



LAUBACH LITERACY ONTARIO  
Since 1981

# Making Essential Skills WORK for You

## Learning Activities



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**© Laubach Literacy Ontario 2007**  
**ISBN 978-0-9783259-0-9**

**Publisher:**

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# Acknowledgements

First and foremost, we would like to thank Lana Faessler of Laubach Literacy Ontario for providing ideas, feedback, and direction at all points in the project and to the advisory committee for providing direction to this project namely Helen McLeod and Val Sadler, Hamilton Literacy Council and Connie Morgan, Barrie Literacy Council.

Next, a huge thanks to the four field test sites for taking large chunks of this document and testing it with their students. Then providing us with feedback so we would make this manual easier to use. The four sites are:

- Hamilton Area Reading Council
- Midland Area Reading Council
- Tillsonburg and District Multi-Service Centre
- Wellington County Learning Centre

Third, we would like to thank Laubach Literacy Ontario for providing us with the opportunity to research and write this learning activities manual and thanks to the editors for their work on the manual.

Last but certainly not least, we would like to thank the National Literacy Secretariat for providing the financial support to allow this project to “get off the ground” and flourish. Without their belief and support in the project, it would still be an idea.

Jane Tuer and Lorri Sauvé



# Making Essential Skills WORK for You

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# How to Use this Manual

There are five chapters in this portion of the manual. Within each chapter, there are a number of learning activities related to each specific topic. Each chapter has an overview which provides general information on each of the topics.

## **All learning activities focus on the Essential Skills: Oral Communication and Thinking Skills, Levels 1 and 2.**

The manual also has some learning activities that list computer skills and writing as skills that could be used in doing the activities. These are included so that you, the tutor are able to extend your student's skills. If they are not at a level where they can read and write and/or use the computer, then just do the basic version of the learning activity.

This manual was developed so that adults will have an increased chance to achieve their employment goals by working through the various learning activities.

Chapters 1 and 2 focus primarily on Oral Communication. Chapters 3 and 4 focus on Thinking Skills. Chapter 5 focuses on both Oral Communication and Thinking Skills.



Within each chapter, there are a number of learning activities that will help your students learn about different aspects of improving their chances at getting a job or keeping a job. The following page outlines how the learning activities are designed in this manual.

**Please note, for the sake of simplicity, we chose to use the pronoun "they" rather than switching to both genders throughout the manual. Therefore, the term "students" may refer to one student - which is the more likely tutoring situation - or to a small group.**

## Structure of Learning Activities

<b>Skill</b>	The skill this learning activity focuses on strengthening or developing in your student.
<b>Jobs that Require this Skill</b>	Specific and general jobs that your student would use this skill for.
<b>Materials Required</b>	Items required to carry out the activity including handouts, paper, etc.
<b>Essential Skill</b>	Oral Communication or Thinking Skills.
<b>Other Essential Skills</b>	This shows the other essential skills this activity covers.
<b>LBS Outcomes Covered</b>	This shows the Literacy and Basic Skills Learning Outcomes the activity covers for easy cross-referencing.

### **Trainer/Leader Instructions and Background Information Needed**

Provides a brief overview of the activity and some background information on what is being taught for the tutor or facilitator of the activity.

**Time Needed** - Estimated time the activity will take.

**Activity** - A step-by-step process on how to lead the activity.

**Expected Results** - Various results and learning that will have taken place for your students.

**Demonstration** - ideas for this activity

Each learning activity is designed so that you can use it with your student as a stand alone activity. The learning activities within each chapter should be done in order as each skill builds on the previous skill. If you choose to pick and choose individual skills that your student needs to work on, it might be helpful for your student if you review the previous learning activities in any given chapter.

## Overview of Types of Activities Included in Each Chapter

The chart below will provide you with the types of activities included in each chapter so if you wish to focus on a particular type of activity, you can refer to the activity within the specific chapter.

Q&A *	Role Play	Quiz	Computer Template or Computer Search	Create a List or Story	Complete a Sentence	Create a Log/Chart	Tally Sheet	Scenarios	Ranking
1A	1D	1B	1B	1C	1D	1E	2B	1E	3B
1D	1E	2A	4B	2A	4C	2B	3A	2C	3C
1E	4C	2B	4D	3C		3A		4C	5C
2A		3A		4F		3C		4E	
2B		3B				5A		5A	
		4A						5B	
		4B							
		4D							
		5A							

\* Please note that "Q & A" is Question and Answer.

Notes:



# Chapter 1

## Networking Basics



# Chapter 1

## Networking Basics

“Word of mouth” is the reply given when learners are surveyed about how they landed a job. Because of this, networking is a key skill to develop and improve. Networking is the active and systematic process of meeting people and/or exchanging information to get things done better. This means making contacts, collecting information, asking questions, and presenting yourself to others in order to be helpful to you both.

Networking is an invaluable tool that anyone can use, including your students. Networking occurs when there is a planned event or gathering with the primary goal of connecting with others. Effective networking can be the students’ best form of marketing themselves as well as being extremely affordable. The purpose of networking for your students can vary based on their goal, yet the primary focus is to meet people, and have people meet them. In other words, students have the opportunity to market themselves in a relaxed, social situation. This often proves to be a



comfortable situation for all involved. The secondary goal of networking is to possibly get a job from the people that your students met.



## Developing a Networking Strategy

A networking strategy is not like doing brain surgery but it does require some thought and planning. By planning at the beginning, your students will save time at the end. To begin, have your students strengthen their networking skills by meeting the right people and asking the right questions.

The points listed on the next page are a script for how your students can have a successful networking strategy. It is also meant to provide them with possible ideas about what to say in a networking session with another person. In the following chapter, you and your students will have a chance to try out activities that will help them - and you - learn all of these skills. Have fun.

- Before beginning, have your students determine their goal – what is it that they want to do? In other words, what kind of job do they want?
- Have them then introduce themselves when they attend a function – “I am ....”
- Have your students find out if the person they are talking to is a decision maker - can that person hire them or tell the right person about them?
- Have your students end the conversation without being rude – “It has been a pleasure to meet you, Ms.....”
- Finally, have your students follow up within one week of the meeting – “Hello ...., this is ....”

**In conclusion, this chapter focuses on:**

- Finding the job that you want
- Introducing yourself
- Making sure that you are talking to the right person
- How to have effective conversation skills
- Follow up after a meeting



## He Shoots, He Scores... (1A)

<b>Skill</b>	Find the job that you want
<b>Jobs that Require this Skill</b>	All positions including jobs in Hospitality, Reception, Sales, etc. For more information on different jobs, go to the essential skills website at: <a href="http://srv600.hrdc-drhc.gc.ca">http://srv600.hrdc-drhc.gc.ca</a>
<b>Materials Required</b>	Pen or pencil Handouts: <ul style="list-style-type: none"> <li>• What do I Want to Do?</li> </ul>
<b>Essential Skill</b>	Oral Communication
<b>Other Essential Skills</b>	<ul style="list-style-type: none"> <li>• Thinking Skills (i.e. Decision making, Problem solving, Critical thinking, Significant use of memory, Finding information)</li> <li>• Computer Use</li> </ul>
<b>LBS Outcomes Covered</b>	<ul style="list-style-type: none"> <li>• Speak and Listen Effectively</li> </ul>

### Trainer/Leader Instructions and Background Information Needed

Networking is the active and systematic process of meeting people and/or exchanging information to get things done more efficiently. This means having your student make contacts, collect information, ask questions, and present themselves to others in order to mutually benefit them both.

Through networking, resources are located, jobs are negotiated, resources are shared, and meetings can take place to move each person forward. It is the art of making friends when you don't need them immediately.

When students meet people they are already starting a network. The keys to networking are:

- Meet many people and meet those from backgrounds different from you.

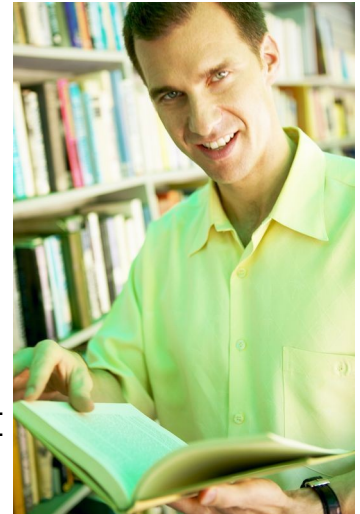
- When you meet someone, tell them what you do or what you'd like to do. This is low-cost advertising for you.
- Introduce yourself. Don't wait to be introduced.
- Network but make an appointment later to discuss business.
- Do favours for people and you will be able to ask for favours from them in return.
- Follow up with a phone call to recap what you chatted about earlier.

Before your students begin networking, they need a starting point. "Begin with the end in mind" is what Stephen Covey states is one of the keys to success as an individual. What this means is that your students need to think about what kind of job they want to have. This means having your students make a list of things that they would like to do. After they have done that, then your students can begin to put their networking strategy in place. For more information on developing a networking strategy, see the chapter overview directly preceding this learning activity.

**Time Needed** - 45 minutes + additional 45 minutes for computer search

### Activity

- Using handout "What do I want to Do?" (**see Learning Activity 1A**) help the students complete the sheet. You may have to help the students write things down. If that is too difficult for them, you may ask them the question and write the answers for them.
- As a tutor, provide ideas about things you like to do. For example, "I like flowers so I might like to be a gardener or landscaper." Or, "I like to play soccer so I might like to work in a sports store." "I like people so I might like to be a hostess in a restaurant."
- After working through this sheet with the students, help the students prepare a sentence about themselves that will include an answer to the question "What do you do?" or "What do you want to be doing?" Again, you may need to write this for and/or with the students. Another way for your students to explore job opportunities would be to have them do a computer search on career opportunities and exploring training opportunities. One website is <http://www.jobsetc.ca> .



- After your students have figured out what job or jobs they would like to do, have them start finding out about (researching) who the people are that they should meet. This means, using the phone book or phoning people who work in the job that they would like to have, which can also include a volunteer job.
- Call the volunteer placement agency in your city or town as a starting point. It could also mean using the computer to do a search on different jobs and the people who work in those jobs.
- If your students are unsure about specific websites, have them go to: <http://www.google.ca> and type in the specific job that your students are interested in. Then push enter (on their computer) to see what different websites your students can explore.
- Have your students choose one of the websites.
- Help your students to read and understand the information on the website (if need be).
- After your students have found information on a specific job or jobs, have them find out what types of meetings this group has and have them plan to attend one in the future.
- Have the students practice their networking skills by giving them the chance to role play in various situations. The type of role play suggested includes having your students be job seekers and you (the tutor) are the possible employer. Provide the students with a number of different situations in which they would network with other people and have them develop a sentence about themselves that they are comfortable sharing with others. The sentence would be a description of the type of job they want to eventually have. Some possible situations for role playing include any kind of meeting or function with friends or acquaintances, possible employers, children's sports venues or children's activities.

### **Expected Results**

Students will be able to state the job they want.

### **Demonstration**

Students are able to set a goal.

Students are able to state the job they want in one sentence to another person.

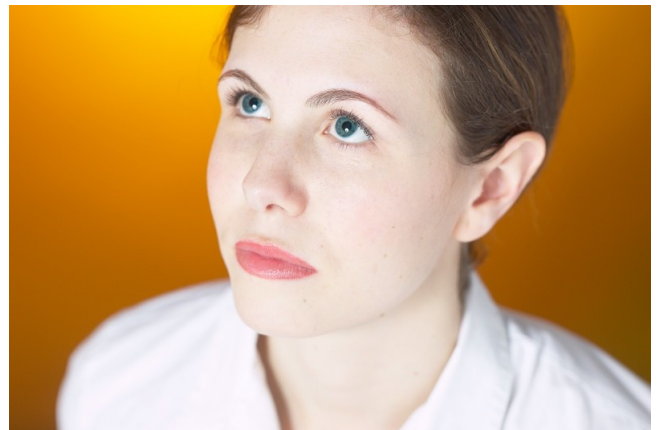
# What Do I Want to Do? (1A1)

**Tutor Instructions:** *Read the following sheet and help the students to complete it (or you complete it with them). Doing this activity will provide students with insight into possible career choices that are appealing to them. It is a starting point for your students.*

*"If you don't know where you are going, you might wind up somewhere else."*  
Yogi Berra, Baseball great

What do I want to do? is a question. It is also a long term goal. A long term goal is what you will work toward achieving. People who reach their goals often have some things in common. They began with a plan and made an effort to make that plan work. Goal setting is powerful because setting goals helps you think about where you want to go in life. By knowing exactly what you want to achieve, you know where you have to focus. In order to do this, you need to set **SMART** goals. These goals can be motivating, and will help build your confidence.

**S** specific  
**M** measurable  
**A** attainable  
**R** realistic  
**T** timed



Writing down your goals creates the map to your success. It is also key to review your goals a lot. Remember, the more focused you are on your goals the more likely you will accomplish them. If your goal changes, consider it a victory as you realized that something was different.

Every time you make a decision, ask yourself this question, "Does it take me closer to, or further from my goal." Make sure your answer is "closer to" every day. If you follow this process everyday you will be on your way to having success in your life.

One way to achieve happiness and satisfaction in your career is to work in a job that compliments your interests and personality.

# What do I Want to Do Questionnaire

If you could do any job in the world, what would it be? (please note, if this is a problem, go to <http://www.jobsetc.ca> and do some quizzes on this website that are aptitude tests and jobs that you can relate to and get some ideas about.)

What are my strengths?

What do I have difficulty with ?



4. What am I interested in? Music, art, business, etc.

5. What kinds of careers sound interesting?

6. What kinds of careers support my interests?

7. Where do I plan to be in 10 years?

8. Research one of the jobs you chose and list the skills necessary to do that job that job.

Determine what it is that you want to do. What people do you need to meet to help you attain this goal?

## The Ties that Bind - and Gag (1B)

<b>Skill</b>	Introduce yourself
<b>Jobs that require this Skill</b>	<ul style="list-style-type: none"> <li>• Hospitality</li> <li>• Reception</li> <li>• Sales</li> <li>• Grocery Store</li> <li>• All positions that you would like to move around or up</li> </ul> <p>For more information on different jobs, go to the essential skills website at <a href="http://srv600.hrdc-drhc.gc.ca">http://srv600.hrdc-drhc.gc.ca</a></p>
<b>Materials Required</b>	<p>Pen or pencil Sample Business Cards Handouts:</p> <ul style="list-style-type: none"> <li>• The Do's of Networking Worksheet</li> <li>• The Do's of Networking – Extra Information</li> <li>• Networking Guidelines at a Meeting</li> <li>• Places to Network</li> <li>• Create your Business Card</li> </ul>
<b>Essential Skill</b>	Oral Communication
<b>Other Essential Skills</b>	<ul style="list-style-type: none"> <li>• Thinking Skills (i.e. Decision making, Problem solving, Critical thinking, Significant use of memory, Finding information)</li> <li>• Computer Use</li> </ul>
<b>LBS Outcomes Covered</b>	<ul style="list-style-type: none"> <li>• Speak and Listen Effectively</li> </ul>

## **Trainer/Leader Instructions and Background Information Needed**

Networking occurs when there is a planned event or gathering with the primary goal of connecting with others. The purpose of networking can vary based on one's agenda, yet the primary focus is to meet people, and have people meet you.

In other words, your students can have the opportunity to market themselves in a relaxed, social situation. This often proves to be a comfortable situation for everyone.

Activity 1A focused on having students figure out what job they wanted. This learning activity focuses on having the students introduce themselves.

Networking is an invaluable tool that anyone can use. Effective networking can be your students' best form of marketing themselves, as well as being extremely affordable.

Networking is more than just mingling among groups; it's about really getting to know others.

Most people make one of two mistakes when they're networking. Either they do too much or too little networking. Doing too much networking means attending meeting after meeting, but failing to really connect with other people in a meaningful way.

Just showing up at meetings isn't enough; your students need to spend some time getting to know other people, learning about them and their businesses, and understanding how they could get a job at their business.

Doing too little networking means joining groups but not attending meetings, or attending meetings but not interacting with others.

Just being a member of a group isn't networking.



If your students really want to network, they have to be prepared to step out of their shell and actually talk with other people. It is their responsibility to mingle and connect.

Too many people go to networking events hoping to make connections, but shyness keeps them on the sidelines so the meeting is a waste of time and effort.

Have your students approach someone who is standing alone, introduce themselves, and ask him what he does if they want to get a conversation going. Have your students do this three times at every meeting or gathering they go to, and soon they will know everyone there, and will be comfortable (not to mention popular!)

Don't let your students assume that just because one person isn't a potential employer for them that the relationship has no value.

**The plain truth is that every employer they've ever wanted is six people away from them. Six degrees of separation** is the idea that anyone on earth can be connected to any other person through a chain of acquaintances with no more than five other people.



The concept is based on the idea that the number of acquaintances grows exponentially with the number of links in the chain, so only a small number of links is required for the set of acquaintances to become the entire human population.

What your students will find at meetings are people who know other people, who might be great employers for them.

But those great employers won't be able to find them if they don't make some connections first.

Like all rules, these rules can be broken or ignored all together but if your students are looking for networking tips and/or a job, have them try these tips. Just have them follow these simple rules and they'll find that the time they invest in networking is time well spent.

**Time Needed** - 60 minutes + additional time to create business card for student

## **Activity**

- Gather sample business cards (before starting this activity) to be used in this activity.
- Begin with a warm up activity. Ask them to list as many words as possible found in the word "networking." If they have difficulty writing, write the list for them. After allowing 5 minutes for them to do this activity, invite them to talk with you or others to find other words to add to this list.
- Next have them read "The Do's of Networking – Extra Information" sheet. If this is too difficult for them, please read and make sure they understand this sheet.
- Using handout "The Do's of Networking" helps them read and complete the sheet. If it is too difficult for them to do, you may ask them the question and write their answer for them.
- As a tutor, brainstorm with them about places to network for the specific job that they want. Provide suggestions about where to start. Some suggestions might include at a sporting event (if they want to work in a sports store), at the Horticulture club (if they are interested in working as a landscaper or gardener), or at a car or truck show (if they are interested in driving a truck or bus).
- Refer back to **Activity 1A** (What do I want to Do?) and create a sentence that describes a job that they want. For example, if after doing Activity 1A, they listed bartender as an ideal job for them, create a few words that describe that job and provide other possible avenues of work. The sentence might be "I want to mix drinks and talk to customers." You may need to write this for them.
- Role play with students. In other words, have them act out the responses when you ask them the question "what do you want to do?" See handout "Places to Network"

- Now your students are ready to keep a journal of the places they have networked and how it went. This journal should include the date of meeting, type of meeting, people met and their contact information, date follow up was made, and any further action needed to take from follow up. This will be explained in more detail in the three next learning activities.

### **Expected Results**

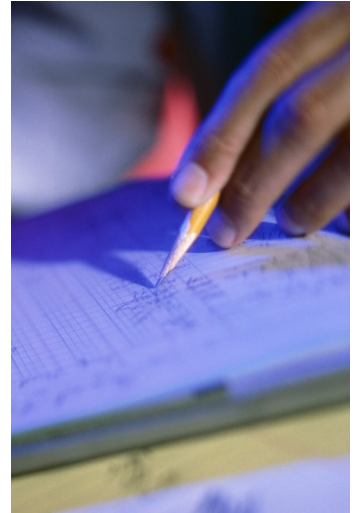
Students will be able to state the job they want.

### **Demonstration**

Students are able to network with others in many different settings and will be able to state the job they want to an unfamiliar person.

Students identify a variety of networking opportunities.

Students keep a journal on networking done.



# **The Do's of Networking – Extra Information (Activity 1B1)**

**Tutor Instructions:** *Read this sheet with the students. Before this, make sure that you are familiar and ready to answer any questions that your students may have. If you do not feel comfortable with this information, do a search or visit a library to give you more resources. After you have read through this information, have the students complete the networking quiz at the end of this document. If they need help writing, either coach them on writing or write the answers for them. Look at your students' scores and see if there might be ways to improve their networking skills.*

## **Background Information**

Networking is an invaluable tool that anyone can utilize. Effective networking can be your best form of marketing yourself, as well as being extremely affordable. The purpose of networking can vary based on one's own agenda, yet the primary focus is to meet people, and have people meet you. In other words, you have the opportunity to market yourself in a relaxed, social situation. This often proves to be a comfortable situation for all involved. Networking occurs when there is a planned event or gathering with the primary goal of connecting with others.

There are many opportunities to network in virtually every community on some scale. For you starting out, usually the most productive starting point would be to contact the local volunteer bureau or other organization that suits your projected job or volunteer position. Request to visit the group first as a guest at no commitment. This will enable you to get to know the group, get the feel of the group, and make sure it is right for you without joining first.

You may want to visit and join many groups. Whatever group you choose, it will only be effective if you attend. As you attend the meetings, you will be recognized by more and more people as well as getting to know more and more people, and this facilitates you reaching your goal. People will know you and may let employers know about your skills. Personal referrals and word of mouth advertising is invaluable and highly effective.

# Steps to Networking Success

- Meet many people from different backgrounds. Start by going through your present list of contacts to find out which ones will be helpful and which ones will not. Refer to the list you created in the "What do I want to do?" **Activity 1A**.
- When you meet someone, tell them what you do. This is low-cost advertising!
- Introduce yourself; don't wait to be introduced.
- Do favours for people and you will be able to ask for them in return. This is old time bartering.
- Follow-up with a phone call or a memo to recap what you chatted about or remind yourself to that person.
- Keep in touch by saying hello once in awhile.
- Be an active participant. Start conversations, attend meetings, listen and learn.
- Make a business card and leave it with new people that you have met.
- Keep a record of contact people with notes about each person.

Practice makes you more skilled at networking. Although it is a little uncomfortable at first, soon you will develop your own style of stepping forward to be noticed!



# The Do's of Networking Worksheet (Activity 1B2)

Read the column at the left. Mark your answer to the question in the middle column on the right called "answer." Answer either "**never**" "**sometimes**" or "**always**".

Do you...	Answer	Score
<ul style="list-style-type: none"> <li>• Arrive early at meetings in order to have a chance to meet everyone who arrives?</li> </ul>		
<ul style="list-style-type: none"> <li>• Take some time to focus before the meeting?</li> </ul>		
<ul style="list-style-type: none"> <li>• Huddle with your friends when at a meeting?</li> </ul>		
<ul style="list-style-type: none"> <li>• Wear a name tag or have a business card on hand?</li> </ul>		
<ul style="list-style-type: none"> <li>• Approach different people in order to meet them?</li> </ul>		
<ul style="list-style-type: none"> <li>• Smile as you speak and speak clearly?</li> </ul>		
<ul style="list-style-type: none"> <li>• Make sure to shake hands when introduced or when introducing yourself?</li> </ul>		
<ul style="list-style-type: none"> <li>• Take time to make sure you look your best? (e.g. Dress in clothes that fit and make sure you have a good haircut or hairstyle)</li> </ul>		
<ul style="list-style-type: none"> <li>• Follow up within 1 week?</li> </ul>		
<ul style="list-style-type: none"> <li>• Work really hard at selling yourself?</li> </ul>		
<b>Total</b> <i>(Scoring on next page)</i>		

# Scoring for Networking Worksheet

*Please score the students in the following manner: Use either a 1 (never) 2 (sometimes) or 3 (always).*

Explain to them that, if they scored:

## **0-15**

*Your networking skills need some work. After a group gathering, chances are that you have not met anyone new. Have your tutor review the preceding sheet with you again and try the quiz again. People are losing out because you have not shared yourself with many new people. Keep trying. "*

## **16-20**

*Your networking skills could also use some help. You may need to review the previous sheet or move on to the next sheet entitled "Network Guidelines at a Meeting."*

## **21-30**

*Your networking skills are really good! When people see you, you do not avoid them. You have a lot of contacts that you may call on when you are ready to pursue your ideal job.*

**For more networking tips, read the next page.**

# Networking Guidelines at a Meeting (1B3)

To make the most of your meeting, here are a few guidelines that you should follow:

- **Arrive early.** If you are there before the group, you are assured the best chance to meet everyone.
- **Arrive with a goal in mind.** Before the meeting, set a goal for yourself. Don't arrive at the meeting feeling unfocused. Instead, take time to get yourself focused before the meeting.
- **Make sure you have writing materials and plenty of business cards.**
- **Make sure you have a purse or briefcase** to deposit the materials and business cards that you will accumulate.
- **Make sure to shake hands when introduced, or when you introduce yourself.**
- **Don't huddle with friends.** It is easier to be approached by others if you don't appear to be busy with idle conversation.
- **Don't be afraid to approach people you don't know and introduce yourself.**
- **Wear a name tag or business card.**
- **Don't work too hard to sell yourself.** Networking meetings are to be social and relaxed.
- **Do your best to remember names of individuals you have met.**
- **Dress appropriately in clothes that fit. Also, ensure that you have a good haircut or hairstyle.** Your appearance is the first thing people notice about you. Lasting impressions can be formed about you before you open your mouth based solely on appearance.

