property issued to them by Manitobah Inn at the time of their employment. The loss or damage of these items must be reported immediately to your supervisor. Upon termination of employment, all Manitobah Inn property must be returned.

If you change your address, telephone number, marital status or number of dependants, be sure to notify the Payroll Clerk. We need this information to keep your insurance, tax, and personal records accurate.

PROBATIONARY PERIOD

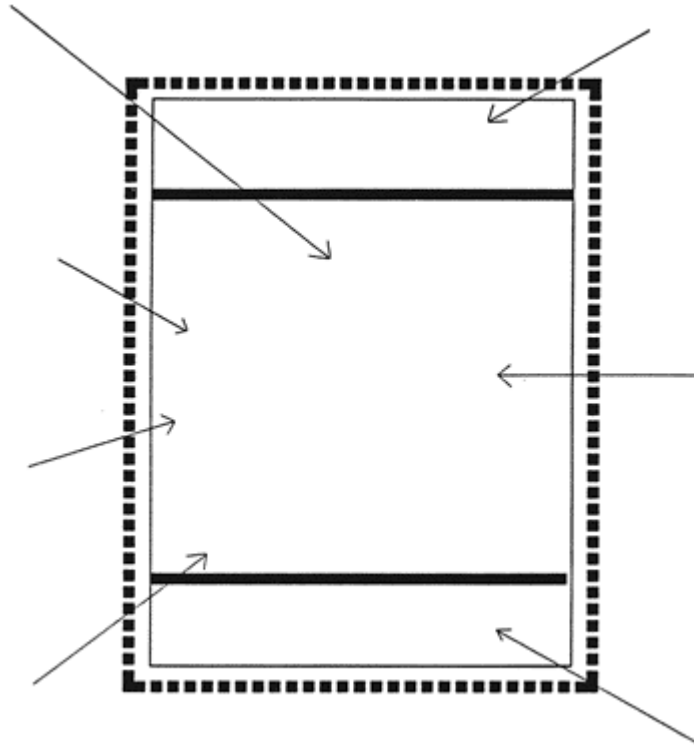
The Manitobah Inn requires that all employees work a three month probationary period. At the end of this time, your supervisor will meet with you to confirm the end of probation and to provide you with an opportunity to discuss your progress.

After the initial probationary period has passed, all employees will receive a "Performance Appraisal" on a bi-annual date.

During your employment at the Manitobah Inn, you may request an informal meeting to discuss your progress with your supervisor and/or the General Manager. These meetings must be scheduled, so please speak with your supervisor to arrange an appointment.

-

Complete the required components of a Supplier Label.



- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | |
-

-

B. CONCLUSIONS

If you have any questions about hazardous products that you are working with, see:

- your supervisor
- your lead hand
- your cell captain

They are familiar with how to find information in the MSDS.

If you want more information, your safety director can contact the manufacturer of the product for you.

—

2. Workplace Label

A label must be put on a product at the workplace:

- if a material is made there
- if a material is put into another container
- if the supplier label is lost or unreadable

The label can be any colour or size or shape.

The label must be noticeable.

The label must have 3 parts:

1. Product name
 2. Precautionary measures
 3. Material Safety Data Sheet statement
-

M.S.D.S.

