Printing Machine Operator

This project was funded by the Office of Literacy and Essential Skills (OLES)
Module 1: Essential Skills

Unit 1  Should I Take This Training?
Unit 2  The Printing Machine Operator
Unit 3  What Are the Essential Skills?
Unit 4  Essential Skills Job Profiles
Unit 5  Learning for Work

Demo 1:  Essential Skills
Unit 1: Should I Take This Training?

Welcome to the Printing Machine Operator Essential Skills Occupational Curriculum. This training will strengthen your reading, writing and other Essential Skills. It will help you prepare for an entry-level position in a company that can provide you with on-the-job training.

During this training you will read information and complete learning activities that will help you learn and practise your Essential Skills. The information and activities will be related to real work in the printing field. Throughout the training, you will complete activities using documents and tasks related to work in a print or quick copy shop. You will also complete demonstrations (demos) to show that you have the skills needed to work as a printing machine operator. You can include these demonstrations with your resume when you apply for a job.

Even if your goal isn’t to get a job in this field right now, this course will help you develop Essential Skills that you will use for any further education and throughout your life.

This training is suitable for learners wanting to improve their Essential Skills. This includes those who are planning to enter the workforce for the first time, people who are changing careers, new Canadians who need to know more about the Canadian workplace, and those who are currently employed but want to improve their skills.

The training is designed to be easy to use for individuals working at their own pace or for those working in groups. Users should have a working knowledge of the English language and be able to follow simple written text and instructions. Learners will also need to have a basic understanding of computers to create and save a wordprocessing document and to navigate the Internet.
If I take this course, will I get a job?

We cannot guarantee that you will get a job or be successful in a job just because you took this training. Taking this training is a beginning to developing and practising the Essential Skills needed in any Canadian workplace. There are other skills that you will need to develop before you will be employable in the printing field. For example, you will need to have good computer skills. However, the Essential Skills you learn or improve here will help you acquire those technical skills. Essential Skills will help you on the job and in your everyday life. If you work hard, you will gain from this course and improve your chance of both getting a job and keeping it. Mastering the skills needed to successfully complete this training will put you further along the path to becoming a successful employee.
What You Will Find in This Curriculum

The materials in this training package will help you prepare to work in an entry-level position. While you are working through the material, you will be developing Essential Skills that will be transferable to many areas of your life.

- Examples of job tasks used in this curriculum are based on the Essential Skills Job Profiles for Printing Machine Operators, published by Human Resources and Skills Development Canada.

- Some of the activities use authentic workplace materials to prepare you for real job tasks.

- You will often be asked to use a computer and the Internet to search for information or to complete activities. This will give you the opportunity to become more comfortable with computer use and the Internet. Ask your instructor for help if you are not familiar with the Internet.

- At the end of each module, you will find a self evaluation. Take the opportunity to review what you have learned and to check off the statements that describe what you can now do. This will help you keep track of your learning.
Unit 2: The Printing Machine Operator

Printing Machine Operators prepare, operate and monitor the printing presses and copiers in a pressroom, but duties of printing machine operators vary according to the type of press or machine that they operate. There is an increasing use of new, more efficient computerized presses and copiers in the printing trade.

The occupation group Printing Machine Operator includes workers who operate laser printers, computerized high-speed colour copiers and other printing machines to print text, illustrations and designs on a wide variety of materials such as paper, plastic, glass, leather and metal. They print business cards, letterhead, forms, posters, wallpaper and screen print material. Printing machine operators are employed in rapid printing services, commercial printing companies and in manufacturing and other establishments that have in-house printing facilities. While the jobs we are discussing here are entry level positions with on-the-job training, employers will expect you to have at least a basic knowledge of computers and duplicating machines.

Main Duties

The jobs in the Printing Machine Operator group are similar and generally have the same basic duties.

**Printing Machine Operators perform some or all of the following duties:**

- Review work orders to determine job specifications, such as ink colour and quantity required.
- Set up and adjust printing machines, including filling ink, dry toner or paint reservoirs and loading stock.
- Input codes and key-in programming data on console keyboard of computerized machines.
- Operate and monitor printing machines during a print run and adjust as required.
- Clean and maintain the machinery.
- Ensure print quality.
Some examples of job titles in this occupation group are:

- colour copier operator
- laser printer operator
- printing and finishing machine operator
- quick print machine operator
- screen print operator
- wallpaper printer

We have selected two of these job titles in order to describe a little of what you might expect if you were hired for that position.