***More guidelines on following page***

## More Networking Guidelines

- **Pay attention to detail.** Make sure you don't have a stain on your blouse or a snag in your pantyhose.
- **Most importantly: be yourself.** If you are comfortable with your appearance, your confidence will be a benefit.
- **Follow up within 1 week.** After the meeting, it is important that you follow up with the people you have met in a timely manner. If someone was interested in you, don't wait two or three weeks to drop them a line; they may have forgotten you by then. Also, it is very important to follow through on any promises you may have made. If you told someone you would call them with some information, make sure you do it! It is very important to be credible and reliable in order for your networking efforts to be truly fruitful.



## Places to Network (1B4)

**Tutor Notes:** *Many possible places exist to network. By role playing with your students, hopefully their confidence will increase until they are able to network with people that they don't know.*

### Possible places to network:

1. Community Meeting
2. Wedding
3. Fundraising Event
4. Volunteer Job
5. Church
6. Sports Event or Sports Store
7. Bar
8. Restaurant
9. Friend's House
10. Waiting in a Line
11. Class or school
12. Party



## **Create Your Business Card - Tutor Instructions(1B5)**

*Gather a number of different business cards, preferably that relate to a job that your learners would like to do. Show the learners and read with the learners the various cards that you have. Next, begin by helping the learners to design their own business card. You can help them design one on a Word or Publisher program which has pre-made templates. If you are not computer savvy, please ask the coordinator in the literacy office to help you do the final step.*



# **Create Your Business Card - Student Information (1B5)**

A business card is a simple way of reminding someone about you. It should contain your contact information. It should include a title, your address or information where they can reach you (i.e. phone number or email address) and should have some picture, logo, or graphic on it.

**Business Card Title:**

**Logo or graphic wanted:**

**Your address:**

**Your telephone number:**

**Your email address (if you have one):**

**Anything else (i.e. motivational line)**

## Are you who I think you are? (1C)

<b>Skill</b>	Making sure you are talking to the right person
<b>Jobs that Require this Skill</b>	<ul style="list-style-type: none"> <li>• Hospitality</li> <li>• Reception</li> <li>• Sales</li> <li>• Grocery Store</li> <li>• All positions</li> </ul> <p>For more information on different jobs, go to the essential skills website at <a href="http://srv600.hrdc-drhc.gc.ca">http://srv600.hrdc-drhc.gc.ca</a></p>
<b>Materials Required</b>	Pen or pencil Computer with Internet Access Handouts: <ul style="list-style-type: none"> <li>• The People I Know</li> </ul>
<b>Essential Skill</b>	Oral Communication
<b>Other Essential Skills</b>	<ul style="list-style-type: none"> <li>• Thinking Skills (i.e. Decision making, Problem solving, Critical thinking, Significant use of memory, Finding information)</li> <li>• Computer Use</li> </ul>
<b>LBS Outcomes Covered</b>	Speak and Listen Effectively

### Trainer/Leader Instructions and Background Information Needed

The networks your students create and the way they put them to good use has been referred to as “social capital.”

Every person your students meet has the potential to be a valuable contact because they have the potential to help your students to the extent they are willing and able.

It is important for your students to be clear that building and using relationships for self-serving and instrumental goals is not the message. If they create a network with the sole intention of getting something, they will not succeed.



It is only when an individual is willing to contribute to others that they achieve the rewards, and these are often far in excess of what anyone would expect or predict.

Building networks enables everyone to contribute to others and to tap into the universal law of reciprocity. The less we worry about getting stuff in return for what we give, the more we find it: the more we give to others without expectation or repayment, the more we are repaid in the future.

Most people know about networking, which is the process of talking with others and requesting referrals to people who might be able to help them find new jobs.

Having your students seek out people they know to ask for introductions to people they don't know is a proven method of shortening a job search. Eventually, they'll meet someone who will give them a contact for finding a new job.

Finding a job is just one goal of networking. Just as important is meeting and talking with others. By asking for help, your students will receive support necessary to continue in their job search.

A networking goal for your students should be to continually expand their network to include fellow job hunters, social contacts and people they meet while running errands or shopping.

The Internet is another effective way to network. Job listings are posted on numerous sites, which often make resumes available to large numbers of employers.

Have your students go to an Internet search engine such as "Google" and type in "Job Listings." They will find many websites that they can access for a job.

Encourage your students to be open to everyone they meet even if it is not apparent how any one person can help them in their job search.

One way to find a job is to join a job-search group. Many free or low-cost job clubs sponsored by churches, community and government groups have increased recently so they are easy to find.

Also, have your students volunteer to help others. This can help them feel more connected and can also lead to an actual job.

Make sure that your students feel proud of themselves and have a positive attitude. If your students have a poor attitude, others will not want to be with them, which makes it difficult to get a job

The truth is that every employer your students have ever wanted is six people away from them. **Six degrees of separation** is the idea that every one is connected to any other person within five people.

To summarize, it is not necessary for your students to look for the right people to connect with but rather, to focus on connecting with lots of different people.

Ensure that your students know their tagline so that when asked, they can tell people the type of job they are looking for.

**Time Needed** - 60 minutes

### Activity

- Using **Learning Activity 1C1** (The People I Know) have your students make a list of all of the people that they know. This will be a starting point for meeting people.
- Next, have your students list all of the places they frequent in one week. e.g. soccer field, grocery store, Tim Hortons, etc.
- Now have your students think about the types of people that they need to meet (i.e. those working in hairdressing, manufacturing, hospitality, etc – places where they want to work)



- Now have your students match their list to the types of people they should be meeting.
- This is your students' starting point for networking and meeting the right people, or people who will give them a better chance of finding the job they want.
- Your students then need to contact the people that they already know and find out ways to meet the people they'd like to know or find the contact information for the people they'd like to know.
- Have your students look on the Internet for other specific types of jobs that they might like.
- Have your students add this to their list and begin again with listing people they know and possible places to network.

### **Expected Results**

Students will be able to find people to meet.

### **Demonstration**

Students are able to network with people who work in an area that they are interested in.

# The People I Know - Tutor Instructions (1C1)

**Tutor Instructions:** Have your students list all of the people that they know in the first column of this table (see sample below). Then, after creating that list, have them list the areas that they would like to work in and any people that they know working in that area. The third step is to find links between the people they know and the places they would like to work. Fourth, they need to find contact information for the people they'd like to know or set a meeting with the people they know and brainstorm as to how they could meet these other people.

## Sample

People I Know	People that I'd Like to Know	Areas that I'd like to Work
Sherry Stanley	Bob Schneider	Grocery
Frank Cisco	Richelle Rutz	Hospitality
Maria Popadopoulus	Hairdressing	Angi Thudaker
Enrico Herica		
Nicole White		
Jane Green		
Angelo Curacao		
Janine Schneider – wife of Bob		
Joe Rutz – brother of Richelle		

# The People I Know - Student List (1C1)

People I Know	People I'd Like to Know	Areas I'd Like to Work

## I Am Listening, But Am I Hearing You? (1D)

<b>Skill</b>	How to have effective conversation skills
<b>Jobs that Require this Skill</b>	<ul style="list-style-type: none"> <li>• Hospitality</li> <li>• Reception</li> <li>• Sales</li> <li>• Grocery Store</li> <li>• All positions that you would like to move around or up</li> </ul> <p>For more information on different jobs, go to the essential skills website at <a href="http://srv600.hrdc-drhc.gc.ca">http://srv600.hrdc-drhc.gc.ca</a></p>
<b>Materials Required</b>	<p>Pen or pencil</p> <p>Handouts:</p> <ul style="list-style-type: none"> <li>• Let Me Tell You a Story</li> <li>• Review Questions and Answers to Story</li> <li>• Using Body Language</li> <li>• Tips on How to End a Conversation Successfully</li> <li>• Worksheet on How to End a Conversation Successfully</li> <li>• Worksheet on How to End a Conversation Successfully</li> <li>• Answer Sheet</li> </ul>
<b>Essential Skill</b>	Oral Communication
<b>Other Essential Skills</b>	<ul style="list-style-type: none"> <li>• Thinking Skills (i.e. Decision making, Problem solving, Critical thinking, Significant use of memory, Finding information)</li> </ul>
<b>LBS Outcomes Covered</b>	<ul style="list-style-type: none"> <li>• Speak and Listen Effectively</li> </ul>

### Trainer/Leader Instructions and Background Information Needed

This lesson has three parts to it that include being a good listener, reading body language clues, and knowing when to end a conversation.

Building relationships with others is an important part of finding and keeping a job. Networking, as discussed in previous sections of this chapter is an active process of meeting others by asking questions, listening to the answers, and then having your students follow up at a later date to see if your students' contacts have been successful.

Your students need to understand that making an initial contact with another person is not the only difficult part of a conversation.

Listening to the key messages the other person is giving and knowing when to end the conversation without being rude are also equally difficult skills to master. When your students listen to the other person's message, they need to repeat back the message in their own words. This shows the other person that they were listening. It is an important part of communication. It is called "empathetic listening."

A good strategy for listening empathetically is to have your students look at the other person when they are talking and not say anything. In order to do this, your students might use words such as "So what you are saying is...."

Having your students do this activity will provide them with skills to be better listeners. You may also refer to chapter 2 for more ideas on communication.

The next thing to do when networking is to ensure that listeners do some of the talking after listening to another person. In this case, your students will provide a message about themselves that is easy to understand and remember.

The next portion of this lesson involves having your students learn about body language or review body language cues if they already understand body language cues. Posture, or the unwritten and non-spoken clues given by a person, can communicate a lot more to another individual than spoken words at times. Whenever your students are in a new situation, gaining information from body language clues can be so valuable.

Researchers agree that movement influences the most in non-verbal communication. People should avoid unnecessary movement such as fidgeting or hand movements and slow down movements if they have to be made. Slower and fewer movements show deliberation and power.

Another important part of body language is smiling. Your students should be careful to smile to convey friendliness but not to smile too much and appear smug. Encourage your students to smile when it is heartfelt.

Third, your students should know when to end the conversation so as not bore the other person.

After hearing the key messages of a conversation, it is important in certain situations such as a job prospect or new social contact, to not keep the conversation going on too long.

If your students want to be successful, knowing when and how to end the conversation is just as important as meeting the right people and listening to their messages.

Ensure that your students know how to end the conversation gracefully by stating "It has been a pleasure to meet you Ms...." Or "Hopefully we can get together soon, Mr....."

**Time Needed** - 45 minutes but it is suggested that this lesson be divided into 3 lessons

### **Activity 1D1**

#### **Listening to Messages**

- Working with your students, have them tell you something about themselves (**see Activity 1D1**). Some ideas might be "Where I went to school", "My favourite job," "My favourite place," "What I'd do with one million dollars," etc. Have your students tell you information that you don't already know.
- You (the tutor) are to re-tell your students' messages in different words. Think about the 5 W's (Who, What, Where, When, Why, and How.)
- If you have forgotten something that your students told you, or didn't understand it, ask them a clarifying question. In other words, ask them to either repeat the specific piece of information that you forgot, or ask them a question about the forgotten information. In order to practice listening and retelling, you may need to practice before you try it with your students.
- Then tell your students a story about yourself following the same type of ideas.



- Have your students think about the 5 W's but do not write them down. (Who, What, Where, When, Why, and How.) This skill is focusing on listening and remembering.
- Finally, have your students re-tell you (in their own words) the message that you gave them.

## Activity 1D2

### Body Language

- Discuss the different moods that a person can show with their body language (**see Activity sheet 1D2** for ideas).
- Have your students cut pictures out of magazines and discuss with you the body language being used in each situation.
- Have your students "act out" these different moods.
- Choose one of the moods listed on Activity Sheet 1D2.
- Have your students guess the mood that you acted out.
- Repeat the last two steps.
- Your students should be able to "read" your body language with 75% accuracy or tell how you are acting 3 out of every 4 tries.
- You and your students may add more moods to this list and act out or role play the moods.



## Activity 1D3

### Ending the Conversation

- Have your students relate different situations where they were bored with someone else.
- Together write down the reasons why they were bored. Some reasons may include: the topic was boring, I didn't like the person, I had heard that story before, etc.

- After hearing the key messages of a conversation, it is important in certain situations, such as a job prospect or new social contact, to not keep the conversation going on too long.
- Now read “Tips on How to End a Conversation Successfully” (**Activity 1D3**) to your students. Prior to this session, review the “Worksheet on how to end a conversation successfully answer sheet.”
- Ask your students the questions listed following the story (**Activity 1D4**).
- Note how many of the answers your students can provide.
- Write down a list of possible ways to end a conversation without being rude.
- Practice this skill with your students providing your own stories/ messages/clippings from newspapers or magazines.

### **Expected Results**

Students will be able to listen to a message and re-tell it in different words.

Students can read body language with 75% accuracy.

Students will be able to end a conversation in an appropriate way.

### **Demonstration**

Students are able to end a conversation at an appropriate time after having re-told the message their partner told him.

# Let Me Tell You a Story (1D1)

**Tutor Instructions:** *Read this sheet to the students and insert your information to the end of each sentence. Before this, make sure that you are familiar and ready to answer any questions that the students may have. Then continue reading the rest of the sheet (Questions and Answers). Ask your students the questions and see how closely they respond. (The answer follows the question and is in capital letters.) If your students don't get most of these answers, go back and review the activity again. You may have to try this activity on a number of occasions in order to give them practice in this skill.*

- Today is.....
- On my way to this tutoring session, I was .....
- It caused me some (concern, happiness, sadness, joy.....*put in your emotion*)
- I was finally able to .....
- Now, the next step is .....
- Did you understand my key messages?

## Sample Story

- Today is September 13, 2006.
- On my way to this tutoring session, I was involved in a traffic jam.
- It caused me some concern because I was worried that I was going to be late for this session. I was also worried that you would be the only one here which may frighten you or make you angry. I wasn't sure which one would fit your emotions tonight.
- I was finally able to get by the traffic by moving over into the other lane and then taking the next exit so that I avoided another big long lineup.

- This made my drive here much slower than usual. I can usually leave my house 30 minutes before our scheduled tutoring session and be 10 minutes early.
- That means it only takes me 20 minutes to get here.
- If I were to take the bus, it would cost me money to come here and return home but I wouldn't be worried about traffic.
- My aunt used to love riding the bus. It was her favourite way to get places.
- I'm not sure if she still loves taking the bus but I should ask her the next time I see her.

# Review Questions and Answers to Story

Can you state the key messages?

- TRAFFIC JAM
- I WAS WORRIED THAT YOU WOULD BE HERE BEFORE ME AND THAT WOULD FRIGHTEN OR ANGER YOU
- I SOLVED MY PROBLEM BY MOVING INTO ANOTHER LANE AND THEN EXITING THE TRAFFIC PROBLEM AREA

When does the story move away from the problem and go off in another direction?

- WHEN IT DESCRIBES THE PART ABOUT THE BUS AND HIS AUNT

Were you bored with this new information? Why or why not?

- PUT IN YOUR OWN FEELING HERE

When should you have ended this conversation?

- AS SOON AS THE NEW INFORMATION BEGAN

How could you have ended this conversation?

- BY RE-TELLING THE KEY MESSAGE TO THE STORY TELLER AS SOON AS YOU NOTICED THE CONVERSATION GOING IN A DIFFERENT DIRECTION

## **Using Body Language (1D2)**

- **Frustrated**
- **Excited**
- **Bored**
- **Challenged**
- **Sad**
- **Happy**
- **Tired**
- **Energized**
- **Inquisitive**
- **Loving**

**You may add some of your own to this list**

# Tips on How to End a Conversation Successfully (1D3)

We all know that carrying on a conversation can be enjoyable. However, when we are talking about networking, we are usually talking about situations other than just social.

Networking generally has a purpose. In the case of your students, the purpose is likely to get a job, keep a job, or get a better job. When in networking situations, your students need to be aware of how a conversation is going. Your students should be able to tell if they have enough information about a job prospect and how to actually end the conversation in a polite way.

Once your students have determined that it is a good time to end the conversation, they should end it by thanking the other person for their time and calling them by name. For example, "It has been my pleasure to have met you, Mr....., thanks for your time."

At all times, your students should be positive as this attitude will be reflected in every thing said during the conversation. First impressions are tremendously important when your student has a chance to get a job.

Provide your students with the best possible chance at success.

- Encourage your students to make sure that they call the person by name when they end a conversation.
- Suggest your students thank the other person for the conversation.
- Ask your students to check that the other person's body language was not negative. If your students notice that his/her conversation partner is unhappy, then your students should try to end the conversation on a good note and do it soon.
- Encourage your students to remember to be positive and to project a positive attitude.



# Worksheet on How to End a Conversation Successfully (1D4)

List 3 ways to end a conversation in a polite manner.

1.

2.

3.

What cues should let you know that it is time to end the conversation?

1.

2.

3.



# How to End a Conversation Successfully - Answer Sheet

**List 3 ways to end a conversation in a polite manner.**

"Thanks for sharing your ideas with me. They were fascinating, Ms... Bye."

"I really found that interesting, Jack. Thanks. See you soon."

"I'm so glad we met, Sherry. I hope to see you again soon."

**What cues should let you know that it is time to end the conversation?**

- The other person's body language is showing that he or she is not interested in what you have to say any more.
- The other person is looking around for someone else to talk to.
- The other person is walking away from you.

## May I Call You? (1E)

<b>Skill</b>	Follow up on a conversation
<b>Jobs that require this Skill</b>	Sales For more information on different jobs, go to the essential skills website at <a href="http://srv600.hrdc-drhc.gc.ca">http://srv600.hrdc-drhc.gc.ca</a>
<b>Materials Required</b>	Pen or pencil Handouts: <ul style="list-style-type: none"> <li>• Role Play Scenarios</li> <li>• Answer Sheet to Role Play Scenarios</li> <li>• Follow Up Log</li> </ul>
<b>Essential Skill</b>	Oral Communication
<b>Other Essential Skills</b>	<ul style="list-style-type: none"> <li>• Thinking Skills (i.e. Decision making, Problem solving, Critical thinking, Significant use of memory, Finding information)</li> <li>• Computer Use</li> </ul>
<b>LBS Outcomes Covered</b>	Speak and Listen Effectively

### Trainer/Leader Instructions and Background Information Needed

Follow up is what your students do at a later date, after a meeting with someone new. It can be as simple as suggesting your students send a thank you card, noting when and where they met the person in order to “jog the memory of the new contact.” It can also be a phone call or email stating that they really enjoyed meeting the contact and encouraging your students to suggest another meeting. Or suggest your students ask them a question in an email for which the new contact needs to respond.

A follow up telephone call or email both goes over what was talked about in the conversation with the other person and acts as a reminder about the student he or she met..

It is an effective tool, because when a job becomes available, often an employer wants it filled right away. If your students have successfully followed up with a prospective employer, they are more likely to get any up and coming jobs for which they are qualified (and sometimes not even qualified).

One thing for your students to remember is that they need to find out the other person's preferred method of communication. Is it by telephone or email? Is it in person or by mail? Whatever the method, your student needs to know that information so that the week following the initial contact, your student can make a quick contact with the new person.

One way for your students to keep track of how the new person likes to communicate is to write down a letter on the back of their business card that represents the preferred communication method - if the person gave them this information. Your students could use a T for telephone, E for email, P for person or M for mail. Advise your students not to write anything down until the conversation has ended, and the other person has moved on.

This is so that the person that your student was talking to feels as if your student was engaged with them the entire time. If your student does not feel comfortable asking preferred communication method in case writing is stated, suggest your student ask if this new person can be phoned next week as a followup.

At the end of the conversation or email, your students should offer their resume. This not only reminds the possible employer of their interest, but also reminds them of their specific skills.

The followup contact is a brief reminder to the new person who your students are and what their skills are. This will refresh the memory of the potential employer, should a job arise that one of your students could do.

After the initial followup, your students should keep in contact either monthly or every couple of months unless your students run into their new contacts at other networking meetings.

Your students' success at this part of networking will determine whether the contact is a weak tie or becomes a strong link. The ultimate goal for your students should be to make stronger ties with more people to increase their chance of getting a job.

**Time Needed** - 40 minutes

### **Activity**

- Review Activity 1D2 on Body Language before beginning this learning activity.
- Read through the Role Play Scenarios Handout (**Activity 1E1**) with your student.
- Now read the questions below to your students and have them respond to each question.
- Record your students' answers on a separate sheet of paper.
- Review the answers to the Role Play Scenarios questions and discuss with them.
- Next, suggest they role play an actual followup telephone call with a prospective employer.
- Before beginning, have them rehearse a few followup scenarios.
- Encourage them to phone or email a recent person that they met and make a follow up call.
- Rate your students based on how well they did on the followup call.
- Record the phone call or email in the Followup Log Handout.
- The Followup Log (**Activity 1E2**) is easy to use. Your students record the person's name, phone number or email, and the date contacted and what they talked about.
- This information will be used in all future contacts with this person as your student can review what was said at their last meeting and begin the conversation with those ideas.
- An additional way to present this information to your students would be to use a video that demonstrates scenarios on how to follow up with a potential employer or client.

### **Expected Results**

Students will have the ability to do a followup telephone call with a potential employer. This may require the tutor reviewing this skill a number of times before some students feel confident to attempt a followup call.

### **Demonstration**

Students are able to do a followup telephone call with a potential employer.

# Role Play Scenarios (1E1)

## Scenario 1

Your student met Joe Black last night at the bowling alley. Joe works as a cook in a fast food restaurant. He told your student that his restaurant may be hiring short order cooks and servers in the near future.

## Scenario 2

Sally was an extremely friendly person that your student met last week. She works on the line at Toyota. She doesn't know if Toyota is hiring soon.

## Scenario 3

Abdul Habbulah works for a local pharmacy as a front shop manager. What this means is that he orders all of the items for the pharmacy other than medications. He does not do any hiring. Your student met Abdul 6 days ago.

## Questions

- Which person should your student follow up with first and why?
- Which person should your student follow up with second and why?
- Which person should your student follow up with third and why?
- What should your student say when he/she follows up with these individuals?
- Should your student contact these individuals again? If so, when?

# Answers to Role Play Scenarios

- **Which person should your student follow up with first and why?**

Either Joe or Abdul. Joe because his company may be hiring. Abdul because even though he does not do the hiring, you met Abdul 6 days ago. You want to strengthen this tie by not losing contact with him. It has almost been 1 week since you met Abdul, therefore it is time to follow up with him.

- **Which person should your student follow up with next and why?**

Sally should be the next person followed up after Joe and Abdul because she was a recent contact. Also, she doesn't appear to have any in roads into hiring at Toyota, however, Toyota is a good employer so it may pay off to have met Sally.

- **What should your student say when he/she follows up with these individuals?**

Hello Joe. This is .....(student's name). I met you ... (describe area that you met). When we last met, you told me that your company may be hiring. I am wondering if you have any more information about that? Okay, well thanks for your time Joe. It has been a pleasure talking with you.

- **Should your student contact these individuals again? If so, when?**

Yes, because all of them know other people who may have access to other people who can hire your student. It pays to follow up and contact most people that you have met.

# **Possible Script for Followup Call (1E2)**

## **Scenario 1**

Hello may I speak with Mr. Joe Black please?

(when Mr Black answers....)

Hello Mr. Black. This is (*student's name*) and I'm following up from our meeting last week at the bowling alley. I really enjoyed speaking with you and was glad that you gave me permission to phone you. I was wondering if you have any (*say type of job you would like to do*)? Great. Can I drop off a resume to you today?

If no.....Oh, is there another time when I can phone you to check on possible job openings?

Thanks. Have a great day.

## **Scenario 2**

Hello. Is it possible that I speak with Sally.....? Okay, can you please let me speak with someone in human resources who may know about possible job openings? Thanks.

When speaking to someone in human resources, your student should ask them if there are any job openings. What the skills required are. When can a resume be dropped off, or does your student need to come in to complete a job application.