1. What is the product used for?

2. Name two items of protective equipment that are recommended when handling this product.

a) _____

b) _____

3. What effects might this product have on the breathing passages?

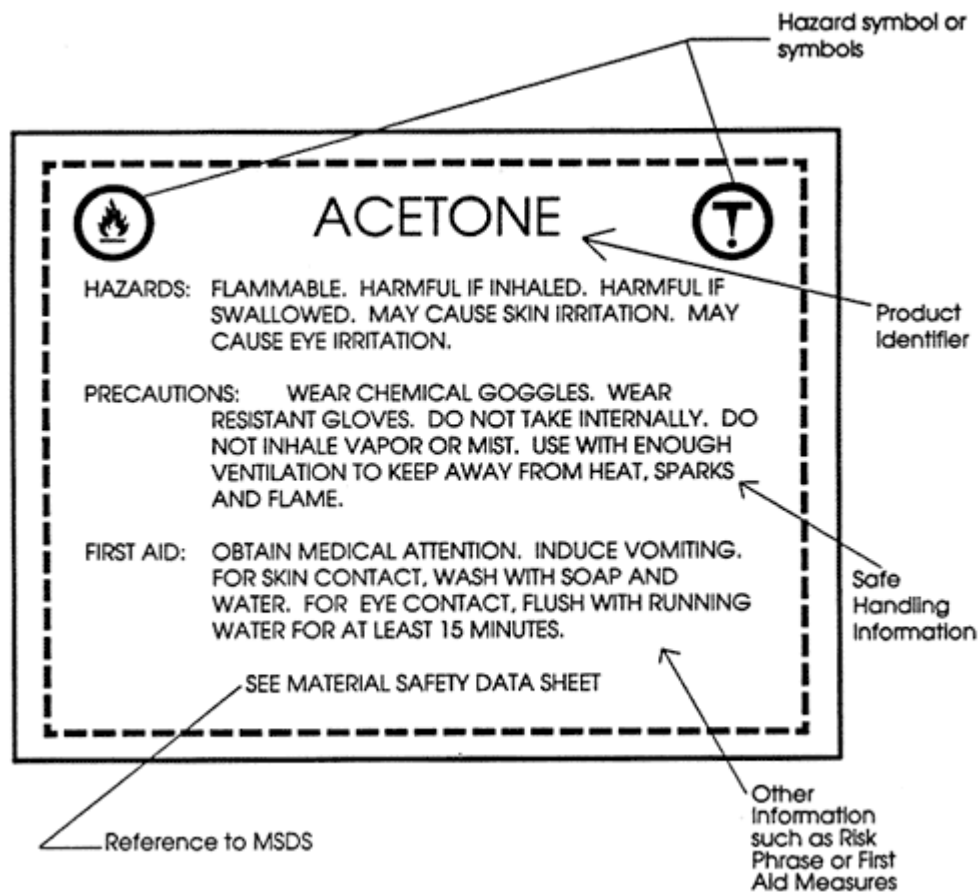
4. What first aid measures are required if this product splashed someone's eyes?

5. Is this product flammable?

6. How would you handle an accidental spill?

-

Your facility uses the following workplace label. It meets WHMIS requirements, but also allows for the use of hazards symbols and space to accommodate other information such as risk phrases or first aid measures.



NOTE: These must appear on all controlled products dispensed by or transferred to other containers by the employer.

5. Reactivity data:
 - stability
 - conditions that cause dangerous reactions
 - chemicals that are compatible

 6. Toxicological properties:
 - acute or chronic health hazards
 - symptoms

 7. Preventive measures:
 - handling of leaks or spills
 - disposal of unusable or unwanted products

 8. First aid measures:
 - emergency instruction
 - most likely routes of exposure.

 9. Preparation information
 - name
 - phone number of producer of MSDS
 - date of preparation
-
-

B. CLASSIFICATION AND HAZARD SYMBOLS

Class A - Compressed Gas



There is pressure inside the containers.

e.g. oxygen tanks, nitrous oxide tanks.

Precautions:

1. Handle with care; do not drop.
 2. Keep away from heat sources.
 3. Store in a designated area.
-
-

The Material Safety Data Sheets must have 9 parts:

1. Product Information:

- name
- use
- manufacturer's name and address
- emergency phone number (24 hour service)

2. Hazardous Ingredients:

- chemicals
- concentration

3. Physical data:

- odour threshold
- specific gravity
- vapour pressure
- vapour density
- evaporation rate
- boiling point
- freezing point
- pH
- coefficient of water/oil distribution

4. Fire or Explosion Hazard: fire fighting guidance.

-

Class B - Flammable and Combustible Material



These materials **burn easily**, or **burn intensely**, or have **rapid flame spread**.

e.g. xylene, acetone, isopropyl alcohol.

Precautions:

1. Keep away from heat sources.
 2. Never smoke near these materials.
 3. Store in a designated area.
 4. Keep away from oxidizers (class C).
-
-

SECTION III

A. MATERIALS SAFETY DATA SHEET

Every controlled product must have a data sheet.

The data sheets must be up to date.

The data sheets must be available to the workers.

They are stored in each department and the library.