## **Scenario 3**

Hello, I'm wondering if I may speak with Abdul Habbulah? Thanks. Hello Abdul, you met me last week. I'm wondering if you have heard of any possible openings at your store? Oh, there's none right now, would it be possible if I phoned you from time to time to check on job openings? Thanks for your time.

# Followup Log (1E3)

Person's Name	Phone	Date	Discussion





# Chapter 2

## Telephone and Other Oral Communication Basics



# Chapter 2

## Telephone and Other Oral Communication Basics

The phone is a powerful tool for sales, information gathering, and relationship building if done well. The telephone has become a necessity in today's business world. It is fast, direct, and convenient.

If telephoning is done well, it can provide income and goodwill to a business. If done poorly, it can break a business.

Potential customers learn a lot about a company by how the telephone is answered. Because there are many business activities done over the telephone including servicing customer accounts, setting up appointments, taking customer orders, answering customer inquiries, selling merchandise, providing and getting information, handling complaints, giving directions, and ordering supplies, having good telephone skills are an essential skill for employment. All kinds of business activities are done over the phone.

Communication is a transfer of information from one person to another. There are four parts of any form of communication: a sender, a message, a channel and a receiver. The sender is the person who is giving information to another. The message is the information that is to be given. The channel is the way to communicate which can include the telephone, internet, Blackberry, a letter, or person-to-person. The receiver is the person who gets the information being sent. When all parts of the communication process work well, then the message is clear and helpful.

Three key skills are necessary for good business telephone calls which include listening, questioning and speaking.

**This chapter will focus on sharpening all three of these skills.**



## **Developing Skills for Using the Telephone Effectively**

- Answer the phone with a smile and a friendly greeting
- Answer the call in 2 rings or less
- Speak clearly and slowly
- Listen carefully
- Be ready to handle phone calls by practicing answers to difficult questions
- Sum up what has been said by the caller and you
- Return phone calls when you said you would

One of the golden rules of having good telephone skills is “talk less and listen more.” Encourage your students to think about a personal conversation where their friend continues to talk about something while they are waiting impatiently to get “a word in edgewise.” Your students definitely do not want to make this mistake on the job - so help them with the skills to ensure that they are never considered a rambling talker.

### **In conclusion to this introduction, this chapter focuses on:**

- Taking and giving messages
- Handling customer complaints
- Face-to-face customer service

## When a Stranger Calls (2a)

<b>Skill</b>	Taking and giving messages
<b>Jobs that Require this Skill</b>	<ul style="list-style-type: none"> <li>• Call Centre Clerk</li> <li>• Salesperson</li> <li>• Telemarketer</li> <li>• Hospitality</li> <li>• Receptionist</li> </ul> <p>For more information on different jobs, go to the essential skills website at <a href="http://srv600.hrdc-drhc.gc.ca">http://srv600.hrdc-drhc.gc.ca</a></p>
<b>Materials Required</b>	<p>Pen or pencil Telephone or cell phone Handouts:</p> <ul style="list-style-type: none"> <li>• Phone Attitude Quiz</li> <li>• How to Win at Using the Phone Information Sheet</li> <li>• Telephone Skills Areas for Improvement</li> <li>• Phone Call Rating Sheet</li> <li>• Phone Call Tally Sheet (for use with demonstration)</li> </ul>
<b>Essential Skill</b>	Oral Communication
<b>Other Essential Skills</b>	<ul style="list-style-type: none"> <li>• Thinking Skills (i.e. Decision making, Problem solving, Critical thinking, Significant use of memory, Finding information)</li> </ul>
<b>LBS Outcomes Covered</b>	<ul style="list-style-type: none"> <li>• Speak and Listen Effectively</li> </ul>

## **Trainer/Leader Instructions and Background Information Needed**

The phone is a powerful tool for sales, information gathering, and relationship building. Businesses exist by meeting the needs of their customers. Many customers still want to talk to a real live person!

Communication by phone is an important way for your student to give information, however many employees have not learned the basics of courtesy and effective message taking and receiving. Also, they do not understand how to recognize and compensate for the lack of non-verbal communication in a phone conversation.

The listener on the other end of the telephone may also be easily confused or may develop wrong information based on incomplete information given by the employee.

Telephone communication done well can give great service to customers and build rapport. If employees are not trained well or do not know how to give correct information, it can cost the company in both lost customers and lost goodwill. Problems exist when a potential customer phones and finds:

- A busy telephone line
- Impolite or inefficient call handling
- Inaccurate or conflicting information
- The inability to get through to the correct person

You only get one chance to make a first impression so you want it to be a good one. It is important that your students develop good telephone habits, which primarily involve being a good listener.

Anyone can learn to be effective on the phone. However, problems can occur when phone messages given or taken are not done well.

Why does this occur? Some people are phone shy. They hesitate when phoning someone or rush through the message when they do phone. Some students don't know how to take and receive information on the phone.

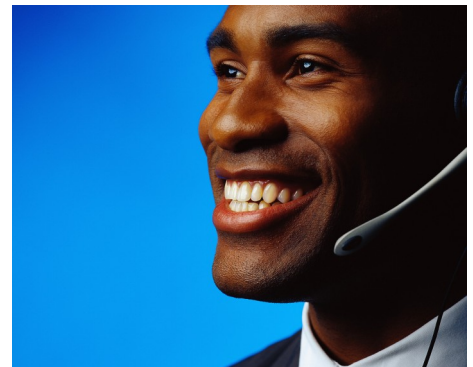
If, after working to master some of the common phone faults, your students still hate calling people, then maybe looking for a job where phones are not a major function is what they need to do.

Realize: this is a choice based on their attitude, not their ability.

**Time Needed** - 20 mins for each handout. Total time needed is determined by how many sheets are used. It is not necessary or recommended to complete all sheets in one session.

### **Activity 1 – Phone Attitude Quiz**

- Begin by having students complete the chart called “*Phone Attitude Quiz.*” They must make a choice for every question. If you are concerned about their reading level, read the statements slowly out loud, allowing time for them to think about their answer. Then write their answer in the column called “answer.”
- Next, place “0” in the “score” column for every “never” the students wrote or had you write for them. Then place a “1” in the score column for every “sometimes” the students wrote. Finally, finish the scoring by placing a “3” for every “always” they answered.
- At the bottom of the chart, total the numbers and record this value in the box for the total. After tallying the score, if it is less than 30, you should review the “*How to Win at Using the Phone Information Sheet*” with them and try the quiz again after discussing and practicing some of the phone skills. This would be a good exercise to repeat at different tutoring sessions to ensure that they have understood and learned these telephone skills.
- If a student had a score over 31, read the “How to Win at Using the Phone Information sheet” as a review and discuss each point to find out the level of skill in each area. If students seem confused or says they don’t understand a point, document the area on the “*Areas for Improvement*” Sheet and discuss it at a later tutoring session.
- Continue to read and discuss the information on the rest of the sheet.
- Discuss what the score from the “Phone Attitude Quiz” means to them. Ask them if this score describes their phone attitudes. If they think it seems wrong, have them review their answers again and re-score.
- You can have them practice the phone skills before attempting the demonstration. If they score more than 30, their phone skills are quite good so you may move on to another learning activity.



## **Activity 2 – How to Win at Using the Phone + Telephone Areas for Improvement**

- Have the students read (or help them if necessary to read) the handout "*How to Win at Using the Phone.*"
- Have them discuss this information sheet.
- Ask them what they need more help with.
- Document their responses on the "*Telephone Areas for Improvement*" handout.

## **Activity 3 – Areas for Improvement Sheet**

**This worksheet can be used with the various activities in this chapter.**

- This sheet is for the tutor or students to document areas that the students or tutor felt the students needed more information on or help with.
- This sheet can be referred to in many tutoring sessions. It can also be used as a lesson plan because the tutor can plan ahead to have supplementary activities for the students to practice the needed telephone skills.
- It is not meant to have students practice all the telephone skills in one session but rather build on skills in different sessions.
- When students feel that they have the necessary telephone skills, the phone attitude quiz can be redone and if they score more than 31, then he/she can move on to the Phone Call Rating Sheet.

## **Activity 4 – Phone Call Rating Sheet + Tutor Answer Key for Phone Call Rating Sheet + Tally Sheet**

- After reading the previous worksheets from this chapter with your students, read through the "Phone Call Rating Sheet" with them.
- Have them provide answers to the questions following each scenario.
- Next, read and review each question with them. For answers, refer to "Tutor Answer Key for Phone Call Rating Sheet."

- Have them provide scenarios of their own and discuss with you.
- Have them practice calling friends and following the correct procedures for effective phone calls.
- Practice this skill and determine if over time, they are improving.
- Use the tally sheet to document improvement and provide a basis for discussion. For example, if they were not able to provide information to a caller the majority of times and there is one specific reason for this, determine which telephone skills they need more help with and provide that extra information and practice as needed.
- The tally sheet is used to record the number of phone calls that your students make/take and the reason for doing so.
- Ask your students which of the calls they felt were effective. What could they have done to make them more effective?
- If your students feel that they are ready to do the demonstration for this chapter, have them proceed.

### **Expected Results**

- Statements read, answered, and totalled correctly.
- Discussion about phone attitudes which also strengthens oral communication skills.
- Practice using phone which will also strengthen oral communication skills if done properly.
- Comfort level at using phone with practice.
- Use of thinking (analytical) skills in determining if certain scenarios are effective or not effective phone calls and ways to make them more effective.
- Tally sheet will provide a visual record of improvement in phone calling and taking phone messages.

### **Demonstration - Use the Phone Call Tally Sheet**

Have the students phone a customer or friend and give a detailed phone message

OR

Create a situation for them and have them take a detailed message.



## Phone Attitude Quiz (2A1)

Read the column at the left. Mark your answer to the question in the middle column called "answer." Answer either a **"never"** **"sometimes"** or **"always."**

Do you...	Answer	Score
• Call someone back right away?		
• Answer the phone with a friendly greeting?		
• Answer the phone before it rings more than 3 times?		
• End the conversation without summing up what was said?		
• Let voice mail pick up the message?		
• Put people on hold for less than 20 seconds?		
• Listen to the caller and try to help them with their problem?		
• Smile as you speak?		
• Speak slow and clear?		
• Do what you promised the caller?		
• State your name and company when you answer the phone?		
• Have a work space that has important numbers close?		
• Feel comfortable answering questions from angry customers?		
• Feel comfortable answering the phone?		
• Give the message to the correct person?		
<b>Total (Scoring on next page)</b>		

## Scoring the Phone Attitude Quiz

To add a value to the answer, place a "0" in the score column if the student answered "**never.**"

Place a "1" in the score column if the student answered "**sometimes.**"

Place a "3" in the score column if the student answered "**always.**"



# What Your Phone Attitude Score Means

If you scored:

## **0-15**

*Your phone manners are not great and need some help! People do not feel valued when they talk with you and do not look forward to you answering the phone. They rarely feel as if they have been heard. Your phone manners need some help. Read "How to Win at Using the Phone."*

## **16-30**

*Your phone manners could also use some help. You may need to review a book on phone attitudes or re-read this section including the phone tips on the next pages.*

## **31-45**

*Your phone manners are really good! When people reach you, they feel important. You don't need help with your phone etiquette but instead could pass on some tips to others.*

# How to Win at Using the Phone - Information Sheet (2A2)

Customers learn a lot about a company by how the phone call is answered. Make sure that when someone calls, your students send and receive the right messages.

- **Make sure that your students know answers to possible questions.** They should practice answers to possible questions.
- **Be prepared to handle phone calls.** Show your students how to organize their workspace by having important numbers close. Suggest they ask a caller's name and number as soon as possible and ask the caller to spell it.
- **Answer calls in 2 rings or less.** When the phone rings longer, callers do not like it.
- **Take and give messages with a smile and in a friendly way.** When you smile, it seems to come through in your voice, even on the phone. Treat the phone call as if you were meeting with the person. Say "Thank you."
- **Plan your calls carefully.** Make sure you know who you are calling, know what the purpose of your call is, know where you are calling and know when you should call.
- **Ask "Is this a convenient time to call?"** Too many people don't ask and the person on the other end may be busy. Instead ask, and if you need to arrange a better time to call them back.
- **Speak clearly and slowly.**
- **Be a careful listener and take messages correctly.** If you did not hear their name, say I'm sorry and ask them to say it and spell it. Try to help solve their problem. If you can't, put them through to someone who can. Repeat their message to make sure you understand what they need.
- **Don't let a gap happen in your phone call.** If you need to look something up or transfer the person, let them know what you are doing.

- **End the conversation politely.** Sum up what has been said. Say "Thank you for calling." Finish the call by finding something to say about the conversation. For example, if the person said that they were not feeling well, say "*I hope you are feeling better soon.*" End on a good note by saying "*I've enjoyed speaking with you, Mr.....*"
- **Always return your phone calls.** Although it is not always pleasant, always call a person back.
- **Give a specific time for calling people back.**

## Telephone Skills - Areas for Improvement (2A3)

1.
2.
3.

## **Phone Call Rating Sheet - Tutor Instructions (2A4)**

*After reading "How to Win at Using the Phone" either read with your students or have them read these scenarios and answer the questions.*

*You can discuss each scenario and possible answer with the students. If they struggle with answering the question, refer them back to the previous sheet "How to Win at Using the Phone."*

*If after reading the sheet, they are still struggling, try to act out the scenario to help them see what is actually taking place.*

*If they are still not understanding these scenarios, create some of your own that may work better for them by changing the companies used in the scenarios to more familiar ones to them or ones that actually exist in their city or town.*

## Phone Call Rating Sheet for Students (2A4)

1. *Hello Mr. Jones. This is Mary White calling from B& E Carpet Installation. I need some information about your recent order. Is this a good time to call?*

Was this a good phone call greeting? Why or why not?

2. *Joe: Hello Joe here from the marketing department of The Yellow Pages. May I help you?*

*Sandhu: Hi, is this the training department? I'm looking to find out when your next book is going to be released? Do you know when it is?*

*Joe: No but I can put you through to someone who does. One moment please.*

*Sandhu: Thanks.*

Was this a good phone call greeting? Why or why not?

## Phone Call Rating Sheet (cont'd)

3. *Rob: Hello, I'm Rob from Zed's Tile and Roofing. May I help you? I understand that you want to know when our next available tiler could come to your house to explain our process?*

*Janet: Yes.*

*Rob: He can come in two weeks.*

*Janet: When?*

*Rob: Around March 30.*

What information did Janet need to make this a better call?

4. You have a caller on the phone who is frustrated that no one will help her. You are able to help her but she does not want to be put on hold again. What do you do?



# Tutor Answer Key for Phone Call Rating Sheet

1. *Hello Mr. Jones. This is Mary White calling from B& E Carpet Installation. I need some information about your recent order. Is this a good time to call?*

Was this a good phone call greeting? Why or why not?

Yes because Mary White identified herself, her company, and her request. She then proceeded to ask if this was a good time to call rather than assume it was a good time.

2. *Joe: Hello Joe here from the marketing department of The Yellow Pages. May I help you?*

*Sandhu (customer): Hi, is this the training department? I'm looking to find out when your next book is going to be released? Do you know when it is?*

*Joe: No but I can put you through to someone who does. One moment please.*

*Sandhu: Thanks.*

Was this a good phone call greeting? Why or why not?

Joe did give a good greeting because he gave his name, his title, and his company. He also gave the caller the information that he knew and was putting the caller on to someone who could help him further.

## Tutor Answer Key (cont'd)

3. *Rob: Hello, I'm Rob from Zed's Tile and Roofing. May I help you? I understand that you want to know when our next available tiler could come to your house to explain our process?*

*Janet (customer): Yes.*

*Rob: He can come in two weeks.*

*Janet: When?*

*Rob: Around March 30.*

What information did Janet need to make this a better call?

Janet, the customer needed to ask when specifically the tiler could come to her house and explain the roofing process. It would have been better if Rob would have told Janet that the tiler could come to explain the roofing process anytime around March 30.

4. You have a caller on the phone who is frustrated that no one will help her. You are able to help her but she does not want to be put on hold again.

What do you do?

The best thing to do would be to clarify what her problem is first by asking her to re-state the problem and assuring her that if you don't know how to help her, you will put her through to someone who will and you won't leave her on hold.

## **Phone Call Tally Sheet (Tutor Instruction Sheet for use with demonstration) (2A5)**

*Use the tally sheet on the following page to document the effectiveness of students' phone call skills. Record the number of phone calls made and taken by the student on a daily basis.*

*You may want to photocopy more copies of this sheet for the different phone calls students will make and receive.*

*Ask students to determine how many of these calls were effective by answering questions 1 and 2 for each call. After they have relayed this information to you, discuss it by asking how they would determine if the calls made/taken were effective.*

*What could they have done differently to make them more effective?*

*Some examples of who to call would be calling a company to find out about a product, or calling a dentist or doctor to book a personal appointment. A third call could be made to a library or some other resource centre to find out specific information.*

# Phone Call Tally Sheet (for use with demonstration) (2A5)

Date:

Number of Phone calls made:

Number of Phone calls received:

1. Were you able to help the callers by providing information or relaying messages to the proper person (s)?

Yes

No

If no, why not?

2. Were you able to make phone calls and find out information on specific items?

Yes

No

If no, why not?

## May I Help You Please...? (2B)

<b>Skill</b>	Handling customer complaints
<b>Jobs that Require this Skill</b>	<ul style="list-style-type: none"> <li>• Call Centre Clerk</li> <li>• Salesperson</li> <li>• Telemarketer</li> <li>• Hospitality Worker</li> <li>• Receptionist</li> </ul> <p>For more information on different jobs, see the essential skills website at <a href="http://srv600.hrdc-drhc.gc.ca">http://srv600.hrdc-drhc.gc.ca</a></p>
<b>Materials Required</b>	<p>Pen or pencil Telephone or cell phone Handouts:</p> <ul style="list-style-type: none"> <li>• Customer Service from A to Z</li> <li>• How to Help Customers Solve Their Problems</li> <li>• Customer Service Areas for Improvement</li> <li>• Customer Service Phone Call Rating Sheet</li> <li>• Tutor Answer Key for Customer Service Phone Call Rating Sheet</li> <li>• Customer Service Tally Sheet</li> </ul>
<b>Essential Skill</b>	Oral Communication
<b>Other Essential Skills</b>	<ul style="list-style-type: none"> <li>• Thinking Skills (i.e. Decision making, Problem solving, Critical thinking, Significant use of memory, Finding information)</li> </ul>
<b>LBS Outcomes Covered</b>	<ul style="list-style-type: none"> <li>• Speak and Listen Effectively</li> </ul>

## **Trainer/Leader Instructions and Background Information Needed**

No matter what your students' job, they will likely handle customer complaints in person or over the telephone. They will find that there are both internal and external customers. When their boss asks about scheduling conflicts, your students are managing a problem from an internal customer. It may be done in person or on the telephone but either way, your students need to have these skills. If they are a salesperson or support person, they will be the first point of contact between the company and the external customers. Both kinds of customers have problems that arise from time-to-time.

Customers have expectations about your students and their company.

Customers also have expectations about how they should be treated. These expectations vary from customer to customer. When an external customer's expectations are not met, then problems arise.

When this happens, sometimes a customer will call to complain. Your students need to be ready to satisfy the customer's expectations.

**Time Needed** - 60 minutes

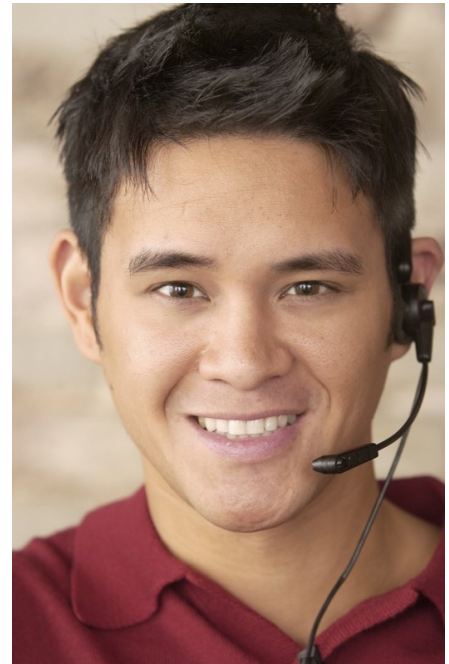
### **Activity 1 - Customer Service From A to Z + Customer Service Areas for Improvement**

- Have them complete the handout called "Customer Service from A to Z." They must answer either "yes" or "no" to the 10 questions. If you are concerned about their reading level, read the statements slowly out loud, allowing time for them to think about their answer. Then write the answer from them in the correct column.
- At the bottom of the chart, total the numbers and record this value in the box for the total. After tallying the student's score, if they had some incorrect answers, read the correct answers and discuss with your student.

- If your student had all ten questions correct, move to the next handout "How to Help Customers Solve Their Problems." This information sheet can be used as a review and discussion by reading each point with the student. Find out the level of skill and/or comfort level with customer service inquiries. If the student seems confused or says they don't understand a point, document the area on the "*Customer Service Areas for Improvement*" Sheet and discuss it at a later tutoring session.
- Continue to read and discuss the information on the rest of the sheet.
- Discuss what the score from the "Customer Service from A to Z Quiz" means to the student. Ask them if this score describes their phone attitudes. If they think it seems wrong, have the student review his or her answers again and re-score.
- You can have them practice the phone skills before attempting the demonstration. If they score more than 30, their phone skills are quite good so you may move on to another learning activity.

## **Activity 2 - Customer Service Phone Call Rating Sheet + Tutor Answer Key for Customer Service Phone Call Rating Sheet**

- After reading and working through the previous handouts in this chapter, either read with the student or have them read the scenarios from the "*Customer Service Phone Call Rating Sheet*" and answer the questions.
- Discuss each scenario and possible answer.
- If your student is struggling with the scenarios, have them go back and review "*Customer Service from A to Z.*"
- You may also create your own scenarios that may be more appropriate for or familiar to your student.



### **Activity 3 - Customer Service Tally Sheet**

- • Use the Tally Sheet to document the effectiveness of the student's customer service and ability to handle customer complaints.
- • Record the number of complaints your student handles and then write a comment about how the student handled the complaint.
- • How could they have handled it better/worse?
- • Discuss your comments with the student.

### **Expected Results**

- Statements read, answered, and totalled correctly.
- Discussion about customer service attitudes which also strengthens oral communication skills.
- Comfort level with customer complaints and solving them.
- Tally sheet will provide a visual record of handling customer complaints.

### **Demonstration - Tally Sheet**

Create a situation for students and have them handle either an internal or external customer problem.



## Customer Service from A to Z (2B1)

Read the column at the left. Mark your answer to the question in either of the next two columns. If "yes" check this column. If "no", check this column. In the "Total" column, add the number of "yes" and "no" answers. For scoring, read the next page and discuss with your student.

Do you...	Yes	No
• Believe the customer is always right?		
• Believe that customers are always trying to get something for nothing?		
• Believe that customer problems are usually caused by the customer?		
• Believe that customers expect you, your product or company to be perfect?		
• Believe that most customer expectations are reasonable?		
• Believe that you should almost always deal with an internal customer problem first before an external customer problem, no matter what the severity?		
• Listen to the caller and try to help them with their problem?		
• Become irritated when dealing with a rude customer?		
• Feel that customers should understand what you are going through in your job?		
• Blame customers for your problems?		
•		
<b>Total (Scoring on next page)</b>		

# Tutor Instructions for Scoring Customer Service

**Tutor Instructions:** Have your student check their results with the list below. Have your student award themselves one point for each correct response. Please read the explanations to the responses following the correct answer.

- Yes – this is another golden rule of customer service; even if it is not true, the customer is always right.
- No – in many cases, customers are just like you, trying to get the best service out of a product they purchased. You will at times, run into a few customers who are trying to get something for nothing.
- No – not all problems are caused by the customer, nor are all problems caused by the product or service.
- No – most customers do not expect that you, your product or your company is perfect. That would be an unrealistic expectation. Nothing or no one is perfect.
- Yes – in most cases, the customer is expecting what is reasonable from a product or service. In some cases however, the customer will have unrealistic expectations. This is why you must listen and analyse what is said before acting upon the complaint.
- No – it depends based on the severity
- Yes – listening is the key to success in customer service
- No – you must always maintain your composure and listen to what your customer is really saying. Often times, ask them how they can be satisfied and then follow through with their request if possible.
- No – you must understand the customer first and then try to solve their problems.
- No – you must not blame anyone for your problems but instead, work towards solving your problems too.

## What Your Score Means:

If you scored:

### **0-5**

*Your telephone customer service relation skills need help. You need to work on developing a positive attitude toward customers.*

### **6-7**

*Your telephone customer service relation skills need a bit of help. Remember that every complaint that you handle is an opportunity to make someone happy.*

### **8-10**

*You have an attitude that will be an asset in handling customer complaints over the telephone. Share some of your ideas with co-workers to help them improve their customer service skills.*



# How to Help Customers Solve their Problems (2B2)

Because handling customer problems is a difficult job, here is a plan to follow to help them solve their problems.

- **Make sure that you set a positive tone for the telephone call.** Smile when answering the call. Make sure you use a greeting, include your company name and your name and offer to help the customer. An example is "Good afternoon. Larry's Trucking Service, Joan speaking. How may I help you?"
- **Identify the problem.** Use your listening skills by trying to understand what the customer's real problem is. Ask questions to confirm the details of the problem. Maintain control of your own emotions. Don't become defensive. Remember that this is a business action and you should not become personally involved. Do not lose your temper but instead remain calm. Keep an open mind by trying to put yourself in the customer's position.
- **Provide a solution or action to the problem.** When you recommend an action, make sure that your voice suggests confidence that this will solve the problem. If you cannot think of a solution, ask the customer how he or she would like their problem solved. For example, "Mrs. Beam, I understand that you are unhappy about not receiving your order. I will check with the shipping manager to find out what has happened and will make sure that I call you back to let you know why there has been a delay. Will that work for you?"
- **Ask for their agreement.** After you have offered a solution, ask them if this will work for them.

**If you cannot reach an agreement with the customer, then turn the call over to your boss who may be able to make other concessions to your customer.**

- **End the call.** Confirm the action to be taken and thank the customer for calling. Show that you are willing to help them in the future. For example, "Mrs. Peters, thanks for calling me and allowing Tim Horton's to reimburse you a coffee and a donut because the coffee you ordered and received was cold. Please let me help you again, should there be another problem."

## **Customer Service Areas for Improvement (2B3)**

1.	
2.	
3.	

## **Customer Service Phone Call Rating Sheet - Tutor Instructions (2B4)**

*After reading and working through the previous handouts in this chapter, either read with the students or have them read these scenarios and answer the questions. You can discuss each scenario and possible answer with them.*

*If they struggle with answering the question, refer them back to the previous sheet "Customer Service from A to Z."*

*If after reading the sheet they are still struggling, try to act out the scenario to help them see what is actually taking place.*

*If they are still not understanding these scenarios, create some of your own that may work better for them by changing the companies used in the scenarios to more familiar ones to them or ones that actually exist in their city or town.*

# Customer Service Phone Call Rating Sheet (2B4)

1. *I can't blame you for being upset Mr. Jones. Let's try to solve this problem today.*

Was this a good way to start to solve the problem on the telephone? Why or why not?

2. *Hello Mrs. Black. I'm finding it difficult to understand you. Can you speak slower please so that I may try to help you?*

Was this a good way to get more information? Why or why not?

3. *I'm not sure I understand what the problem is. Can you please explain to me what you heard in our restroom today that has you upset?*

Was this a good way to get more information about the issue? Why or why not?

# Tutor Answer Key for Customer Service Phone Call Rating Sheet

1. *I can't blame you for being upset Mr. Jones. Let's try to solve this problem today.*

Was this a good way to start to solve the problem on the telephone? Why or why not?

Yes, because the caller was told by the customer service representative that he was going to try to solve Mr. Jones problem.

2. *Hello Mrs. Black. I'm finding it difficult to understand you. Can you speak slower please so that I may try to help you?*

Was this a good way to get more information? Why or why not?

Yes, because asking Mr. Black to speak slower may provide the customer service person with a way to decipher the words spoken by the upset customer.

3. *I'm not sure I understand what the problem is. Can you please explain to me what you heard in our restroom today that has you upset?*

Was this a good way to get more information about the issue? Why or why not?

Yes, this was a good way to get more information. The customer service representative has made a point to let the customer know that she understands there is a problem and likely that there will be a solution found.



## **Customer Service Tally Sheet (Tutor Instructions for use with demonstration) (2B5)**

*Use this tally sheet to document the effectiveness of the students' skills in handling complaints.*

*Record the number of phone calls made and taken by them on a daily basis.*

*You may want to photocopy more than one copy of this sheet in order to document various situations handled by the student.*

*Ask the students to determine how many of these calls were effective by answering questions 1 and 2 for each call.*

*After they have relayed this information to you, discuss it by asking how they would determine if the calls made/taken were effective. What could they have done differently to make them more effective?*

*Some suggestions for phone calls to receive would be to have the tutor pretend to be an angry customer and phone the students with specific complaints.*

# **Customer Service Tally Sheet (for use with demonstration) (2B5)**

Date:

Number of complaints handled:

1. Were you able to help the customers by providing information or relaying messages to the proper person (s) to solve the customer's problem?

Yes

No

If no, why not?

2. What could you have said or done that would have made the handling of the complaint more effective?

## The Customer is Always Right (2C)

<b>Skill</b>	Face-to-face Customer Service
<b>Jobs that Require this Skill</b>	<ul style="list-style-type: none"> <li>• Call Centre Clerk</li> <li>• Salesperson</li> <li>• Telemarketer</li> <li>• Hospitality Worker</li> <li>• Receptionist</li> </ul> <p>For more information on different jobs, go to the essential skills website at <a href="http://srv600.hrdc-drhc.gc.ca">http://srv600.hrdc-drhc.gc.ca</a></p>
<b>Materials Required</b>	Pen or pencil Telephone or cell phone Handouts: <ul style="list-style-type: none"> <li>• Customer Service 101</li> <li>• Customer Service 101 Answer Sheet</li> </ul>
<b>Essential Skill</b>	Oral Communication
<b>Other Essential Skills</b>	<ul style="list-style-type: none"> <li>• Thinking Skills (i.e. Decision making, Problem solving, Critical thinking, Significant use of memory, Finding information)</li> </ul>
<b>LBS Outcomes Covered</b>	<ul style="list-style-type: none"> <li>• Speak and Listen Effectively</li> </ul>

### Trainer/Leader Instructions and Background Information Needed

Customer service has one rule: **the customer is always right.** The best way to handle complaints is to listen. Most of the time, customers with a complaint simply want to tell someone in the company about their issue and know that your students will try to help them solve it. Tell your students about the straight A's. In other words, they must:

- **A**cknowledge the customer complaint by repeating back to the customer what you heard
- **A**pologize for the situation or specific problem
- **A**ffirm the customers concern
- **A**nsWER the customers questions and concerns
- **A**ct upon information provided by the customer by putting in place one of the solutions that your student provided

The unfortunate thing about customer service is that your students need to be prepared for everything.

They need to identify the different types of complaints that they may field and figure out what the company's policy is on the issues.

Next, they need to determine whether they can handle the complaint or does it need to go to someone else.

When dealing with a customer, they need to handle complaints as quickly as possible.

Suggest they apologize for the inconvenience that was caused and assure the customer that they made the right decision in choosing the company's services or products.

Have your students ask about their customer's preference for communication, just as in Chapter 1 on networking where we suggested they to find out the preferred method of communication.

In this case, they may need to contact the customer again or may have to get back to the customer, so having their communication preference such as telephone, email, fax, or letter.

Next, ensure that they find out who to address the communication to.

Finally, they need to find out how often it is okay to communicate with the customer and what types of communications are okay to send such as promotions, information, pricing, etc.

Additionally, encourage them to say "yes" to helping your customer with enthusiasm. Use words such as "I'll gladly help you with that."



Remember that 65 % of our communication is done through nonverbal signals or body language. Body language is considered anything that your student can do that will alter or reinforce the message in any form of communication.

Therefore, even if your student has positive words for the customer, her body language must be positive too.

Finally, don't try to pass off your customer's problem onto another person. If possible, if your student is the first one to encounter the customer, he or she should work with the customer until the customer's problem is solved.

**Time Needed** - 30 minutes

### **Activity**

- Have them complete the handout called "Customer Service 101." They must provide a solution to the questions. If they are unable to write the answer in the space provided, please write their answer for them. If you are concerned about their reading level, read the statements slowly out loud, allowing time for them to think about their answer.
- If your students provide good answers to the questions, move on to the next chapter. You can compare them with the answers provided on "Customer Service 101 Answer Sheet." If not, review the previous activities in 1A and 2A.
- You can always go back to the "*Areas for Improvement*" Sheet in 2A and review any issues listed.
- Continue to read and discuss the information on the rest of the sheet.
- Have them practice their customer service skills by creating their own dilemmas and creating a solution for each dilemma. If they are unable to write the solutions down, you can write the solutions for them.

### **Expected Results**

- Discussion about customer service attributes and skills.
- Comfort level with handling customer complaints in person

### **Demonstration**

Create a situation for the student and have the student handle either an internal or external customer problem

# Customer Service 101 (2C1)

## Scenario A

Have your student imagine that two customers are at one of her tables. One customer has ordered an appetizer and a main course but the other customer only orders a main course. The waitress brings out all food items at the same time. The customer who had ordered the appetizer asks why the appetizer did not come out early, before the main course. The waiter says that he assumed the customer wanted the food all at the same time because her friend only ordered a main course. The customer is clearly upset. What should the waiter do? Write your answer below.

## Scenario B

Your student is a clerk in a department store. A customer comes into the store to purchase an item that was on sale last week. When it is rung through the till, the customer notices that the item is not on sale this week. This customer is irate and has started to yell at your student. What should your student do? Write your answer below.

# Customer Service 101 Answer Sheet

## Scenario A

Have your student imagine that two customers are at one of her tables. One customer has ordered an appetizer and a main course but the other customer only orders a main course. The waitress brings out all food items at the same time. The customer who had ordered the appetizer asks why the appetizer did not come out early, before the main course. The waiter says that he assumed the customer wanted the food all at the same time because her friend only ordered a main course. The customer is clearly upset. What should the waiter do? Write your answer below.

The first rule is for the waiter to apologize for the mistake. He should not have assumed anything but rather asked the customer's preference as to bring the appetizer before the main course, or with the main course. Next, he should volunteer to take the main course back into the kitchen and bring another entrée when the customer has finished her entrée. Finally, if the waiter is unable to do either of those things, then he should not charge the customer for the entrée or provide a dessert or something else such as a gift certificate for another visit to the restaurant.

## Scenario B

Your student is a clerk in a department store. A customer comes into the store to purchase an item that was on sale last week. When it is rung through the till, the customer notices that the item is not on sale this week. This customer is irate and has started to yell at your student. What should your student do? Write your answer below.

First of all, your student should remain calm. Your student needs to listen to the reason why the customer is angry – the item is not on sale. Likely the customer wants it for the sale price from last week. If your student is unable to allow the customer the sale price, then perhaps your student can find a comparable item with a good price. Otherwise, this may be one occasion where your student should go and ask a manager if the sale price could be granted to the customer. If the customer still is angry, then ask the customer what would make him or her happy.

Notes:



# Chapter 3

## Time Management Basics



# Chapter 3

## Time Management Basics

Time management is a phrase that has been used a lot recently. It is a strategy used by many to make better use of their time. Time management is one of the "soft skills" that employers expect their employees to have; however, it is not necessarily a skill that is taught.

The following list will give you some hints on how to encourage your students to make better use of their time.

- Assume ownership of your time. Do not allow others to make commitments of your time without your permission.
- Prioritize, prioritize, prioritize. Constantly check to see that you are working on the most important things that need doing on any specific day.
- Learn to say "no." It is not that saying the word is so difficult. It is more the feeling of guilt that many experience as soon as they use the word.
- Protect your blocks of time. Think of your day as several large blocks of



time (the morning block, afternoon block, after-dinner block) with the blocks separated by natural interruptions. Where you have control, keep your blocks whole, scheduling appointments and meetings, running errands at the beginning or end of a block rather than in the middle.

- Delegate. Delegating means assigning the responsibility for a task (not just the work) to someone else. That means you no longer have to do the job, nor do you have to remind someone else to do it. You have to learn that "done" may be "good enough."

- Think in terms of buying time. The more hectic your schedule, the more reasonable it is to buy time by selecting goods and services that save you from investing time.
- Learn to work with your biological clock. Each individual has a peak time of day when their energy is at its highest and concentration at its best. Determine which time of day is your peak performance time and plan your work accordingly.

- Develop systems to keep things running smoothly at home. Busy individuals often keep personal calendars. In a family setting, a master calendar is also useful. Make each family member responsible for noting their time commitments on the calendar and consulting the calendar for potential conflicts when they make plans.
- Set up a simple filing system. At home and at work you need a filing system so that you can find important papers when you need them. Trying to locate important papers can be a real time waster.
- Break down large jobs into manageable pieces. One of the sources of procrastination is that some tasks can seem too big to even begin. Learn to break down a large task into small pieces and then begin with a piece you know you can handle.
- Work on overcoming procrastination. Once you realize that you are putting the work off, the next step is to begin stopping this waste.
- Reward yourself. Celebrate when a major task is completed or a major challenge is met.

Employers have expectations of their employees. Two expectations are that employees should be on time for work and rarely absent. If either situation occurs, the employer should be phoned with a valid reason as to why lateness or absence has occurred.

Next, before your students go to work, they should have set priorities for how to accomplish the work. This will ensure that they use their time efficiently and effectively.

Finally, every employee is expected to be a self-managed and self-directed person. This means they are capable of achieving the best results possible in work and personal life.

According to Katrina Grieve, "Self-management and self-direction can be seen as the life skills needed for life-long learning and problem-solving." In this definition, the emphasis is on the process.

It is these “soft skills” that make the learning of the “hard skills” possible and meaningful. These are the skills that are essential for success. People who lack these skills will find it difficult to succeed no matter how effectively they read, write or calculate. These are the skills that employers expect your students to have but have a difficult time stating them. They include:

- concentration/memory skills
- personal advocacy and self-motivation skills
- problem-solving skills
- self-assessment/self-reflection skills
- self-confidence building skills
- thinking skills
- time management/organization skills
- understanding of personal learning style
- working with others skills

**In conclusion to this introduction, this chapter focuses on:**

- getting to work on time
- valid excuses for missing work
- setting priorities

## Late, Late, I'm Late for a Very Important Date (3A)

<b>Skill</b>	Getting to work on time
<b>Jobs that require this Skill</b>	All positions For more information on different jobs, go to the essential skills website at <a href="http://srv600.hrdc-drhc.gc.ca">http://srv600.hrdc-drhc.gc.ca</a>
<b>Materials Required</b>	Pen or pencil Handouts: <ul style="list-style-type: none"> <li>• How do you Use your time on a Daily Basis?</li> <li>• Pie Chart Template</li> <li>• Pie Chart Template Example</li> <li>• Excuse, What Excuse Worksheet?</li> <li>• Lateness Tally Sheet</li> </ul>
<b>Essential Skill</b>	<ul style="list-style-type: none"> <li>• Thinking Skills (i.e. Decision making, Problem solving, Critical thinking, Significant use of memory, Finding information)</li> </ul>
<b>Other Essential Skills</b>	Oral Communication
<b>LBS Outcomes Covered</b>	<ul style="list-style-type: none"> <li>• Speak and Listen Effectively</li> <li>• Writing for Various Purposes</li> <li>• Read with Understanding</li> </ul>

### Trainer/Leader Instructions and Background Information Needed

Late workers cause problems for employers. These are as severe as absent workers. There are some reasonable excuses for being late such as sickness or emergencies. Some employers question workers if they arrive late for work more than once per month. There are simple things that your students can do to plan ahead to be on time.

- Use an alarm clock and make sure that it has a back up power source. Don't rely on someone else to get them up.
- Get up early and allow themselves time to get ready for work. Suggest they plan enough time for breakfast, showering, and traffic delays. Also, plan enough time in the day to arrive 5 minutes early. This will help your students mentally prepare for the day and decrease stress. It also shows their boss that they are eager to work.
- Plan for special circumstances such as poor weather conditions or an accident. In these instances, encourage them to get up earlier so that they will still arrive on time.
- Call their boss if they will be more than 15 minutes late. Suggest they include why they will be late, estimates when they will arrive, stresses that they will make up the time, and when they arrive apologize and make it clear that this won't happen again.

Without dependable workers, no organization can operate. Supervisors need reliable employees who will arrive at work on time on a daily basis. A late or absent worker causes many problems and costs a lot of money. It is one the employers' biggest complaints about employees.

Even the best planning will not cover all potential difficulties that can keep your students from getting to work. Once they are hired, encourage your students to ask (and record) how many days are considered reasonable to be absent from work (or late for work) each year.

Have your students plan for success by ensuring that they have reliable transportation, either by keeping their car in good working order or by knowing the bus system. This means they need to keep a schedule with highlighted times that they might need to use the bus.

Another solution would be to have your student arrange a ride with a coworker who lives close to them and has a reliable car. Another possible plan would be to have your student walk or ride a bicycle to work and to have them allow enough time to make it to work.

If all of these methods fail, as a last resort have your student call a cab. Riding a cab is expensive, however it is cheaper than having your student lose their job.



Next, have your students arrange for reliable care for their dependents by either hiring reliable home day care or selecting a good day care centre.

Following this step, ensure that your students have a backup plan, such as a friend or relative who can care for their dependents in case of an emergency.

A third solution to lateness is to suggest they use a calendar and record their work schedule **making sure that dental, doctor and other appointments are scheduled outside of regular work hours.**

This will ensure that they can arrive early for work and stay for an entire shift.

**Time Needed** - 60 minutes

### **Activity**

- Read the instructions and provide the students with the information listed here.
- Have them read "*How Do you Use your Time on a Daily Basis?*" sheet and place the correct information in the boxes provided. If this is too difficult for them, please read and make sure they understand this sheet and help them record their information.
- Help them to record on the "*Pie Chart Template*" how they spend their time each day. For example, if they spend 3 hours eating, 1 ½ hours on meal preparation, 1 hour socializing, 4 hours reading, etc...they need to cut the pie into 24 pieces and fill in each slice with the appropriate activity. See "*Pie Chart Example*" on following page.
- This will provide an overall picture to your student about how they spend their time each day.
- Now they must link this pie chart to their priorities/goals from **Chapter 1, Learning Activity 1A**. Your students will need to find out what their goal or ideal job is (already done in Chapter 1) before they can link their activities in the pie chart.
- Ask your students if they will be reaching their goals by spending time in the manner allocated now? For example, if they want to get a better job in the hospitality industry, they may discover that they need to make some time to spend researching other jobs that are in need of hosts.
- Now, have them read "*What's Your Excuse?*" and complete this handout.

- If they cannot read it, please assist them by reading it with them and filling in their answers as they state them.
- The students should discover that there aren't really any good excuses for being late.
- Using the "*Lateness Tally Sheet*" help them to plan for and record how many times in the next few days they are late and for which activities.
- They need to record the activity or job that they went to attend under "Activity" section. Then they record the amount of time late in minutes.
- Make extra copies of this sheet to give to your students so that they can track their activities over the next couple of days. Then, at your next tutoring session, they and you can compare the amount of times late and the activities for which they were late. Is there a pattern? Why or why not? What can be done to change this pattern?

### **Expected Results**

Students will be able to minimize the time they are late for appointments

### **Demonstration**

Students are able to utilize time effectively and work towards goals regularly.

Students will be able to keep a journal on use of time.



## **How Do You Use Your Time on a Daily Basis? Tutor Instructions (3A1)**

*Read the following sheet with the students. Make sure that you are familiar and ready to answer any questions that they may have.*

*If you do not feel comfortable with this information, do a search or visit a library to give you more resources.*

*If they need help writing, either coach them on writing or write the answers for them.*

*After they have noted how often they do each of the following activities, have them record how much time they actually spend on each activity. For example, if your students spends 40 minutes per day on meal preparation, 2 times per day (totaling 80 minutes, then either you or the student should record that time in the third column.*

*Now draw a pie slice and record the percentage of each activity that is taken up in your student's daily life..*

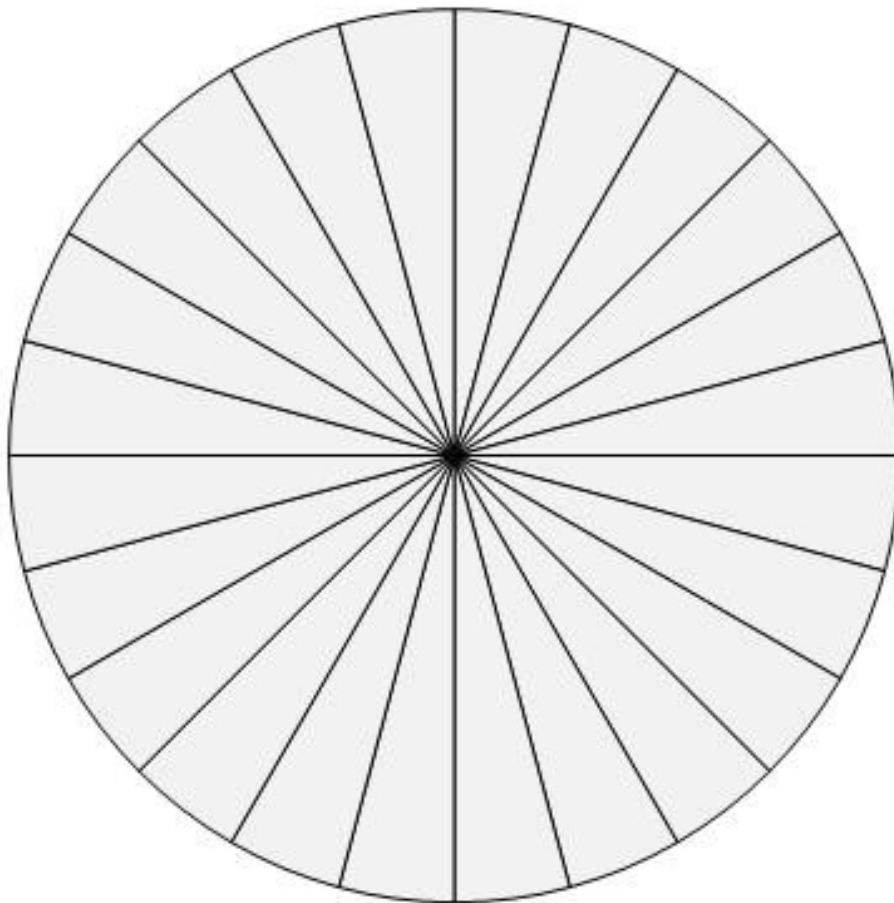
## How Do You Use Your Time on a Daily Basis? (3A1)

Activity	Frequency (times per day)	Amount of Time (in minutes)
Sleeping		
Eating		
Meal Preparation		
Working		
Socializing		
Exercise/Sports		
Relaxing		
TV/Video		
Reading/Other Hobbies		
Family/Friend Commitments		
Other		

## Pie Chart Template (3A2)

**Tutor Instructions:** After your students have completed "How do you use your Time on a Daily Basis?", help them to place activities in the pie chart sections. See "Pie Chart Template Example" on next page.