-

Class C - Oxidizing Material



These materials support the burning of other materials.

hydrogen peroxide.

Precautions:

1. Keep away from fire starters.
 2. Never smoke near them.
 3. Wear eye or face shield, gloves and protective clothing.
 4. Keep away from combustible material (class B).
-

SELF-TEST ON WHMIS

Select the correct answer(s). There may be more than one answer to some questions.

1. Fundamental rights of workers in relation to WHMIS include:

- a. the right to refuse to participate
- b. the right to order hazardous products for use in the work place
- c. the right to know
- d. the right to participate

2. The abbreviation "MSDS" stands for:

- a. Medical Systems Distribution Service
- b. Manufacturer Safe and/or Dangerous Symbols
- c. Material Safety Data Sheets
- d. Manitoba Safety Data Statistics

3. The three basic elements that make up WHMIS are:

- a. labels
 - b. right to know
 - c. MSDS
 - d. worker education
 - e. hazardous product act
-

Class D - Poisonous and Infectious Material

1. Material Causing Immediate and Serious Toxic Effects



These materials cause immediate and serious toxic effects: death or permanent damage within 14 days of a single exposure if it enters the body.

Precautions:

1. Handle very carefully.
 2. Store in a designated area only.
 3. Avoid contact.
 4. Wash skin immediately on contact.
 5. Wear protective equipment: eye, face, and protection; respiratory equipment.
 6. Work in a well ventilated area.
 7. Avoid breathing in toxic materials.
-

-

TRUE OR FALSE

- _____ Hazardous materials enter the body through eye contact.
 - _____ Inhalation of hazardous materials allows gases to enter the bloodstream through the lungs.
 - _____ Skin contact and ingestion of hazardous materials are not considered true routes of entry into the human body.
-

-

2. Material Causing Other Toxic Effects



These materials have other toxic effects if you are exposed:

- over a long period of time,
- or after a single exposure,
- or with repeated exposure.

e.g. cancer, sterility, birth defects, allergic reactions, rashes or eye irritations.

Precautions:

1. Handle with care.
 2. Use in a well-ventilated area.
 3. Wash skin immediately on contact.
 4. Store in a designated area.
 5. Use protective clothing.
-
-

WHMIS Hazard Symbols

From the following list, select and circle the six classifications of WHMIS hazard symbols.

compressed gas

explosive material

oxidizing material

radioactive material

dangerous goods

flammable and combustible material

toxic gases

aromatic solvents

corrosive material

poisonous and infectious material

lethal aerosol material

dangerously reactive material

-

3. Biohazardous Infectious Material



These materials cause disease or give off toxins that cause disease.









e.g. blood infected with hepatitis, sputum with TB bacillus.

Precautions:

1. Handle with care.
 2. Use in a designated area.
 3. Use protective clothing.
-
-

B. WHMIS CLASSIFICATION AND HAZARD SYMBOLS - REVIEW

Directions: Match the WHMIS symbols with the WHMIS classification

- | | | |
|------|---|--|
| A. |  | 1. Oxidizing |
| B. |  | 2. Biohazardous |
| C. |  | 3. Corrosive |
| D.1. |  | 4. Dangerously Reactive |
| D.2. |  | 5. Immediate and Serious Toxic Effects |
| D.3. |  | 6. Flammable/Combustible |
| E. |  | 7. Compressed Gas |
| F. |  | 8. Other Toxic Effects |
-

Class E - Corrosive Material



These are solids, liquids, or gases that can destroy the skin or eat through metals.

e.g. hydrochloric acid, caustic soda.

Precautions:

1. Keep containers tightly closed.
 2. Avoid skin or eye contact.
 3. Wash skin immediately on contact.
 4. Use proper protective equipment.
 5. Avoid breathing in corrosive gases.
 6. Store in a designated area.
-
-

Class F - Dangerously Reactive Material



These materials react vigorously with water or are unstable.

They may produce toxic or flammable gases if mixed with water.

The container may explode or heat up if the temperature or pressure increases.

e.g. picric acid, hydrogen peroxide 90%.

Precautions:

1. Do not shake or jar.
 2. Open carefully.
 3. Keep away from water.
 4. Keep away from heat.
 5. Store in a designated area.
-