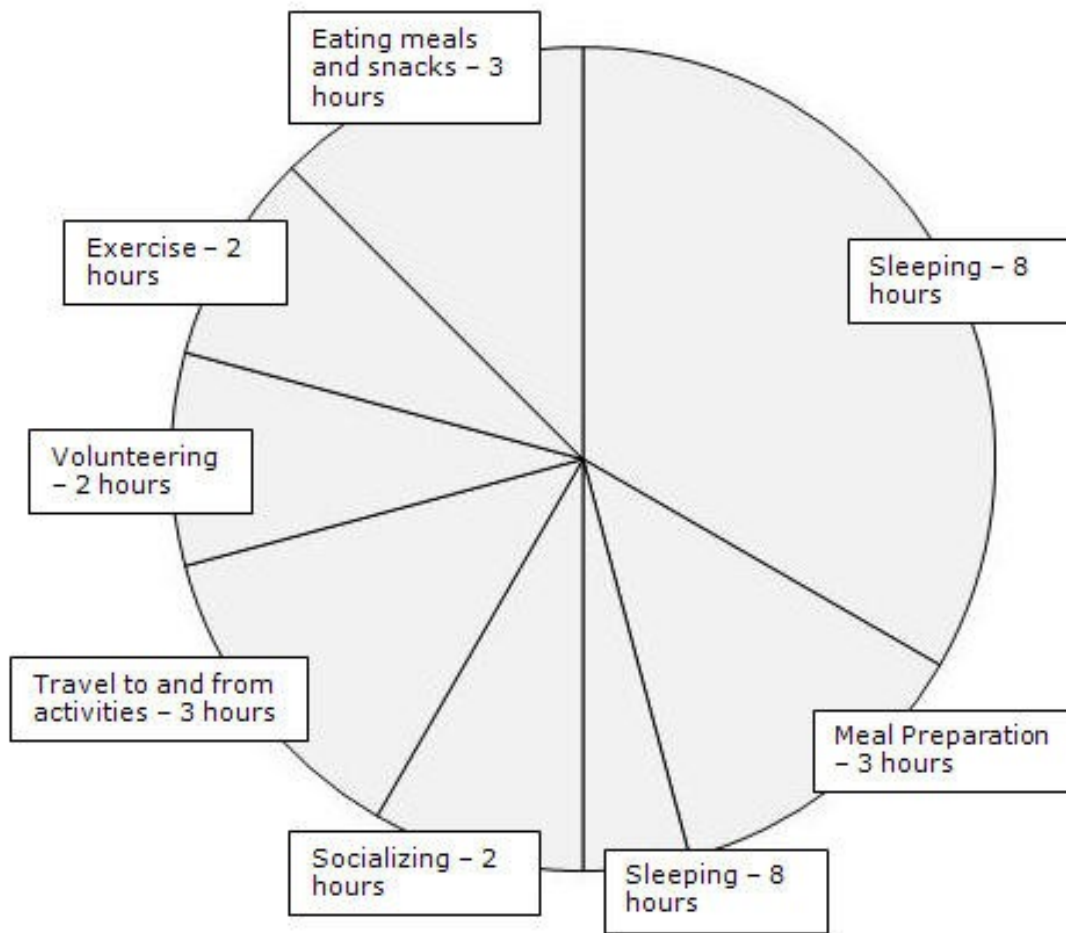
### Daily Activities



Please note that the chart is divided into 24 sections for the 24 hours in the day - all activities should add up to 24.

# Pie Chart Example (3A2)

## Daily Activities



Please note that total of all activities should add up to 24.

## **What's Your Excuse? Tutor Instructions (3A3)**

*Read the following sheet with the students. Before this, make sure that you are familiar and ready to answer any questions that they may have.*

*If you do not feel comfortable with this information, do a search or visit a library to give you more resources.*

*If your students need help writing, either coach them on writing or write the answers for them.*

*Look at their answers and see if there might be ways to improve their time management skills by understanding the differences between good and poor excuses.*

**Scoring:** All of these excuses are poor excuses for being late for work. Make sure that they review the information located in the trainer instructions for this activity. If they chose more than two excuses as being valid reasons for being late, go over the information again with the student and ensure that they understand and remember it.

## What's Your Excuse? (3A3)

**Student Instructions:** Read each excuse and put a check mark either in the "good" or the "poor" box.

Excuse	Good	Poor
Missed the bus/ride		
Overslept		
Personal Illness		
Children were sick and child care worker unavailable		
Traffic was bad		
Hangover		
Didn't feel like coming to work but needed the money		
Forgot my work schedule		
I didn't have any clean clothes		
Someone borrowed my car		

# Lateness Tally Sheet (3A4)

Date:

Activity	Amount of time late

## I Have a Really Good Reason.... (3B)

<b>Skill</b>	Valid excuses for missing work.
<b>Jobs that Require this Skill</b>	Every job  For more information on different jobs, go to the essential skills website at <a href="http://srv600.hrdc-drhc.gc.ca">http://srv600.hrdc-drhc.gc.ca</a>
<b>Materials Required</b>	Pen or pencil Handouts: <ul style="list-style-type: none"> <li>• Is this a Valid Reason to Be Absent from Work?</li> <li>• Answers to Is this a Valid Reason to Be Absent from Work?</li> <li>• My Absentee "To Do" List</li> <li>• Answers to "My Absentee "To Do" List</li> </ul>
<b>Essential Skill</b>	<ul style="list-style-type: none"> <li>• Thinking Skills (Critical Thinking, Decision Making, Problem Solving, Significant Use of Memory)</li> </ul>
<b>Other Essential Skills</b>	<ul style="list-style-type: none"> <li>• Oral Communication</li> <li>• Reading Text</li> </ul>
<b>LBS Outcomes</b>	<ul style="list-style-type: none"> <li>• Speak and Listen Effectively</li> <li>• Read with Understanding</li> <li>• Writing for Various Purposes</li> </ul>

### Trainer/Leader Instructions and Background Information Needed

Part of being a valued employee, is showing up and doing the work for which your students were hired. Employee's inability to perform their expected duties because of absence can have many effects in the workplace including lost productivity, decreased quality of service, delays, increased workload for other staff, and possible replacement costs. These absentee costs can be high.



Regular attendance on the job is a reasonable expectation. Your students need to understand that it is a shared responsibility of the supervisor and employee to ensure that this expectation is clearly understood.

If your students miss work on a regular basis, frustration can result on the part of the employer and a discharge from work can occur for your students

·  
Employees have an obligation to attend work on a regular basis; however, employers have an obligation to provide sick leave according to the collective agreement and to accommodate the disabled. Therefore, if your students are going to be absent from work, a valid explanation must be given to the employer.

When your students talk to someone such as the receptionist at the workplace, they should provide their name, job title, supervisor's name, and reason for being absent.

Make sure that they get the receptionist to forward this message on to their supervisor.

After returning to work, they should follow up with their supervisor to make sure that the message got through.

You will find an activity that will help your students understand the steps to take when phoning in absence. If these steps are done, they shouldn't have problems maintaining their job.

Before doing these activities, re-read the introduction to this chapter to ensure that you are comfortable with the material.

**Time Needed** - 75 minutes if do all worksheets at once. It is suggested that the tutor and student only complete one worksheet at a session.

### **Activity**

- Help them answer the questions to the first worksheet, *“Is this a Valid Reason for Being Absent from Work?”*
- Help your students to compare their answers with those of the answer sheet.
- Discuss the answers.
- Read *“My Absentee ‘To Do’ List”* with your students and have them order the steps for telling their employer that they will be absent from work.
- On another sheet of paper, help them to re-write the steps in the order that they should occur.
- Now, with your students refer to the *“Answers to My Absentee ‘To Do’ List”* and discuss.
- Now ask them to list the contact information of their present employer (if they have one). If they do not have a job or a volunteer job, explain that this step is important information when they do get a job.
- This list should be kept with the students.
- Inform them that they should place this along with the steps for calling in sick near the telephone in case they have to call in sick.



### **Expected Results**

The students will know the proper procedure for calling in their absence.

They will know how to speak about absence to their employer or to whomever answers the telephone.

### **Demonstration**

They will be able to let their employer know when they are unable to go to work.

## **Is this a Valid Reason to Be Absent? Tutor Instructions (3B1)**

*Please have your students give the following questions a "yes" or "no" answer.*

*Then check the answers with the score sheet to see how many your student had correct.*

*If less than 5, your student needs to review the information located in the "Background Information."*

## Is this a Valid Reason to Be Absent? (3B1)

Reason for Being Absent from Work	It is Valid? Yes/No
Sickness	
Light Rain Weather Conditions	
Child is Sick	
Bus is not Going (and I usually use bus transportation)	
Death of Close Family Member (i.e. Mother, Brother, Sister, Father, Spouse, Child)	
Lack of Transportation	
Poor Working Environment (unsafe)	
Emergency Situation	
Extreme Weather Conditions	
Car pool driver is unable to drive you to work	

## Answers/Score Sheet to Is this a Valid Reason to Be Absent From Work? (3B1)

Reason for Being Absent from Work	It is Valid? Yes/No
Sickness	Yes
Light Rain Weather Conditions	No
Child is Sick	Yes
Bus is not Going (and I usually use bus transportation)	No
Death of Close Family Member (i.e. Mother)	Yes
Lack of Transportation	No
Poor Working Environment	Yes
Emergency Situation	No
Extreme Weather Conditions	Yes
Car pool driver is unable to drive you to work.	No

Please note that a close family member is considered your mother, father, legal guardian, child, spouse, or brother/sister. Also note that extreme weather conditions means that not only are the schools closed, but public transportation (bus/taxi) is also not available. Please note also that your student should always have a back up plan for an additional way to get to work.

## My Absentee "To Do" List (3B2)

Complete this list by recording the different items that need to be done when calling in to work for an absence. Do not worry about the order. After determining the items that need to be done to call in an absence, rank them with a 1, 2, 3, ...

Items Needing to Be Done	Order
<p>Call in advance to let your employer know that you won't be in for work and provide reason for absence if necessary.</p> <p>Return to work as soon as possible following absence.</p> <p>Determine if you need to be absent (ask the questions am I sick, is my child sick, are the weather conditions extreme, do I have paid time available for being absent, etc.?) For ideas, see previous page.</p> <p>Find the contact information for employer.</p> <p>If you called in an absence, stay at home and don't be seen by others (unless you must see the doctor, have a family member or friend come to take care of you, etc.)</p>	



## Answers to My Absentee "To Do" List (3B2)

Items Needing to Be Done	Order
Call in advance to let your employer know that you won't be in for work and provide reason for absence if necessary.	3
Return to work as soon as possible following absence.	5
Determine if you need to be absent (ask the questions am I sick, is my child sick, are the weather conditions extreme, do I have paid time available for being absent, etc.?) For ideas, see previous page.	1
Find the contact information for employer.	2
If you called in an absence, stay at home and don't be seen by others (unless you must see the doctor, have a family member or friend come to take care of you, etc.)	4

### Contact Information for Employer

Telephone Number:

Receptionist's Name:

Supervisor's Name:

Location Where You Work:

## What's Really Important? (3C)

<b>Skill</b>	Setting Priorities
<b>Jobs that Require this Skill</b>	Every job
<b>Materials Required</b>	Pen or pencil Handouts: <ul style="list-style-type: none"> <li>• My "To Do" List</li> <li>• How to Prioritize</li> <li>• Prioritizing your Day</li> </ul>
<b>Essential Skill</b>	<ul style="list-style-type: none"> <li>• Thinking Skills (Critical Thinking, Decision Making, Problem Solving, Significant Use of Memory)</li> </ul>
<b>Other Essential Skills</b>	<ul style="list-style-type: none"> <li>• Oral Communication</li> <li>• Reading Text</li> <li>• Computer Use</li> </ul>
<b>LBS Outcomes</b>	<ul style="list-style-type: none"> <li>• Speak and Listen Effectively</li> <li>• Read with Understanding</li> <li>• Write for Various Purposes</li> </ul>

### Trainer/Leader Instructions and Background Information Needed

Many times when we attend a meeting or get together, our minds are preoccupied with other things that we need to do. Having the ability to critically analyze what really needs to be done is a skill necessary for work and for life.

Prioritizing is the answer to time management problems. Your students need to spend more time on the right things. We all have many things to do and never have time and energy to do them all. WE don't have time and resources to do them equally well either. Many things will be left undone, no matter how hard we try. Prioritizing is one way to solve that problem.



Prioritizing works because of the 80/20 rule. The 80/20 rule states that 80 percent of our typical activities contribute less than 20 percent to the value of our work.

So if your students do only the most important 20 percent of their tasks, they will still get most of the value.

Then, if they focus most of their efforts on those top value activities, they will achieve much more than before, or they will have more time to spend with their family and friends.

Prioritizing is about making choices of what to do and what not to do.

To prioritize effectively, they need to be able to recognize what is important as well as to see the difference between urgent and important. The important tasks are the tasks that help us achieve our long-term goals. Refer to Chapter 1 for goal setting activities.

For planned activities like the ones included in your "To Do List", you can mark each of the tasks with an A, B, or C, depending on its importance. The B tasks should be done only after you are finished with all the most important A tasks, the ones that must be done.

If you have time after your students are finished with the B tasks, they can move on to the C's.

When your student has set priorities in "to do" lists, also have them keep asking themselves if any of their tasks can be eliminated or delegated. To delegate is to give your task to someone else, including the responsibility for that task.

The process of prioritizing requires that one asks oneself certain questions about an activity in order to assess where it lies in the personal list of priorities. They include:

- What are the costs vs. the benefits of doing it?
- How well does it fit with your goals?
- Is there a deadline for doing it?
- How enjoyable is it?
- Have you promised or agreed to do it?
- What need of yours will you satisfy by doing it?

If your students continue to work in this way, they will find time in their day to do enjoyable activities. Have them keep in mind that as a worker, it is important to know what is important in their employer's life and that their priorities take precedence over your students' priorities, even if they are not an immediate priority for your students.

**Time Needed** - 60 minutes

### Activity 1 – Creating a “To Do” List

- Help the students create a “To Do” list using the handout called “My To Do List”. You may write the tasks they dictate to you or they can be typed on the computer. Examples of “To Do” lists include:
  - Organizing for a birthday party
  - Preparing for a presentation
  - Packing for a trip
  - Planning for a regular week day
- After they have done that, ask them to put the letter A beside the most important things that need to be done. This should be done in the column on the right.
- Now have them put a letter B beside tasks that are the next most important.
- Finally have them place a C beside the tasks that are the least important.
- Now have them review their choices to make sure that they are rated properly. In other words, all items rated an A must be done. Tasks rated a B might need to be done and tasks rated a C can be left for another day.



## Activity 2 – Learning How to Prioritize

- Now work through the sheet on prioritizing called “How to Prioritize.” If the students prefer, they can type this sheet on the computer.
- Read the sheet with them and ensure that they understand how to complete this sheet.
- Have them think about all aspects of their lives. Ask them to write (or have you write for them) at least two points for each topic. They can add their own topics at the bottom of this sheet. For example, the first paragraphs states “Current projects that I’m involved in that are a priority for my workplace?” but they may wish to put “Current projects that I’m involved in that are a priority for my spouse/friend/parent” and list:
  - build shed
  - get a dog
  - dig a garden
- Then when they write the three projects and activities that are a priority for them and none of them match their spouses’, they must make decisions based on whether or not they are really a priority. One of them might be because otherwise, their husbands or wives will treat them differently.
- After they have completed this work sheet, discuss each section and help them determine what their priorities really are by highlighting them.
- Discuss how it is important to know how certain jobs affect a person’s employer or spouse and explain their priorities often take priority even if it is not an immediate priority for the students.
- Talk about the differences in priorities for them as a person and how everyone has different priorities.

### **Activity 3 – How to help your students prioritize a day**

- Finally, help them to complete the “Prioritizing your Day” handout and provide copies so that they can either work by themselves or with help until you meet again. They can also complete this list on the computer.
- Have them write the six most important tasks that they have to do tomorrow.
- Put an A, B, or C beside them with A representing the most important tasks that must be done and C being the tasks that might not need to be done.
- Suggest they carry the sheet with them tomorrow and look at it every 15 minutes, and look at the first item until it is finished. This would not be “normal practice” in time management but because we want this skill to become a habit, this strategy is to be used in the short term. Make sure that they check off the item after completion for a feeling of accomplishment.
- Next, have them tackle the next most important item until they are completed. Tell them not to be concerned if they are not all finished in the first day. They’ll be working on the important ones.
- Have them spend the last 15 minutes of every day writing a “To Do” list in this manner and prioritizing it before the next day.
- Provide the students with 6 more copies of this sheet (or enough for each day until you see the student again.)
- Make sure that they refer to the previous page to determine what some of their priorities might be.

### **Expected Results**

The students will be able to prioritize day-to-day things.

### **Demonstration**

Have them create their own “To Do” list the night before (on their own or with help at home) and follow through the next day.

## My "To Do" List (3C1)

Items Needing to Be Done	Priority = A, B, or C
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

## **How to Prioritize (3C2)**

**Current activities and projects that I'm involved in that are a priority for my workplace? My spouse? My friend? My parent? My tutor/teacher?**

- 1.
- 2.
- 3.

**Current activities and projects that I'm involved in that are a priority for me?**

- 1.
- 2.
- 3.

**What I'd be doing today if I weren't at this tutoring session?**

- 1.
- 2.
- 3.

**Projects other people are involved with that are of interest to me?**

- 1.
- 2.
- 3.

## Prioritizing your Day (3C3)

Items Needing to Be Done Tomorrow	Priority = A, B, or C
1.	
2.	
3.	
4.	
5.	
6.	
List more?	

Notes:



# Chapter 4

## Problem-Solving Basics



# Chapter 4

## Problem-Solving Basics

Problem-solving is considered the most complex of all intellectual functions. It occurs if a person does not know how to proceed from where they are now (a given state) to a desired goal state. Please note that your students may view a problem as an opportunity. Therefore, they can substitute the word "problem" for "opportunity" in the following guidelines.

### 1. Define the problem or opportunity

Often this is where your student will struggle. They react to what they think the problem is. Instead, find out why they think there's a problem.

- What do they see that causes them to think there's a problem?
- Where is it happening?
- How is it happening?
- When is it happening?
- With whom is it happening? When we're stressed, blaming is often one of our first reactions. To be effective, they need to address issues more than blaming people.
- Why is it happening?



Have them write down a five-sentence description of the problem including the 5 w's. If the problem is still too large, have them break it down into smaller steps.

### 2. Prioritize the problems

Have your student note the difference between important and urgent problems. Often, what we consider to be important is really just an urgent problem. Important problems deserve more attention. For example, if your student is continually answering urgent phone calls, then they've probably got a more important problem and that's to design a system that screens and prioritizes phone calls.

### **3. Look at potential causes for the problem**

It is important for your students to get input from other people who notice the problem and who are affected by it. After talking to others, have your students write down a description of the cause of the problem and in terms of what is happening, where, when, how, with whom and why.

### **4. Identify alternatives for approaches to resolve the problem – brainstorm and then select an approach to solve the problem.**

### **5. Create an action plan.**

Have them consider what the situation will look like when the problem is solved. Ask them to consider the time needed for the solution to be implemented. Also have them include the people and resources involved. Finally, encourage them to share this plan with those involved, as well as continually observe and share feedback once implemented.

### **6. Monitor implementation of the plan**

Are they seeing what they would expect? If not, why? Should the plan be changed?

### **7. Verify if the problem has been resolved or not**

If the problem has been resolved, then have your students think about what changes should be made to avoid this type of problem in the future? Have them think about what they learned from this problem solving.

It is not realistic for them to think that every problem can be solved.

However, solutions or compromises can be found for most problems if time is taken to examine them creatively and thoroughly.

### **In conclusion to this introduction, this chapter focuses on:**

- Using bus schedules
- Getting and staying organized (self-direction/self-management)
- Asking for help
- Keeping your job
- Doing the right thing (ethics)
- Deciphering the information that you heard

## Going My Way? (4A)

<b>Skill</b>	Using Bus Schedules
<b>Jobs that require this Skill</b>	All positions For more information on different jobs, go to the essential skills website at <a href="http://srv600.hrdc-drhc.gc.ca">http://srv600.hrdc-drhc.gc.ca</a>
<b>Materials Required</b>	Pen or pencil Sample Bus Schedule Handouts: <ul style="list-style-type: none"> <li>• Bus Schedule Route 55</li> <li>• Map of Bus Schedule Route 55</li> <li>• Using Bus Schedules Worksheet</li> <li>• Connecting Bus Schedules Route 57</li> <li>• Map of Connecting Bus Schedule Route 57</li> </ul>
<b>Essential Skill</b>	<ul style="list-style-type: none"> <li>• Thinking Skills (i.e. Decision making, <b>Problem solving, Critical thinking</b>, Significant use of memory, Finding information)</li> </ul>
<b>Other Essential Skills</b>	<ul style="list-style-type: none"> <li>• Computer Use</li> <li>• Oral Communication</li> </ul>
<b>LBS Outcomes Covered</b>	<ul style="list-style-type: none"> <li>• Speak and Listen Effectively</li> <li>• Read with Understanding for Various Purposes</li> <li>• Manage Data and Probability</li> </ul>

### Trainer/Leader Instructions and Background Information Needed

In today's spread out world, transportation can be an issue. Because your students need to get places every day, they need reliable transportation, especially if they live a distance away from a job. In some cases, students will have a car or bicycle and will be able to get from one place to another using these modes of transportation. However, many students need to learn how to use the bus system to get to their job or school - the system varies from city to city.

This learning activity will help you to help your students become comfortable using the bus system and figuring out how to get from one place to another using the bus guides. Some bus systems have an interactive map and detailed instructions on their websites. If your students are found in literacy Levels 1 or 2, they may not be comfortable using the computer on their own. They also might not have access to a computer or the Internet. If this is the case, you can still help them learn how to use the bus schedules and feel confident that they will reach their desired destination.

**Time Needed** - 30 minutes

### **Activity**

- Ensure that you have samples of bus schedules for your students to read. You can go to the bus station and get them or you can download them from the Internet by doing a search for whatever your city or town's bus station is called.
- Have them begin by deciding on a starting point (for example, the location of this tutoring session) and ending point – their home. If this is not far enough away, pick a shopping mall or grocery store, any place that they need to go often. In this case, refer to sheet "*Map of Bus Schedule Route.*"
- Now choose the correct number of route to use. To find this, look at the map of the city that they live. In this case, refer to sheet "*Bus Schedule Route 55.*"
- To help them determine which route to use, look at a map of the city and help them locate the number or numbers of bus routes that are listed on that specific area of town.
- Choose the booklet that has information for that specific bus route.
- Now that they have the correct bus route, help them read across for times that the bus will arrive. The starting time will be the first time located on the left of the bus route.
- Help your students locate the best time for them to leave your tutoring session in order to catch the bus.
- They can then read across the schedule in the corresponding row to find out when they will arrive at home.

- You may have to explain that the bus will stop at many locations on the way to their desired end location. They will need to know that when traveling by bus, the rider (them) must allow extra time to catch the bus, and extra time to walk from the bus stop to their home.
- Read "*Using Bus Schedules Worksheet*" with them and have them work through it with your help if needed. You can refer to "*Student Answers*" on next sheet if an example is needed.

### **Expected Results**

Students are able to read different bus schedules and understand how to use them.

Students are able to decipher which bus to take (includes some map reading)

### **Demonstration**

Students are able to use the bus to get from point A to point B, not only by reading it but actually by taking the bus.

# Bus Schedule Route 55 (4A1)

## MONDAY TO FRIDAY SERVICE

TIMEPOINT	(A)	(B)	(C)	(D)	(A)	Map Reference
ANSIELE ST. TERMINAL - Depart	5:45	5:52	6:00	6:05	6:11	(A)
SOUTHWOOD at CEDAR	6:15	6:22	6:30	6:35	6:41	(B)
ST. ANDREWS at ST. ANDREWS	6:45	6:52	7:00	7:05	7:11	(C)
ANSIELE ST. TERMINAL - Arrive	7:15	7:22	7:30	7:35	7:41	(D)
ANSIELE ST. TERMINAL - Depart	7:45	7:52	8:00	8:05	8:11	(A)
SOUTHWOOD at CEDAR	8:15	8:22	8:30	8:35	8:41	(B)
ST. ANDREWS at ST. ANDREWS	8:45	8:52	9:00	9:05	9:11	(C)
ANSIELE ST. TERMINAL - Arrive	9:15	9:22	9:30	9:35	9:41	(D)
ANSIELE ST. TERMINAL - Depart	9:45	9:52	10:00	10:05	10:11	(A)
SOUTHWOOD at CEDAR	10:15	10:22	10:30	10:35	10:41	(B)
ST. ANDREWS at ST. ANDREWS	10:45	10:52	11:00	11:05	11:11	(C)
ANSIELE ST. TERMINAL - Arrive	11:15	11:22	11:30	11:35	11:41	(D)
ANSIELE ST. TERMINAL - Depart	11:45	11:52	12:00	12:05	12:11	(A)
SOUTHWOOD at CEDAR	12:15	12:22	12:30	12:35	12:41	(B)
ST. ANDREWS at ST. ANDREWS	12:45	12:52	1:00	1:05	1:11	(C)
ANSIELE ST. TERMINAL - Arrive	1:15	1:22	1:30	1:35	1:41	(D)
ANSIELE ST. TERMINAL - Depart	1:45	1:52	2:00	2:05	2:11	(A)
SOUTHWOOD at CEDAR	2:15	2:22	2:30	2:35	2:41	(B)
ST. ANDREWS at ST. ANDREWS	2:45	2:52	3:00	3:05	3:11	(C)
ANSIELE ST. TERMINAL - Arrive	3:15	3:22	3:30	3:35	3:41	(D)
ANSIELE ST. TERMINAL - Depart	3:45	3:52	4:00	4:05	4:11	(A)
SOUTHWOOD at CEDAR	4:15	4:22	4:30	4:35	4:41	(B)
ST. ANDREWS at ST. ANDREWS	4:45	4:52	5:00	5:05	5:11	(C)
ANSIELE ST. TERMINAL - Arrive	5:15	5:22	5:30	5:35	5:41	(D)
ANSIELE ST. TERMINAL - Depart	5:45	5:52	6:00	6:05	6:11	(A)
SOUTHWOOD at CEDAR	6:15	6:22	6:30	6:35	6:41	(B)
ST. ANDREWS at ST. ANDREWS	6:45	6:52	7:00	7:05	7:11	(C)
ANSIELE ST. TERMINAL - Arrive	7:15	7:22	7:30	7:35	7:41	(D)
ANSIELE ST. TERMINAL - Depart	7:45	7:52	8:00	8:05	8:11	(A)
SOUTHWOOD at CEDAR	8:15	8:22	8:30	8:35	8:41	(B)
ST. ANDREWS at ST. ANDREWS	8:45	8:52	9:00	9:05	9:11	(C)
ANSIELE ST. TERMINAL - Arrive	9:15	9:22	9:30	9:35	9:41	(D)
ANSIELE ST. TERMINAL - Depart	9:45	9:52	10:00	10:05	10:11	(A)
SOUTHWOOD at CEDAR	10:15	10:22	10:30	10:35	10:41	(B)
ST. ANDREWS at ST. ANDREWS	10:45	10:52	11:00	11:05	11:11	(C)

## WEEKEND/HOLIDAY SERVICE

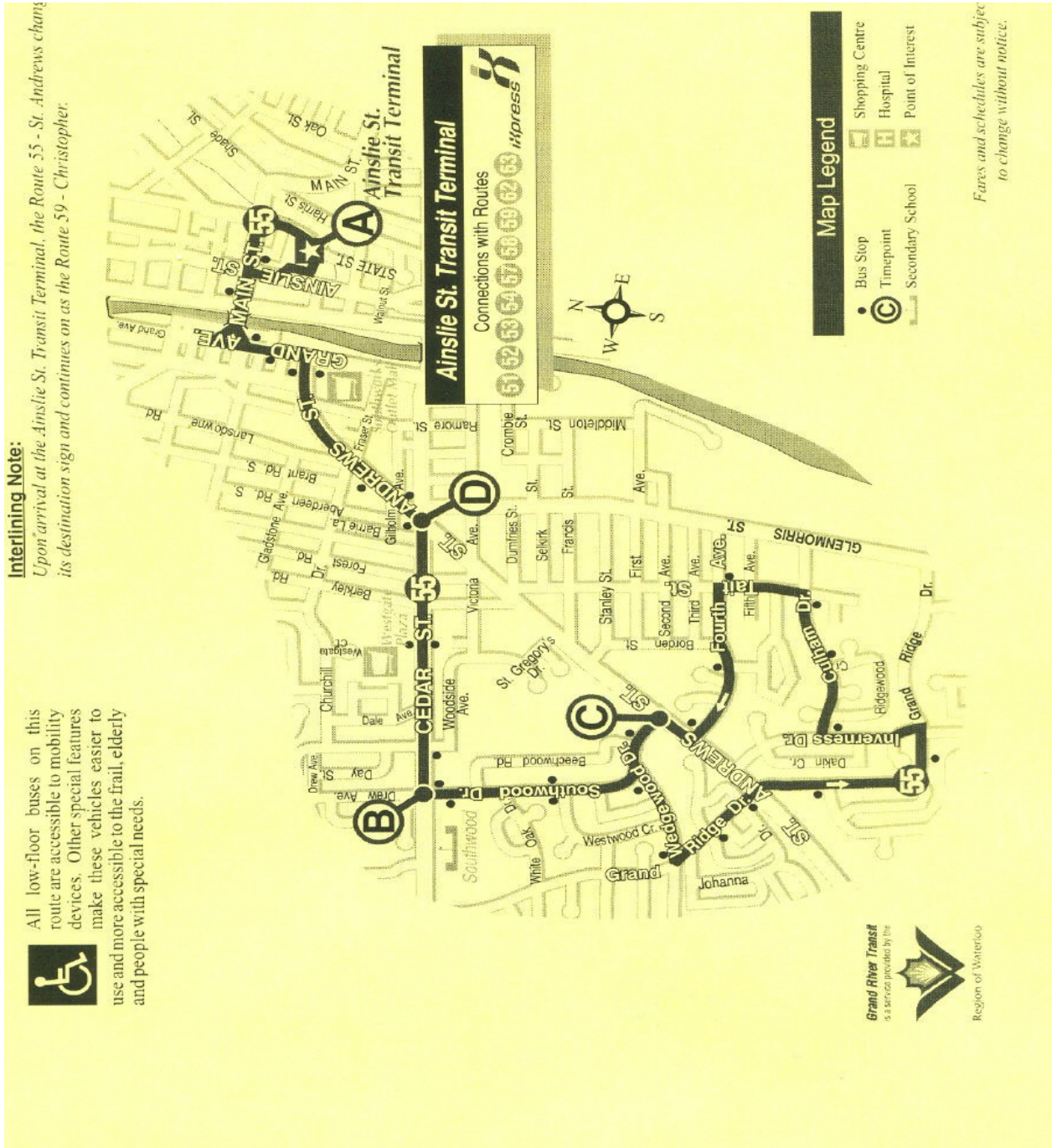
TIMEPOINT	(A)	(B)	(C)	(D)	(A)	Map Reference
ANSIELE ST. TERMINAL - Depart	6:45	6:52	7:00	7:05	7:11	(A)
SOUTHWOOD at CEDAR	7:15	7:22	7:30	7:35	7:41	(B)
ST. ANDREWS at ST. ANDREWS	7:45	7:52	8:00	8:05	8:11	(C)
ANSIELE ST. TERMINAL - Arrive	8:15	8:22	8:30	8:35	8:41	(D)
ANSIELE ST. TERMINAL - Depart	8:45	8:52	9:00	9:05	9:11	(A)
SOUTHWOOD at CEDAR	9:15	9:22	9:30	9:35	9:41	(B)
ST. ANDREWS at ST. ANDREWS	9:45	9:52	10:00	10:05	10:11	(C)
ANSIELE ST. TERMINAL - Arrive	10:15	10:22	10:30	10:35	10:41	(D)
ANSIELE ST. TERMINAL - Depart	10:45	10:52	11:00	11:05	11:11	(A)
SOUTHWOOD at CEDAR	11:15	11:22	11:30	11:35	11:41	(B)
ST. ANDREWS at ST. ANDREWS	11:45	11:52	12:00	12:05	12:11	(C)
ANSIELE ST. TERMINAL - Arrive	12:15	12:22	12:30	12:35	12:41	(D)
ANSIELE ST. TERMINAL - Depart	12:45	12:52	1:00	1:05	1:11	(A)
SOUTHWOOD at CEDAR	1:15	1:22	1:30	1:35	1:41	(B)
ST. ANDREWS at ST. ANDREWS	1:45	1:52	2:00	2:05	2:11	(C)
ANSIELE ST. TERMINAL - Arrive	2:15	2:22	2:30	2:35	2:41	(D)
ANSIELE ST. TERMINAL - Depart	2:45	2:52	3:00	3:05	3:11	(A)
SOUTHWOOD at CEDAR	3:15	3:22	3:30	3:35	3:41	(B)
ST. ANDREWS at ST. ANDREWS	3:45	3:52	4:00	4:05	4:11	(C)
ANSIELE ST. TERMINAL - Arrive	4:15	4:22	4:30	4:35	4:41	(D)
ANSIELE ST. TERMINAL - Depart	4:45	4:52	5:00	5:05	5:11	(A)
SOUTHWOOD at CEDAR	5:15	5:22	5:30	5:35	5:41	(B)
ST. ANDREWS at ST. ANDREWS	5:45	5:52	6:00	6:05	6:11	(C)
ANSIELE ST. TERMINAL - Arrive	6:15	6:22	6:30	6:35	6:41	(D)
ANSIELE ST. TERMINAL - Depart	6:45	6:52	7:00	7:05	7:11	(A)
SOUTHWOOD at CEDAR	7:15	7:22	7:30	7:35	7:41	(B)
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ANSIELE ST. TERMINAL - Arrive	8:15	8:22	8:30	8:35	8:41	(D)
ANSIELE ST. TERMINAL - Depart	8:45	8:52	9:00	9:05	9:11	(A)
SOUTHWOOD at CEDAR	9:15	9:22	9:30	9:35	9:41	(B)
ST. ANDREWS at ST. ANDREWS	9:45	9:52	10:00	10:05	10:11	(C)
ANSIELE ST. TERMINAL - Arrive	10:15	10:22	10:30	10:35	10:41	(D)
ANSIELE ST. TERMINAL - Depart	10:45	10:52	11:00	11:05	11:11	(A)

**9:45 ✓ SUNDAY** - these trips operate on Sundays and Holidays

**How to use this schedule...**  
 Read across for times from beginning to end of route. Read down for time at a specific bus stop. Bus stop location on map corresponds with circled letter found under bus stop name.

**55**  
**St. Andrews**  
**Year-round Schedule**  
 Effective: September 6, 2005  
 Grand River Transit  
 GRT  
 Grand River Transit  
 585-7555  
 TTY: 585-7796  
 www.grt.ca

# Map of Bus Schedule Route 55 (4A2)





## Using Bus Schedules Worksheet -Tutor Instructions (4A3)

*Ask your students to look at this sample bus schedule. Explain that this bus schedule consists of two parts: a map plus a chart of times and locations.*

*Point out that there is a 55, St. Andrews on the first part of the bus schedule that reflects bus route 55. Explain that there are a lot of different bus routes, all labeled with a different number. We are only using this bus route as an example.*

*When they actually decipher one of the bus routes that you have brought for them, they can pick a different number that will get them where they want to go.*

*Make sure that your student understands that there is a slightly different bus schedule for holidays and weekends as noted in the first two parts of this first sheet. For this example, have your student focus on the "Monday to Friday Service."*

*For this time, have them start at point B (on the map – second sheet), corner of Cedar and Southwood. Have them trace the journey on the map along to the Ainslie Street Transit Terminal, which is where they will get off the bus.*

*In this case, have them put their finger on 9:52am, box B (Southwood at Cedar) in the second column and then have them move their finger across to the last column (Ainslie Street Terminal), which should show 10:11 am.*

## Using Bus Schedules Worksheet - Student Questions (4A3)

1. Pick a start location and write it in this box.

2. Now pick an ending location and write it in this box.

3. Write down the start time in this box.

4. Write the end time of your route in this box.

5. How long will it take you to go from your starting location to your ending location?

6. Look at the connecting route. What is the number?

7. How long did you have to wait at the Ainslie St Terminal before catching a connecting bus route?

## Student Answers

1. St Andrews at Cedar – route 55
2. Clearview and Blair – route 57
3. 12:05pm
4. 12:23
5. 18 minutes
6. route 57
7. 4 minutes

During this route, they would only wait at the Ainslie Street terminal for 4 minutes before catching bus 57 on the second leg of the journey.

**Tutor Instructions:** *Explain to them that they would need to get a connecting ticket in order to board the second bus free. Otherwise, they would have to pay again even though this would be part of the same trip.*

# Connecting Bus Schedule Route 57 (4A4)

# 57

## Blair Road

Grand River Transit

Kindly reuse this timetable

## GRT

GRAND RIVER TRANSIT

519-585-7555

TTY: 519-585-7796

www.grt.ca

**Year-round Schedule**

Effective: June 26, 2006

## SATURDAY SERVICE

TIMEPOINT:	ANSIE STREET TERMINAL - Depart	SUNSET at GEORGE	BLAIR at BISMARCK	HILLCREST at CHURCHILL	ANSIE STREET TERMINAL - Arrive	Map Reference
	(A)	(B)	(C)	(D)	(A)	
6:45	6:50	6:54	7:00	7:07	7:07	A
7:45	7:50	7:54	8:00	8:07	8:07	A
8:45	8:50	8:54	9:00	9:07	9:07	A
9:45	9:50	9:54	10:00	10:07	10:07	A
10:45	10:50	10:54	11:00	11:07	11:07	A
11:45	11:50	11:54	12:00	12:07	12:07	A
12:45	12:50	12:54	1:00	1:07	1:07	A
1:45	1:50	1:54	2:00	2:07	2:07	A
2:45	2:50	2:54	3:00	3:07	3:07	A
3:45	3:50	3:54	4:00	4:07	4:07	A
4:45	4:50	4:54	5:00	5:07	5:07	A
5:45	5:50	5:54	6:00	6:07	6:07	A
6:45	6:50	6:54	7:00	7:07	7:07	A



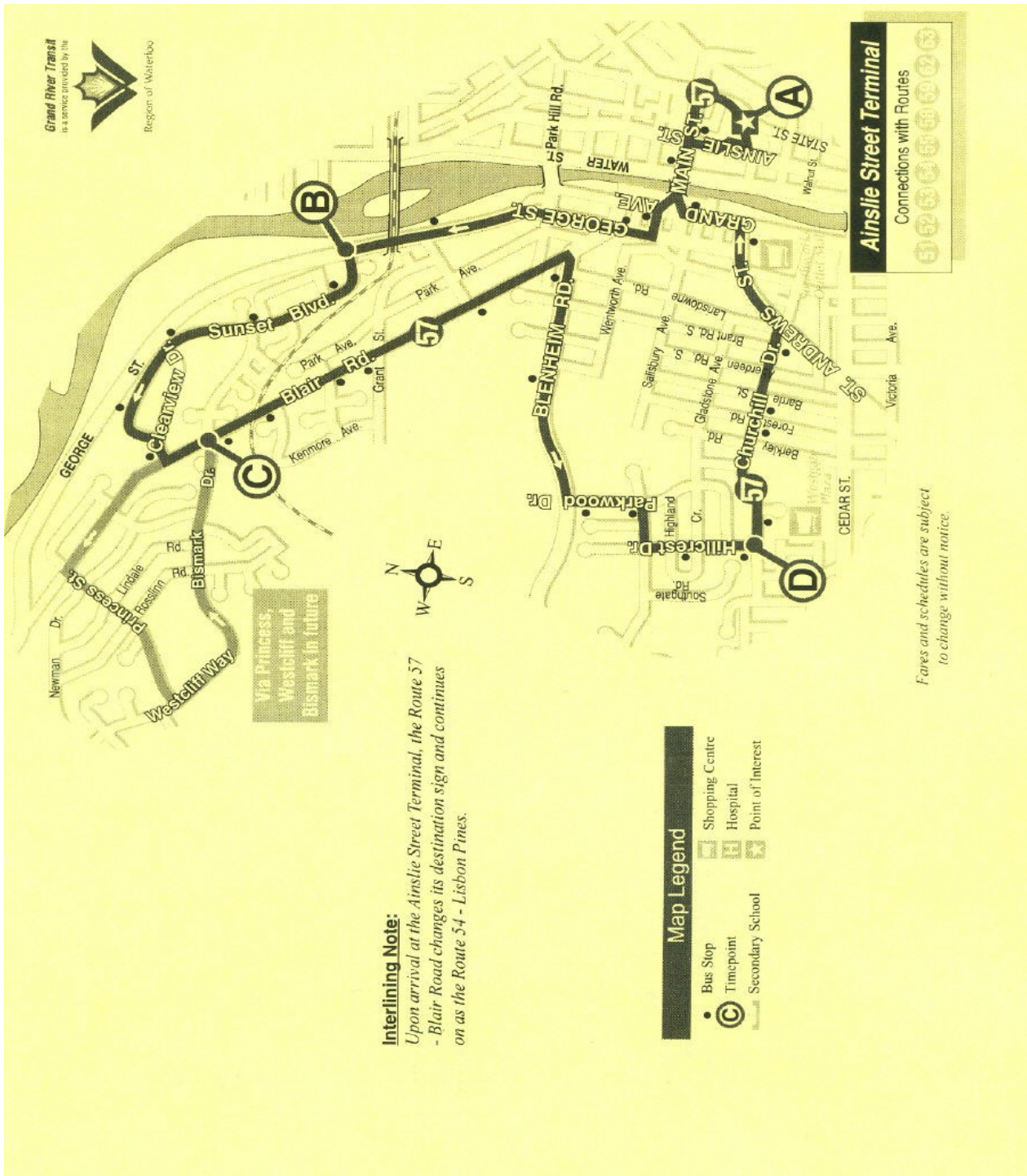
All low-floor buses on this route are accessible to mobility devices. Other special features make these vehicles easier to use and more accessible to the frail, elderly and people with special needs.

## MONDAY TO FRIDAY SERVICE

TIMEPOINT:	ANSIE STREET TERMINAL - Depart	SUNSET at GEORGE	BLAIR at BISMARCK	HILLCREST at CHURCHILL	ANSIE STREET TERMINAL - Arrive	Map Reference
	(A)	(B)	(C)	(D)	(A)	
6:15	6:20	6:24	6:30	6:37	6:37	A
6:45	6:50	6:54	7:00	7:07	7:07	A
7:15	7:20	7:24	7:30	7:37	7:37	A
7:45	7:50	7:54	8:00	8:07	8:07	A
8:15	8:20	8:24	8:30	8:37	8:37	A
8:45	8:50	8:54	9:00	9:07	9:07	A
9:15	9:20	9:24	9:30	9:37	9:37	A
9:45	9:50	9:54	10:00	10:07	10:07	A
10:15	10:20	10:24	10:30	10:37	10:37	A
10:45	10:50	10:54	11:00	11:07	11:07	A
11:15	11:20	11:24	11:30	11:37	11:37	A
11:45	11:50	11:54	12:00	12:07	12:07	A
12:15	12:20	12:24	12:30	12:37	12:37	A
12:45	12:50	12:54	1:00	1:07	1:07	A
1:15	1:20	1:24	1:30	1:37	1:37	A
1:45	1:50	1:54	2:00	2:07	2:07	A
2:15	2:20	2:24	2:30	2:37	2:37	A
2:45	2:50	2:54	3:00	3:07	3:07	A
3:15	3:20	3:24	3:30	3:37	3:37	A
3:45	3:50	3:54	4:00	4:07	4:07	A
4:15	4:20	4:24	4:30	4:37	4:37	A
4:45	4:50	4:54	5:00	5:07	5:07	A
5:15	5:20	5:24	5:30	5:37	5:37	A
5:45	5:50	5:54	6:00	6:07	6:07	A
6:15	6:20	6:24	6:30	6:37	6:37	A
6:45	6:50	6:54	7:00	7:07	7:07	A

**How to use this schedule...**  
 Read across for times from beginning to end of route. Read down for time at a specific bus stop. Bus stop location on map corresponds with circled letter found under bus stop name.

# Map for Connecting Bus Schedule Route 57



## What's On Next? (4B)

<b>Skill</b>	Getting and Staying Organized (Self-direction/Self-management)
<b>Jobs that require this Skill</b>	All positions For more information on different jobs, go to the essential skills website at <a href="http://srv600.hrhc-drhc.gc.ca">http://srv600.hrhc-drhc.gc.ca</a>
<b>Materials Required</b>	Pen or pencil Computer with internet access Sample Calendar for this month Handouts: <ul style="list-style-type: none"> <li>• Am I a Self-Managed Employee?</li> <li>• Am I a Self-Managed Employee? Answers</li> <li>• Monthly Calendar Template</li> <li>• Weekly Calendar Template</li> </ul>
<b>Essential Skill</b>	<ul style="list-style-type: none"> <li>• Thinking Skills (i.e. Decision making, <b>Problem solving, Critical thinking</b>, Significant use of memory, Finding information)</li> </ul>
<b>Other Essential Skills</b>	<ul style="list-style-type: none"> <li>• Computer Use</li> <li>• Oral Communication</li> </ul>
<b>LBS Outcomes Covered</b>	<ul style="list-style-type: none"> <li>• Speak and Listen Effectively</li> <li>• Set, Monitor and Revise Goals</li> <li>• Write for Various Purposes</li> <li>• Become a Self-Directed Learner Capable of Achieving the Best Results Possible in Work and Personal Life</li> </ul>

### Trainer/Leader Instructions and Background Information Needed

Being an organized person is essential to getting and keeping a job. Your students may have the necessary "hard skills" to obtain a job; however, showing up for work on time, knowing which duties are the most important and doing the most important duties first, and other "soft skills" are the skills that employers say cannot be taught. Before completing this activity, have your students review the information from Chapter 3, especially 3C on setting priorities. A little planning and self-discipline will help them be dependable and reliable employees.

Self-management/self-direction is a set of skills, attitudes and behaviours that help people have success in their jobs and in life. They are the life skills needed for lifelong learning and problem-solving. An interesting fact is that self-direction is always changing; it is not only affected by the learning context, but also is affected by perceptions and social interactions.

Your students may be at a different level of self-management/self-direction than you think. If they respond well to positive interaction from you, they are not at the beginning stage of self-direction. As a tutor, your job is to prepare them to become more self-directed which means strengthening their "soft skills." Self management/self direction skills show the control that they have over their own lives that include how they plan, implement, change and evaluate all the activities in their lives. Their employers will expect them to have many of these skills.

In order to help them to be organized people, have them:

- Buy or create a calendar and write everything in the month as soon as it is scheduled
- Spend an hour on Sunday evening planning the coming week
- Only schedule as many items as possible
- Schedule time with kids, exercise, spiritual practice, shopping, etc.
- Schedule appointments and errands in similar locations
- Review their schedule daily so they do not overlook anything

A calendar/planner/agenda is one of the best tools to help them plan their day. There are many different types of calendars. They can use daily or weekly planners, monthly calendars or a combination of all three. One of the activities in this chapter will have your students practicing how to schedule their day.

Another key to helping them become self-directed is to make sure that they know their strengths and weaknesses. If they are the type of person who puts things off until the very end, have them create deadlines of their own so that they can finish jobs early. If they know their energy times, they can schedule thinking tasks during their high energy times. Encourage them to always ask themselves if what they are doing at present is the best use of their time. If it isn't, then they need to re-evaluate the importance of their current activity.

Prioritizing and self-managing their time means scheduling some free time or time for a rest. This may mean that they need to set time aside in their day for a walk, game of cards, or playing with the children.

Before they start to get organized, they will need to have some guidelines for how to deal with interruptions. In other words, they will have to know what things they are willing to have their work interrupted for. Then they will have to decide if they have time to handle issues as they arise, or if they need to be set aside until later.

Finally, if your students do get interrupted, have them make a mental note (or write one down if possible) as a reminder of where they left off. It will be easier to get back on track when they return.

Finally, when they have created their plan, which includes their goals (refer to Chapter 1), have them focus on doing their current activity and keeping their schedule with them in order to refer to it often.

**Time Needed** - 45 minutes

### **Activity**

- Have your students work through the “*Am I a Self-Managed Employee?*” handout.
- Help them total the responses in each section and determine their score for being self-managed.
- Read the scoring section with them and discuss their score, hand out “*Am I a Self-Managed Employee Answers.*”
- If they scored less than 10, ensure that you plan time within the upcoming tutoring sessions to incorporate strengthening self-management/self-direction skills. (For more information, go online and Google “employment skills”, “soft skills”, etc.)
- Have them look at the calendar templates provided (“*Monthly Calendar Template*” “*Weekly Calendar Template*”) or search on the computer for one they would prefer to use.
- To search on the computer, have them click on start. Click on **Programs** and look for the program called **Microsoft Outlook**. Click on **MS Outlook**.
- Once the program is open click on the **Calendar** icon.



Click on **View** and select one of the following:

5 Day Work Week

7 Day Week

Monthly

- Once they have selected the type of calendar they want to work with, they can start typing information on the days that they have activities or appointments scheduled. If they wish, print it when they are done.
- Also, your students can print off a blank calendar or use the ones provided and hand write all of their information.
- The information that they need to write in the space provided includes appointments for this month. Ensure that you have a sample calendar for this month so that they can copy the actual dates down.
- Have them begin by filling in all tutoring sessions that you have already planned.
- Then have them add in any other events that are already scheduled.
- Make sure that they include times of appointments.
- Review the calendar to see if your students have prioritized and are doing activities that relate to their goal. (**Review Chapters 1 and 3**)

### **Expected Results**

Students are able to set up calendar and understand how to use the calendar.

### **Demonstration**

Students are able to use the calendar to be organized for 1 day or 1 week or 1 month, depending on the demonstration chosen by the tutor and specific student.

# Am I a Self-Managed Employee or Student? (4B1)

Put an X or a check mark✓ in the box that most closely resembles your behaviours in the workplace or school. If this is applicable to school, please replace the word "work" with "school."

Behaviour	Never	Sometimes	Always
1. I go to work everyday?			
2. I arrive on time?			
3. I work well with others?			
4. I can follow directions?			
5. I am enthusiastic and positive?			
6. I am friendly?			
7. I am a good worker?			
8. I am flexible?			
9. Others like to work with me?			
10. I am willing to learn new things?			
Total			
<b>Total Points</b>			

# **Am I a Self-Managed Employee or Student? Answers (4B2)**

## **Scoring**

Total all of the check marks or X's that you have in each column. Put that number in the total column for each section. Give yourself 0 points for every "never", 1 point for "sometimes" and 2 points for "always."

### **15-20 points**

You are a self-managed and self-directed worker. Employers and other employees like the way you work. Keep up the great work!

### **10-14 points**

You need a bit of help on being a self-managed and self-directed worker. Go back and review this chapter of the manual. Check online about skills/behaviours that employers value in their employees and try to incorporate them into your daily routines.

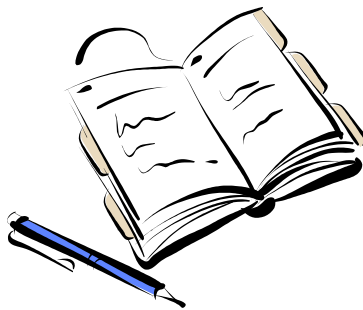
### **Less than 10 points**

You need a lot of help with self-management/self-direction skills. If you have had difficulties in the past keeping a job, it may be because you are lacking in these skills. All is not lost. You just need to review this chapter and continue finding out more information about skills that employers value in their employees and practice them.

# Monthly Calendar Template (4B3)

Month:

Sun	Mon	Tues	Wed	Thurs	Fri	Sat



# Weekly Calendar Template (4B4)

Week of:

<b>Sunday</b> <b>Time:</b>	<b>Date:</b> <b>Appointment/Notes</b>
<b>Monday</b> <b>Time:</b>	<b>Date:</b> <b>Appointment/Notes</b>
<b>Tuesday</b> <b>Time:</b>	<b>Date:</b> <b>Appointment/Notes</b>
<b>Wednesday</b> <b>Time:</b>	<b>Date:</b> <b>Appointment/Notes</b>
<b>Thursday</b> <b>Time:</b>	<b>Date:</b> <b>Appointment/Notes</b>
<b>Friday</b> <b>Time:</b>	<b>Date:</b> <b>Appointment/Notes</b>
<b>Saturday</b> <b>Time:</b>	<b>Date:</b> <b>Appointment/Notes</b>

## Help Me Rhonda....(4C)

<b>Skill</b>	Asking For Help
<b>Jobs that Require This Skill</b>	Hospitality Reception Call Centre Personal Care Attendant Retail and Cashier Interviewer  For more information on different jobs, go to the essential skills website at <a href="http://srv600.hrdc-drhc.gc.ca">http://srv600.hrdc-drhc.gc.ca</a>
<b>Materials Required</b>	Pen or pencil Handouts: <ul style="list-style-type: none"> <li>• How to Ask for Help</li> <li>• Can You Help Me Please?</li> <li>• Answers to Can You Help Me Please</li> <li>• Role Play Scenarios</li> </ul>
<b>Essential Skill</b>	<ul style="list-style-type: none"> <li>• Thinking Skills (i.e. Decision making, <b>Problem solving, Critical thinking</b>, Significant use of memory, finding information)</li> <li>• Oral Communication</li> </ul>
<b>Other Essential Skills</b>	<ul style="list-style-type: none"> <li>• Reading Text</li> <li>• Writing for Various Purposes</li> </ul>
<b>LBS Outcomes</b>	<ul style="list-style-type: none"> <li>• Speak and Listen Effectively</li> <li>• Read with Understanding</li> </ul>

### Trainer/Leader Instructions and Background Information Needed

Asking for help is not an easy task to do. If your students have set up good communication channels between themselves and their employers, then the working relationships will be good. There are five keys to help your them communicate with their employers:

- They must be able to follow instructions by being a good listener
- They should report problems and results of work
- They must give accurate messages to co-workers and employer
- They must discuss job performance
- They must know how to ask questions

Knowing when to ask questions and how to ask for help is a skill that is key. A good employer will encourage your students to ask questions and to ask for help when needed. It is far better to ask questions and to ask for help than to make mistakes because they did not ask a question.

Many people are afraid to ask questions or to ask for help because they think that they will look foolish. Not asking for help can result in broken equipment, angry co-workers, angry customers, an angry employer, and other negative reactions. It may even result in a loss of a job. There is one simple guideline for asking for help: ask for help as soon as it is needed.

Advise your students not to wait until things get out of control. Once they have been given help, encourage them to write down the solution or memorize it so that they don't have to continually ask for help regarding the same issue.

**Time Needed** - 40 minutes

### **Activity**

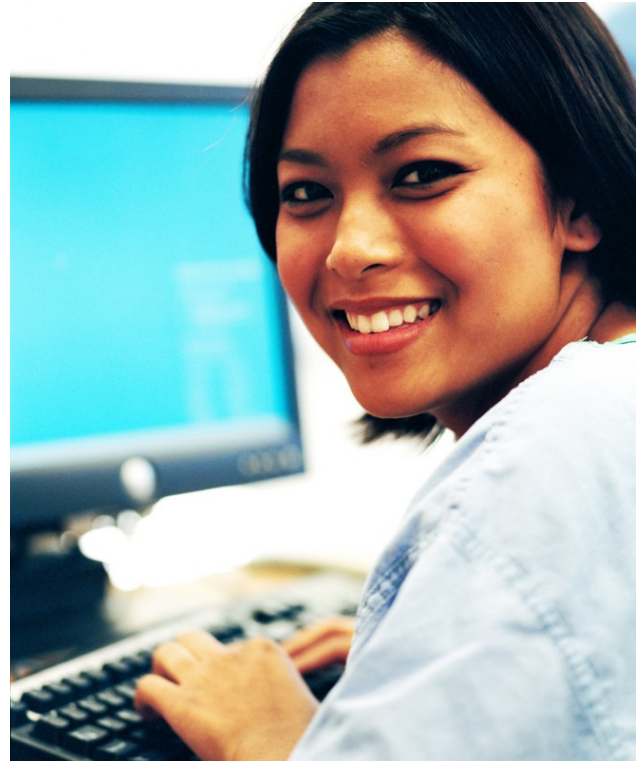
- For the first activity, read "*How to Ask for Help*" with your students.
- Next have them answer the questions on the handout "*Can you Help Me Please?*" by putting in their own information. For ideas, refer to "*Possible Answers*" on next page.
- Now, discuss the different ways that a person can ask for help. (for examples, see handout "*How to Ask for Help*")
- If they think of other examples, help them to write them down.
- Have them read "*Role Play Scenarios*" and "act out" these scenarios.
- Have them be the employee and you, the tutor be the employer.
- If they are uncomfortable role playing the employee, switch positions and you be the employee and they can be the employer.
- As they become more comfortable with the role playing, you can make the situations more difficult.

## **Expected Results**

Students feel comfortable asking for help and know what questions to ask.

## **Demonstration**

Students are able to ask for help in a job or volunteer job situation.





## **How to Ask for Help - Tutor Instructions (4C1)**

Learning how to use questions effectively takes practice.

*Have the students read through each of these points. Ensure that they understand what each point means.*

*Ask them to recite to you the 5 W's including "How." If they are having difficulty doing this, then help them to rehearse them. They are "Who," "What," "Where," "When," "Why," and "How."*

*Next, have them think about what they need help with and begin to plan what the questions will be surrounding this topic.*

*Then they need to use words to provide you with information. In other words, they need to listen to what you have said and then re-tell the important factors of your story with accuracy.*

## How to Ask for Help (4C1)

Learning how to use questions effectively takes practice.

### Ways to Ask for Help

- Plan a few questions before you talk to the person.
- Listen to the answers they give you.
- Don't think about your next question until you have listened to the answer from the last question. Make sure that you don't answer the questions yourself.
- Avoid interrupting.
- Confirm the information by re-stating what the person said. For example, "So you have said that ... this will help. Is that correct?"
- Avoid firing off question after question. It is best to say something about the person's answer before asking another question.
- Thank the person for giving you some help and offer to do something for them in return for their kindness.



## Can You Help Me Please? (4C2)

**Tutor Instructions:** Read the topic and tell a story to your students. Have them ask the 5 W's. For more information, see the learning activity.

- I have a problem with understanding .....
- Have you ever worked on this machine before and .....
- I appreciate your explaining and then showing me.....
- So what you are saying is.....
- Is there anything that I can help you with now?

### Possible Answers

- I have a problem with understanding .....
- How to work this machine
- Have you ever worked on this machine before and .....
- Do you have the time now to show me how to operate it properly?
- I appreciate your explaining and then showing me.....
- How to operate it
- Are there specific things that I must remember about operating it?
- So what you are saying is.....
- I must remember to turn this valve over before I turn this knob on
- Is there anything that I can help you with now?
- I appreciate your helping me with this. IS there something that I can help you with?

# Role Play Scenarios (4C3)

## Scenario 1

Cheryl is the owner of a hair salon. You are learning the ropes from her and are expected to sweep up all the hair on the floor, answer the phones, and greet customers to ensure they sign in for their appointments. Cheryl is upset with you because you quickly ran over to sweep up cut hair instead of answering the phone. Her problem was that you didn't prioritize correctly. How should you have asked for help?

- It would have been good for you to find out the order things are to be done. You thought that it was hair, clients at desk, then telephone customers.
- You should explain this to her and apologize for not clarifying this information with her.
- When she gives you other duties, in the future, make sure you clarify the importance of duties.

## Scenario 2

Harry is your supervisor at a car manufacturing plant. You are one of the workers on the line and it is your first month on the job. He is upset because you came back from your break 5 minutes late and the entire line is waiting for you. What should you do?

- You should confirm what the issue is with Harry.
- You should listen to what he says as he may have more than one issue.
- If you are unsure of why he is upset with you, ask for confirmation and say it back to Harry so that you understand what is wrong and what you can do to improve your performance.
- You should ask him for help to understand the rules of the organization and maybe a refresher or orientation (which maybe you didn't receive).

### **Scenario 3**

You have just been given an opportunity to work as a volunteer at the local community centre. You are going to be a special events coordinator. You will report directly to the Director of the community centre. She expects you to arrive 30 minutes before every special event. You need to find out other expectations. How will you ask for help?

- Explain that you are happy to have this opportunity and are looking forward to this challenge.
- Find out why she wants you there 30 minutes early for every event. You thought that it might vary depending on the event.
- Find out what help you can expect from her in learning this position and what help you can expect from other staff and community members.

## Working 9 to 5 (4D)

<b>Skill</b>	Keeping Your Job
<b>Jobs that Require This Skill</b>	All Jobs For more information on different jobs, go to the essential skills website <a href="http://srv600.hrdc-drhc.gc.ca">http://srv600.hrdc-drhc.gc.ca</a>
<b>Materials Required</b>	Pen or pencil Computer with internet access Handouts: <ul style="list-style-type: none"> <li>• Can I Keep My Job</li> <li>• Can I Keep My Job Answers</li> </ul>
<b>Essential Skill</b>	<ul style="list-style-type: none"> <li>• Thinking Skills (i.e. Decision making, <b>Problem solving, Critical thinking</b>, Significant use of memory, finding information)</li> <li>• Oral Communication</li> </ul>
<b>Other Essential Skills</b>	<ul style="list-style-type: none"> <li>• Reading Text</li> <li>• Writing</li> <li>• Computer</li> </ul>
<b>LBS Outcomes</b>	<ul style="list-style-type: none"> <li>• Speak and Listen Effectively</li> <li>• Read with Understanding</li> </ul>

### Trainer/Leader Instructions and Background Information Needed

At one time or another, your students will undergo a performance appraisal. They will be rated on various aspects of their job for a specific time period. Sometimes, co-workers are asked to rate their performance. (A new employee will generally have a performance appraisal at the end of their probation period.)

Their employer should communicate with them on a regular basis about job performance; however, this is not always the case. In some instances, an employee only hears about their poor performance when it is at a time that they must correct it immediately or lose their job.

A great idea is for your students to keep a record of their work accomplishments in a portfolio. Once a month, suggest they write down special projects, positive feedback from their employer, co-workers, or customers and put these into their portfolio. This is a good thing to do before they have their first performance appraisal.

It is one thing to get a job but another to keep a job. Once their probation period passes, they will be expected to constantly do a good job. Here are some suggestions for your students to keep their jobs.

- **Be reliable. Show up for work and be on time.** Don't miss work unless you have a good reason. If you do, phone before your shift starts to let your boss know that you can't come in. Not only do you need to be at work on time, you need to be ready to start working on time. So you need to get there at least a few minutes early.
- **Don't leave early.** Even if work may not be busy, never assume that it's okay to leave early. You're paid to be there for your full shift.
- **Dress right.** It's a good idea to ask what to wear for work once you've been given the job.
- **Give 100 per cent when you are at work.** Get enough sleep so you're not dragging yourself through the work day. Your lack of energy or attention to the job is more obvious to your employer than you think.
- **Ask questions.** Make sure you understand what your employer wants you to do. There are a lot of things to learn when you're new at a job, so don't be afraid to ask questions.
- **Be a good team player.** An employee is really part of a team. Learn to get along with people. If you have trouble getting along with a co-worker or your boss, try to look at things from his or her point of view.
- **Keep learning.** Read to learn as much as you can.
- **If you see a job that should be done, do it without being asked.**
- **Quit a job properly.** No matter why you decide to quit, give your employer at least two weeks' notice. Finish as much of your work as you can and tell co-workers about anything that's left to be done. Before you leave, ask your employer for a letter of reference even if you already have another job. Past employers are among the most important references you can have.

**Time Needed** - 45 minutes including discussion

**Activity**

- Have students review the pointers on how to keep a job and discuss with them.
- Now have them take the quiz "*Can I Keep My Job?*"
- If they are having difficulty completing the sheet, help them to write in the answers. You may have to ask the question and write their answer to each question.
- Read the "Can I Keep My Job Answers" to them and discuss what their score means.
- If needed, do a search for more ideas on how to keep a job online.



**Expected Results**

Students are able to score 8 out of 10 or better on the quiz.

**Demonstration**

Students are able to keep a job for more than 3 months if they already have one.



## Can I Keep My Job? (4D1)

Question	Yes	No
1. Is it okay to leave work early if you finish your work early?		
2. Does it matter what you wear on your first day on the job?		
3. Are there many times when it is okay to call in sick?		
4. Is it always a good practice to ask a question first, rather than guessing the way to do something?		
5. On Mondays, when you report to work, it is understood that you may be slow because you were out a party late on Sunday night. Is this true?		
6. If you are so upset that you have to quit your job, is it necessary to give 2 weeks notice?		
7. Is it more important to worry about what your co-workers say than your employer?		
8. Is every person necessary for a team to work really well?		
9. Is it important to keep learning more about your job by reading other information?		
10. Is it a good idea to keep a portfolio of your work?		
<b>Total</b>		

## Can I Keep My Job Answers (4D2)

Question	Yes	No
1. Is it okay to leave work early if you finish your work early?		√
2. Does it matter what you wear on your first day on the job?		√
3. Are there many times when it is okay to call in sick?		√
4. Is it always a good practice to ask a question first, rather than guessing the way to do something?	√	
5. On Mondays, when you report to work, it is understood that you may be slow because you were out a party late on Sunday night. Is this true?		√
6. If you are so upset that you have to quit your job, is it necessary to give 2 weeks notice?	√	
7. Is it more important to worry about what your co-workers say than your employer?		√
8. Is every person necessary for a team to work really well?	√	
9. Is it important to keep learning more about your job by reading other information?	√	
10. Is it a good idea to keep a portfolio of your work?	√	
<b>Total</b>	4	6

### What Your Score Means

**7-10 Correct Answers** - You have a really good understanding of what is necessary to be a good employee and keep your job. Keep it up!

**0-6 Correct Answers** - You are an employee who needs to rethink why it is you have this job. You need to review this chapter and try the quiz again.

## What Should I Do? (4E)

<b>Skill</b>	Doing the Right Thing (Ethics)
<b>Jobs that Require This Skill</b>	All positions For more information on different jobs, go to the essential skills website at <a href="http://srv600.hrdc-drhc.gc.ca">http://srv600.hrdc-drhc.gc.ca</a>
<b>Materials Required</b>	Pen or pencil Handouts: <ul style="list-style-type: none"> <li>• Scenarios</li> <li>• Scenarios Possible Answers</li> </ul>
<b>Essential Skill</b>	<ul style="list-style-type: none"> <li>• Thinking Skills (i.e. Decision making, <b>Problem solving, Critical thinking</b>, Significant use of memory, Finding information)</li> <li>• Oral Communication</li> </ul>
<b>Other Essential Skills</b>	<ul style="list-style-type: none"> <li>• Reading Text</li> </ul>
<b>LBS Outcomes</b>	<ul style="list-style-type: none"> <li>• Speak and Listen Effectively</li> <li>• Read with Understanding</li> </ul>

### Trainer/Leader Instructions and Background Information Needed

Ethics are the standards that determine how your students will behave in a situation. There are times when they will not know what their employer considers the right or wrong response. For example, if a letter carrier is given an expensive gift from one of the people living in a house on the route, is he or she able to accept it?

Not every ethical decision is right or wrong. Many times there is a grey area. Share these guidelines with your students:

- Is it legal? Will your decision go against municipal, provincial, or federal law?
- How do you feel about the decision? Can you sleep after making the decision?
- How do others feel about your decision?

- Is the behaviour fair to everyone involved? No one should receive a great gain or great loss.
- How would you feel if someone did the same thing to you? When you make an ethical decision, you need to be ready to have everyone else do the same thing you did.
- Will something happen if you don't make a decision? If your lack of action can result in someone getting hurt, then your decision is not ethical.

Common ethical problems include favouring family or friends, cheating employers out of time, stealing from employers including office supplies, photocopies, and software, drinking alcohol or taking drugs on the job, or sharing private information about customers or other employees.

If students are at a Level 1, it is suggested that you should do a pre-lesson before having them do this learning activity. The pre-lesson would include a discussion around "what is work ethic," "interpersonal skills as an aspect of work ethic," "emphasis on its importance in the workplace" and "being dependable and using initiative in productive and appropriate ways." These topics can be found by doing a computer search under "Google" using any of the terms above.

### **Activity**

- Have them work through the "*Scenarios*" handout by first reading the sheet and details with them.
- Then, have them explain what they would do in the situation and why.
- Discuss what you would do in the same situation if you feel comfortable sharing that information.
- You can create your own scenarios or have them create a scenario and ask you what you would do in that situation.
- Discuss more fully some of the common ethical problems presented in the background information to enhance content of this activity.

### **Expected Results**

Ability to determine what ethical behaviour is in a given situation.

### **Demonstration**

The students will be able to make decisions based on the ethics of the employer (role play situation).

## Scenarios (4E1)

**Tutor Instructions:** *Have the student read through each of these scenarios and discuss how they would act in a given situation and why.*

### Scenario 1

Your co-worker is afraid of dental pain and only has 1 cavity in his mouth. He is 35 years old but is worried about getting more cavities. He has decided to get all of his teeth pulled and get false teeth so that he won't get a cavity. He is going to get his dentist to write a letter stating that he had a gum disease so that all of the dental work will be covered by the company dental plan. You know this is not true.

What would you do in this situation?

### Scenario 2

Suppose you work in a print shop and everyone has left early except for you. You have about 20 sheets of personal photocopying to be done. You know that other employees have done personal photocopying without getting caught.

What would you do in this situation?

### Scenario 3

You work as a waitress in a restaurant. One of the customers keeps complaining about the way her steak has been cooked...it has not been to her liking. When you return the steak to the chef for the 3<sup>rd</sup> time, he throws the steak back on the grill for a couple of minutes, takes it off, spits on it, and then hands it to you.

What would you do in this situation?

## Scenarios (4E2) Possible Answers

**Tutor Instructions:** *Have the student read through each of these scenarios and discuss how they would act in a given situation and why.*

### Scenario 1

Your co-worker is afraid of dental pain and only has 1 cavity in his mouth. He is 35 years old but is worried about getting more cavities. He has decided to get all of his teeth pulled and get false teeth so that he won't get a cavity. He is going to get his dentist to write a letter stating that he had a gum disease so that all of the dental work will be covered by the company dental plan. You know this is not true.

What would you do in this situation?

- Talk to my co-worker about the lie that he is trying to pass by the company to get the dental work covered
- Suggest he go and talk to another dentist or counselor about his fear of dental pain
- Ask him to think about the repercussions if he has all of his teeth pulled (ie..pain from dentures, sagging gums, etc/also if found out company may fire him or make him pay for the unnecessary dental work)

### Scenario 2

Suppose you work in a print shop and everyone has left early except for you. You have about 20 sheets of personal photocopying to be done. You know that other employees have done personal photocopying without getting caught.

What would you do in this situation?

- Do the photocopying and leave the money for the amount of photocopying – the minimal cost is not worth getting caught for cheating (possible dismissal)

### Scenario 3

You work as a waitress in a restaurant. One of the customers keeps complaining about the way her steak has been cooked...it has not been to her liking. When you return the steak to the chef for the 3<sup>rd</sup> time, he throws the steak back on the grill for a couple of minutes, takes it off, spits on it, and then hands it to you.

What would you do in this situation?

- Ask the chef to prepare another steak or a totally different meal (go and ask the customer what else they would like)



## Did You Hear That? (4F)

<b>Skill</b>	Deciphering the Information that you Heard
<b>Jobs that Require This Skill</b>	All positions For more information on different jobs, go to the essential skills website at <a href="http://srv600.hrdc-drhc.gc.ca">http://srv600.hrdc-drhc.gc.ca</a>
<b>Materials Required</b>	Pen or pencil Handouts: <ul style="list-style-type: none"> <li>• How to Create Good Questions</li> <li>• Question Sheet</li> </ul>
<b>Essential Skill</b>	<ul style="list-style-type: none"> <li>• Thinking Skills (i.e. Decision making, <b>Problem solving, Critical thinking</b>, Significant use of memory, finding information)</li> <li>• Oral Communication</li> </ul>
<b>Other Essential Skills</b>	<ul style="list-style-type: none"> <li>• Reading Text</li> </ul>
<b>LBS Outcomes</b>	<ul style="list-style-type: none"> <li>• Speak and Listen Effectively</li> <li>• Read with Understanding</li> </ul>

### Trainer/Leader Instructions and Background Information Needed

Recalling an event from the past involves use of memory plus critical thinking and reflection to determine what the students have learned from this experience. Being able to re-tell a story in proper sequence and with expression in their voice is a great practice for working with the public. This skill is also important for providing and receiving information to ensure that a customer is happy.

Listening is more than just hearing sounds. It is an active process that requires both hearing and thinking.



**Time Needed** - 40 minutes

### **Activity**

- Read *"How to Create Good Questions"* with your students.
- Have them organize a true story about how they made it to this tutoring session. Then have them organize it in their mind and tell it to you. It doesn't have to be long. (You can change the topic here if you like).
- After they tell the story, ask them leading questions about the lessons they learned from this experience. This is to show them how you listened to their story. Questions can include but are not limited to *"What did you learn from this experience?" "What would you do differently to have a different result if this were to happen again?" "What was one of the things that you learned about your first job that made you sure you didn't want to continue working at that place?"*
- More questions...*"What world events were occurring at the year of your birth?" "When you were a child, what did you like about the month of your birthday?" "What age was the best for you?" "What I learned in my first job," "What I learned from my friend, neighbour, mother, father, sister, brother, or someone else," "Something that happened on my way to a previous tutoring session," "Someone famous that I have met in the past," "What I learned from my pet," "What I learned from breaking my arm, leg, finger, etc."*
- Tell them a story that you have created. Have them question you using the *"Question Sheet"* provided. You can write down the questions that they create on the sheet for them. When you tell them a story, use body language and facial expressions to make your story more interesting and encourage them to do the same.
- They then need to tell you the important details of your story including the 5 W's.

### **Expected Results**

Ability to determine what the important facts of the story are.

Ability to determine what is missing from their story, if anything.

### **Demonstration**

Students will be able to re-tell a short story with emotion, in sequence, and include logical details.

# How to Create Good Questions - Tutor Instructions (4F1)

Learning how to use questions effectively takes practice.

*Ask the students to read through each of these guidelines and ensure that they understand what all guidelines mean.*

*Then have them question you on your story. Have them recite to you the 5 W's including "How."*

*If they are having difficulty doing this, then help them to rehearse them. They are "Who," "What," "Where," "When," "Why," and "How." Explain to your student that always coming back to these 6 elements will make them an effective interviewer. Begin by telling the student what the 5 W's are including "How."*

*Ensure that they understand them.*

*Next, have them list the topic and begin to plan what the questions will be surrounding this topic. Then they need to use words to provide you with information. In other words, they need to listen to what you have said and re-tell the important factors of your story with accuracy.*

# How to Create Good Questions (4F1)

Learning how to use questions effectively takes practice.

## Ways to Create Good Questions

- Plan a few questions before you talk to the person.
- Listen to the answers they give you.
- Don't think about your next question until you have listened to the answer from the last question. Make sure that you don't answer the questions yourself.
- Avoid interrupting the flow with a question out of context.
- Confirm the information by re-stating what the person said. For example, "So you have said that you will arrive tomorrow at 9 am. Is that correct?"
- Avoid firing off question after question. It is best to say something about her answer before asking another question.
- Remember to use the 5 W's "Who, What, Where, When, Why and How?" (these are the 6 keys to journalism)



# Question Sheet (4F2)

**1. Situation:**

**Q1:**

**Q2:**

**Q3:**

**Q4:**

**Q5:**

**Q6:**

**2. Situation:**

**Q1:**

**Q2:**

**Q3:**

**Q4:**

**Q5:**

**Q6:**

## **Question Sheet (4F2)**

**3. Situation:**

**Q1:**

**Q2:**

**Q3:**

**Q4:**

**Q5:**

**Q6:**

**4. Situation:**

**Q1:**

**Q2:**

**Q3:**

**Q4:**

**Q5:**

**Q6:**

Notes:

# Chapter 5

## Reporting to Others Basics



# Chapter 5

## Reporting to Others Basics

Many organizations use the term “team leader” now to describe supervisors. “Working with others” is another one of the essential skills. When your students report to another individual, either an employer or a co-worker, they must use oral communication skills, as well as thinking skills. Both are important in creating and maintaining good relationships. There are ten rules to help them get into the “good books” of their employer. They include:

- Not blaming their employer/boss
- Not arguing with their employer
- Using initiative
- Accepting responsibility
- Telling the truth and don't argue
- Doing their homework
- Being willing to implement suggestions they make
- Keeping their employer informed
- Fixing problems as they occur
- Putting in an honest day's work

Employers appreciate workers who follow these rules.

Good communication is also important. It creates a good working relationship. Employees are expected to be able to follow instructions, ask questions, report any work problems, record and give accurate messages to their employer, and discuss job performance with their employer.

Reporting to another person is not always easy but neither is supervising another person. Supervision is getting a job done through other people. Their supervisor needs their cooperation to get the work done. The supervisor may or may not be the person who hired them; however, the supervisor makes the decisions about the work and what they do.

**In conclusion to this introduction, this chapter focuses on:**

- The first day on the job
- What to do or say if there is a disagreement



## Don't Cry Out Loud (5A)

<b>Skill</b>	Your First Day on the Job
<b>Jobs that Require This Skill</b>	All positions  For more information on different jobs, go to the essential skills website at <a href="http://srv600.hrdc-drhc.gc.ca">http://srv600.hrdc-drhc.gc.ca</a>
<b>Materials Required</b>	Pen or pencil Computer with Internet Access Handouts: Checklist for First Day on a Job <ul style="list-style-type: none"> <li>• First Day on a Job Scenarios</li> <li>• First Day on a Job Scenario Answers</li> <li>• What is My Attitude</li> </ul>
<b>Essential Skill</b>	<ul style="list-style-type: none"> <li>• Thinking Skills (i.e. Decision making, Problem solving, <b>Critical thinking</b>, Significant use of memory, Finding information)</li> <li>• Oral Communication</li> </ul>
<b>Other Essential Skills</b>	<ul style="list-style-type: none"> <li>• Reading Text</li> <li>• Computer Skills</li> </ul>
<b>LBS Outcomes</b>	<ul style="list-style-type: none"> <li>• Speak and Listen Effectively</li> <li>• Read with Understanding</li> </ul>

### Trainer/Leader Instructions and Background Information Needed

It is important for your students to make a good impression starting with their first day on the job. Even though every job is different, there are certain things that they can be prepared for that will help the day run smoother.

First, make sure that they know what they should wear to work. Is there a uniform provided? If so, are they expected to pay for it. Next, they should know where to go and who to report to the first day. Next, do they need any other documents such as ID? Finally, are they expected to bring tools or other items to work? Work through the first activity with them to help make them familiar with necessary things to know on the first day of work.

Generally, the first day on the job will involve an orientation. This orientation will usually involve introductions to other employees, finishing up required paperwork, a review of procedures and policies, and specific on-the-job training.

Also, a tour is usually provided in your students' specific work area. Make sure that they know the exact time to arrive for work. Sometimes, employees need to report at a different time other than their work time on an orientation day or first day on the job.

They need to learn how to do their job. Their supervisor will not expect them to do everything correctly on the first day. They will be expected to listen carefully, watch closely, and ask questions. They will also be expected to learn what is expected of them in their new role.

After they have been oriented to the new position, there are things that they will be feeling. The first one is probably anxiety because they won't know anyone in the new job. They will likely be wondering if they can do the new job. As their tutor, you need to remind them of some attributes that employers like to see in their employees, namely:



- Having a positive attitude
- Asking for help if not understanding something
- Not acting like a "know it all"
- Having a sense of humour
- Having the ability to follow instructions – being a good listener

All of these attributes will make a good first impression on a new employer.

**Time Needed** - 30 minutes unless need pre-activity (numbers 1 and 2)

### **Activity**

- Before beginning, make sure that they have the ability to ask questions and make a cold call. These are both skills that are important.

- Ask them if they have seen the paperwork required to get a licence or other official documentation. If they haven't, provide them with real copies of actual documents and review with them.
- If they are comfortable with documents such as licences, have them read through and complete the information regarding the first day on the job, or you read it with them if they cannot read it without difficulty.
- If they are not presently working, have them write down information about a previous job if they are able. If not, then record the information for them.
- Now have them use the Internet to research a specific job that they would like to do and write down all of the specific information for that job.
- For example, use a search engine such as "Google" and type in the specific job - "Waitress." Have them read about the specific job and, if need be, research more jobs.
- If they require more information, they can always call a local company for more specific information.
- Now have them read through the worksheet "First Day on the Job Scenarios" and provide answers to the questions.
- If your students are having difficulty reading or writing this material, please help them to read and write it.
- You may add scenarios of your own that are more closely related to a job they are interested in.
- After you all have read each scenario and provided answers to each one, discuss the answers. (you may refer to "First Day on the Job Scenario Answers")
- Finally, have them read "What is my Attitude"" and put a check beside the statements that they agree with.
- Total up the checks for Section 1 and Section 2.
- Have them read the explanation for this worksheet and discuss what their score means.

### **Expected Results**

Understanding of what is required on a first day on a job.

Ability to understand expectations of a first day on a job.

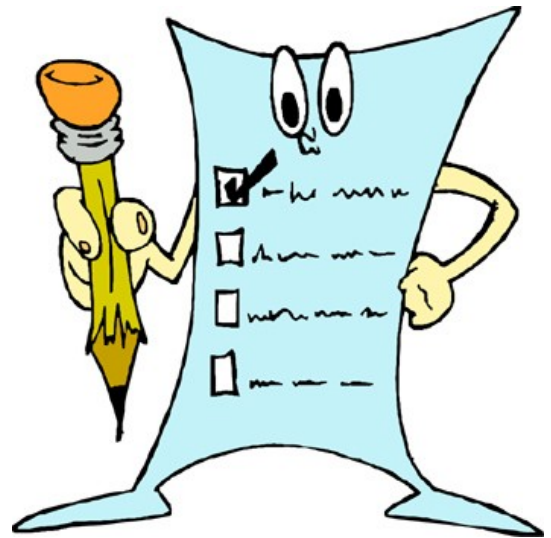
### **Demonstration**

Ability to role play a first day on a desired job.

## Checklist for the First Day on the Job - Tutor Instructions (5A1)

*Ask your students to complete the information for the questions on the left side of the checklist.*

*If they need help with the answers, please record the answers for them. If they do not know the answers, have them phone the prospective workplace for specifics and then write the correct answers in the column on the right.*



## Checklist for the First Day on the Job (5A1)

Do you know?	Specific Answers
Time of arrival?	
Who do I report to?	
Where do I report?	
What paper work do I need? <ul style="list-style-type: none"> <li>• Birth Certificate</li> <li>• Driver's Licence</li> <li>• Other Special Licences</li> <li>• SIN</li> <li>• Work Authorization (for non-citizens of Canada)</li> <li>• Medical Records</li> <li>• Other Documents</li> </ul>	
Do I need tools or other special equipment? If so, what?	
What do I need to wear? <ul style="list-style-type: none"> <li>• Uniform</li> <li>• If Uniform, where do I pick it up and when?</li> <li>• Own Clothes</li> </ul>	
Do I need safety equipment? <ul style="list-style-type: none"> <li>• Hard Hat</li> <li>• Safety Boots</li> <li>• Safety Goggles</li> <li>• Safety Mask</li> <li>• Gloves</li> <li>• Other Protective Clothing</li> </ul>	
Lunch	
Additional Information?	

# First Day on a Job Scenarios (5A2)

## Scenario 1

Before Paula started, she was told that her training would be on-the-job training. On Paula's first day on the job as a hostess, the supervisor introduced Paula to all other employees. She then was allowed to job shadow the other hostess and instructed to ask questions as they came up. After the trainer explained where each of the tables were located in the restaurant and showed the placement diagram to Paula, Paula was instructed to seat the next couple. Paula felt really uncomfortable as she hadn't been instructed how or in what order to seat customers.

- What would you have done if you were Paula?
- Do you think that Paula is ready to "jump right in?"
- Do you think she will offend the trainer if she asks to walk beside her to see how she determines where to seat people and what to say to them?

## Scenario 2

On Abdul's first day as a shipper/receiver he was instructed to meet Jack at 6:30 am on the shipping dock although his normal time of starting work would be 7am. Abdul did not ask where the shipping dock was located and when he arrived at the factory, after walking around it, he was unsure where it was.

- What should Abdul do?
- How much extra time should Abdul have allowed to find the shipping dock?
- What documents should Abdul have brought on his first day?

## Scenario 3

Shelley has just been hired as a carpenter for a construction firm. She is unsure of what to bring for her first day on the job.

- What should Shelley do?
- Why?

# First Day on a Job Scenario - Answers

## Scenario 1

What would you have done if you were Paula?

- I would ask for the hostess to seat this couple and ask if I could watch what she does and job shadow. I would explain that the supervisor had told me my training would consist of job shadowing. I would also explain that I didn't feel comfortable "jumping right in" until I knew the system. I would ask the hostess to explain the system to me first before I sat any customers.

Do you think that Paula is ready to "jump right in?"

- No, because she hasn't been taught anything yet.

Do you think she will offend the trainer if she asks to walk beside her to see how she determines where to seat people and what to say to them?

- No, I don't because the trainer hasn't taught Paula anything yet. I think once the trainer is reminded that Paula hasn't been taught the system or anything else yet, the trainer will be understanding and will actually train Paula on what to do.

## Scenario 2

What should Abdul do?

- Abdul should look for an entrance, go inside, and ask where the shipping dock is. He should also ask where Jack is and if he has arrived yet for work.

How much extra time should Abdul have allowed to find the shipping dock?

- Enough time that if he couldn't find the shipping dock, he would still not be late.

What documents should Abdul have brought on his first day?

- Everything that he possibly might need for identification including SIN, Driver's Licence, any other licences, etc.

### **Scenario 3**

What should Shelley do?

- She should call her employer and find out if she needs to bring her tools to the first day on the job.

Why?

- She will be prepared to work on the first day. By calling in advance, she will save embarrassment and will look organized.



# What is my Attitude? (5A3)

## **Section 1 Place a check beside the statements that you agree with.**

- I think that today is a good day.
- I look on the bright side of things.
- I usually expect things to go my way.
- I try to speak with positive words such as "I will try."
- I feel happy about my life.
- I am a success.
- People tell me they like my smile.
- I laugh a lot in a day.
- I look forward to waking up each day.
- I like being with others.

**TOTAL checks for Section 1 = \_\_\_\_\_**

## **Section 2 Place a check beside the statements that you agree with.**

- I wish this day would end.
- I look on the dark side of things.
- I never expect things to go my way.
- I usually start a sentence with the words "I can't . . ."
- I feel unhappy about my life.
- I look at other people and I wish I had what they have.
- People think that I am always in a bad mood.
- I have to work hard at smiling.
- I look forward to going to bed every night.
- I would rather be alone.

**TOTAL checks for Section 2 = \_\_\_\_\_**

## Which section do you have more checks in?



Section 1



Section 2

If you have more check marks in Section 1, you are a positive person and people like being around you. If you have more check marks in Section 2, you have more of a negative attitude. What can you do to make your attitude more positive? If you have the same number of check marks in each section, then you have a neutral attitude, neither positive or negative. Surround yourself with happy people and see if they rub off on you.

### **8-10 check marks in Section 1**

You have a great outlook on life. People like being around you and you always look on the bright side of things.

### **5-7 check marks in Section 1**

You are mainly positive but can get negative when surrounded by other negative people. Make sure that you surround yourself with positive people so that their good feelings rub off on you.

### **Fewer than 5 check marks in Section 1 and/or more than 5 check marks in Section 2**

You are often unhappy and people don't like being around you or working with you. You need to find happy people to be around and learn from them.

Adapted from: Maxwell, N. and Heninger, Y. 2005). *Giving Back. Volunteering for Work Experience Program.* Waterloo Catholic District School Board, Kitchener.

## Let Me Tell You... (5B)

<b>Skill</b>	What to do or say if you disagree with your employer or a fellow co-worker
<b>Jobs that Require this Skill</b>	All positions For more information on different jobs, go to the essential skills website at <a href="http://srv600.hrdc-drhc.gc.ca">http://srv600.hrdc-drhc.gc.ca</a>
<b>Materials Required</b>	Pen or pencil Handouts: <ul style="list-style-type: none"> <li>• Dealing with Conflict</li> <li>• Dealing with Conflict Scenarios</li> <li>• Dealing with Conflict Scenarios Possible Answers</li> </ul>
<b>Essential Skill</b>	<ul style="list-style-type: none"> <li>• Oral Communication</li> </ul>
<b>Other Essential Skills</b>	<ul style="list-style-type: none"> <li>• Thinking Skills (i.e. Decision making, Problem solving, Critical thinking, Significant use of memory, Finding information)</li> <li>• Working with Others</li> </ul>
<b>LBS Outcomes Covered</b>	<ul style="list-style-type: none"> <li>• Speak and Listen Effectively</li> </ul>

### Trainer/Leader Instructions and Background Information Needed

From time to time, your students' employers should talk to them about their job performance. This talk should focus on helping them to do their best. Feedback from an employer is important. If the feedback is negative or different from what your students feel, they shouldn't respond with anger but instead, listen to the points that their employer is making. Urge them to consider the feedback from the employer with an open mind. Help them to develop a plan for improvement by asking an employer for ways on how to improve.

Conflict is a part of working and life. It is best to have them deal with conflicts when they arise rather than avoiding them as this will only allow the conflicts to escalate. Likely, the greatest difficulty that they will experience is being understood by another person or a group of people. Because of this, many people become defensive and judgmental. If you can have your students practice listening more than speaking, they will have a better chance at understanding what the other person is saying. This is a difficult skill to learn. Here are some ways to learn it.

First, your students should talk with their employers about their disagreements. Instead of accusing, understand that everyone makes mistakes. Suggest they state their feelings about the situation. After having them state their feelings, have them ask their employer whether they understood the situation and acted correctly. Make sure that your students know what they want done about a situation before confronting their employer. Following that, they should get an idea from the employer what they think should have been done. Finally, make sure that your students are willing to compromise. After all, the employer's needs need to be considered too.

If the conflict has arisen between them and a co-worker, encourage them to try to understand why there is a conflict and attempt a solution. Again, it is important to have them listen to what the other co-worker is saying the problem is, and then ask the other person what they would like the student to do.

**Time Needed** - 30 minutes

### **Activity**

- Read the "Dealing with Conflict" handout with them. If possible, have them read it.
- Now read the "Dealing with Conflict Scenarios" with them.
- Ask them to provide possible solutions to the scenarios.
- If you can think of scenarios specific to their present job (or ideal job), replace those with the ones in this book.
- Discuss why they would react in certain ways.
- Stress the listening part of the dealing with conflict and asking for ways to appease the person that they are in conflict with.
- Now read through the "Dealing with Conflict Scenarios Possible Answers" with them and discuss how the solutions here differ from what they and you came up with.

## **Expected Results**

Ability to listen to people who have a problem with them.

Ability to ask the person in conflict how to solve the problem, and to make a decision as to whether that is the action to take.

## **Demonstration**

Able to diffuse a conflict situation – create a scenario specific to their ideal job and have them role play how they would diffuse it.



## Dealing with Conflict (5B1)

Your employer or co-worker may complain about your work. They may have a problem with the way you do something. Regardless of the reason for the complaint or negative comments, resolving the complaint or conflict will result in a happier employer or co-worker. Here are the steps that you should follow.

- Listen to what your employer or co-worker is saying – what is the complaint or conflict?
- If your employer or co-worker is angry, let them vent, provided it is in control and doesn't offend you. If they are so angry that they cannot explain their issue with you, then let them know that you can't understand what the conflict is until they calm themselves.
- Ask questions to make sure that you understand what he or she is saying.
- Ask what will help you to solve the conflict.
- Then, make a decision about whether or not you can do what the employer or co-worker wants to solve the conflict.
- Tell your employer or co-worker what you plan on doing to resolve this conflict.
- Check back in awhile to find out if your employer is happy with the action you took to resolve the conflict.



# Dealing with Conflict Scenarios (5B2)

## Scenario 1

Jack complains to Wing that the new person is not coming to work on time. At the factory, there is an unwritten rule that employees reporting for shift must punch in 15 minutes before their shift. This allows the employees finishing their shift to leave on time. The new person was punching in only 5 minutes before his shift was to start. (You are the new person). What should you do?

## Scenario 2

Gursev comes up to you at work shouting at you saying that you stole money out of the till. You counted the money last night at the end of your shift and it was not short. Gursev is your immediate supervisor. How do you handle this situation?

## Scenario 3

A customer comes into your restaurant and demands to be seated at the largest table available. You have a group of 5 waiting for that table. The other hostess working with you ushers the shouting man to the table, even though you had told the group of 5 that their table was ready. You are upset at the other hostess. What do you do? How do you handle this conflict?

# Dealing with Conflict Scenarios - Possible Answers

## Scenario 1

Jack complains to Wing, your supervisor that the new person is not coming to work on time. At the factory, there is an unwritten rule that employees reporting for shift must punch in 15 minutes before their shift. This allows the employees finishing their shift to leave on time. The new person was punching in only 5 minutes before his shift was to start. (You are the new person). What should you do when Wing approaches you?

- First of all, find out what the real problem is
- Ask Wing what he feels would solve the problem
- Take action to make sure that you have resolved his and Jack's issue
- Overall, you are going to listen to what Wing says and follow his suggestions to resolve this issue

## Scenario 2

Gursev comes up to you at work shouting at you saying that you stole money out of the till. You counted the money last night at the end of your shift and it was not short. Gursev is your immediate supervisor. How do you handle this situation?

- Again, find out why he is accusing you of stealing, is this the real issue
- Find out what suggestions he has for solving this issue
- In this case, it is not likely you will be able to take blame for the stolen money, unless you really did steal it
- Perhaps talk to Gursev about his thoughts on solving this issue
- In this case though, you may need to go talk to Gursev's supervisor



### **Scenario 3**

A customer comes into your restaurant and demands to be seated at the largest table available. You have a group of 5 waiting for that table. The other hostess working with you ushers the shouting man to the table, even though you had told the group of 5 that their table was ready. You are upset at the other hostess. What do you do? How do you handle this conflict?

- Find out from her why she put the shouting person at the table (maybe she has past history with this customer – maybe he owns the restaurant, who knows)
- Explain why you are upset and what would make you feel better about this issue
- Attempt to find another table for the group of 5 who have been waiting – or provide them with gift certificates (something to make them feel better for having to wait longer)

## Resources

Anderson, K. (1993). *Getting What You Want. How to Reach Agreement and Resolve Conflict Every Time.* Penguin Group, New York.

Covey, S., Merrill, A.R., and Merrill, R.R. (1994). *First Things First.* New York: Simon and Schuster.

Fisher, J.E. (1994) *Telephone Skills at Work.* Business One Irwin/Mirror Press, New York.

Grieve, Katrina. (2003). *Supporting Learning, Supporting Change. A Research Project on Self-Management & Self-Direction.* The Right Type, Kingston.

Literacy and Basic Skills Section, Workplace Preparation Branch, Ministry of Education and Training. (1998). *Working with Learning Outcomes.* Queen's Printer for Ontario, Toronto.

Kroehnert, G. (1995). *Basic Training for Trainers, 2<sup>nd</sup> Edition A Handbook for New Trainers.* McGraw Hill Book Company, New York.

Ludden, L. (2003). *Job Savvy. How to be a Success at Work, 3<sup>rd</sup>. Edition.* Jist Works, Indianapolis.

Maxwell, N. and Heninger, Y. (2005). *Giving Back Volunteering for Work Experience Program.* Waterloo Catholic District School Board, Kitchener.

Timm, P.R. (1997) *Winning Telephone Tips 30 Fast and Profitable Tips for Making the Best Use of Your Phone.* Career Press, New Jersey.

# Websites

## Career Information

Jobs Etc has information on worker's rights, job postings and more.

[www.jobsetc.ca](http://www.jobsetc.ca)

Career journal has information on careers, job hunting, etc.

[www.careerjournal.com/jobhunting/networking](http://www.careerjournal.com/jobhunting/networking)

Ontario job futures has a list of occupations including salary ranges, labour trends and the work involved in each job.

[www.ontariojobfutures.net](http://www.ontariojobfutures.net)

Job Boom lists the top 100 websites for jobs, including job postings.

[www.jobboom.com](http://www.jobboom.com)

## Literacy Articles

Nald and On Literacy are both websites that provide articles on literacy and other topics.

[www.nald.ca/literacybasics/instruct/self/01.htm](http://www.nald.ca/literacybasics/instruct/self/01.htm)

[www.on.literacy.ca/pubs/smsdfld/cover.htm](http://www.on.literacy.ca/pubs/smsdfld/cover.htm)

[www.polaris.gseis.ucla.edu/pagre/network.html](http://www.polaris.gseis.ucla.edu/pagre/network.html)

## Goal Setting

[www.topachievement.com/goalsetting.htm](http://www.topachievement.com/goalsetting.htm)

## Definitions

Wikipedia provides definitions on many words including definitions of terms.

[www.wikipedia.org/wiki/six\\_degrees\\_of\\_separation](http://www.wikipedia.org/wiki/six_degrees_of_separation)

## Miscellaneous Websites

Management basics

[www.managementhelp.org/prsn\\_prd/prb\\_bsc.htm](http://www.managementhelp.org/prsn_prd/prb_bsc.htm)

[www.hrs.ualberta.ca/docs/EFAP/Attendance\\_Issues.doc](http://www.hrs.ualberta.ca/docs/EFAP/Attendance_Issues.doc)

[www.Bmj.bmjournals.com/cgi/content/full/313/7061/874](http://www.Bmj.bmjournals.com/cgi/content/full/313/7061/874)

[www.ces.ncsu.edu/depts/fes/human/networking.html](http://www.ces.ncsu.edu/depts/fes/human/networking.html)



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© Laubach Literacy Ontario 2007  
ISBN 978-0-9783259-0-9

**Publisher:**

Laubach Literacy Ontario  
65 Noecker St., Room 8A  
Waterloo ON N2J 2R6  
Tel: 519-743-3309 Fax: 519-743-7520  
Toll Free: 1-866-608-2574  
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Our gratitude goes to the  
The National Office of Literacy and Learning (NOLL)  
for providing the funding for this project.