**The Quick Print Machine Operator**

Working in an instant or quick print shop you will operate photocopiers, offset duplicators and other related equipment to produce single or multi-colour copies of original materials, such as text, drawings and graphs.

A quick print machine operator reads job orders to determine the quantity of materials to be printed and the correct stock and ink specifications. He must also examine the proof copy to ensure accurate reproduction of colour, centering of print and that the copy is exactly as specified in the layout. Other duties include adjusting settings and operating the camera platemaker to produce plastic or paper plates for use in offset duplicating.
Laser Printer Operator

Shown below is a partial copy of a job posting. It gives a very good idea of what is involved in carrying out the job of a laser printer operator. Notice the similarities between this job and that of the quick print machine operator that we discussed previously. Did you know that they use laser printers to create t-shirt transfers?

James Holdings Ltd. is looking for a laser printer operator to start as soon as possible.

Terms: This is a permanent, part time job, which requires working days, evenings, and weekends. Shift work is involved.

Education: The applicant should have completed high school.

Experience: We will train suitable candidate.

Work Setting: Print company

Type of Machines: Laser printers, computerized high speed colour copiers

Type of Materials: Paper

Specific Skills: Review work order to determine job specifications, set up and make adjustments to printing machines, input codes and key in programming data on console keyboard of computerized machines, operate and monitor printing machines during print run and make adjustments.

Additional Skills: Estimate costs

Work Conditions and Physical Capabilities: Handling heavy loads, manual dexterity, attention to detail.
Unit 3: What Are the Essential Skills?

Essential Skills are the basic skills needed for every occupation. They are the skills we all need for work, learning and life. They are skills that you use to perform daily living tasks. You use Essential Skills every day in all areas of your life.

Essential Skills help people to be successful in training and in their jobs. They can help you to find and keep a job. They can help you to be more productive and to work safely. They allow you to learn new things and can act as a foundation to acquire the technical skills needed for work. Essential Skills help us to solve problems and adapt to change. Essential Skills will allow you to grow with your jobs.

There are nine Essential Skills:

- Reading Text
- Document Use
- Numeracy
- Writing
- Oral Communication
- Computer Use
- Thinking Skills
- Working with Others
- Continuous Learning

When you develop your Essential Skills, you can use them at home and at work. They are yours to keep and take with you to a new job or career.

Essential Skills are enabling skills that
- help people perform the tasks required by their occupation and other activities of daily life.
- provide people with a foundation to learn other skills.
- enhance people’s ability to adapt to change.

The Essential Skills you develop now can be yours forever. They are transferable to your daily life and other careers.
The Essential Skills can be divided into two groups. The “academic skills” and the “soft skills.”

### Academic Skills

<table>
<thead>
<tr>
<th>Essential Skills</th>
<th>Typical Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Scan for information or overall meaning.</td>
</tr>
<tr>
<td></td>
<td>• Read to understand and learn.</td>
</tr>
<tr>
<td></td>
<td>• Compare information from several sources or from complex and lengthy texts.</td>
</tr>
<tr>
<td>Document Use</td>
<td>• Read signs, labels or lists.</td>
</tr>
<tr>
<td></td>
<td>• Understand information on graphs or charts.</td>
</tr>
<tr>
<td></td>
<td>• Enter information in forms.</td>
</tr>
<tr>
<td></td>
<td>• Create or read schematic drawings.</td>
</tr>
<tr>
<td>Numeracy (math)</td>
<td>• Make calculations.</td>
</tr>
<tr>
<td></td>
<td>• Take measurements.</td>
</tr>
<tr>
<td></td>
<td>• Perform scheduling, budgeting or accounting.</td>
</tr>
<tr>
<td></td>
<td>• Interpret data.</td>
</tr>
<tr>
<td></td>
<td>• Make estimations.</td>
</tr>
<tr>
<td>Writing</td>
<td>• Write to organize or record information.</td>
</tr>
<tr>
<td></td>
<td>• Write to inform or persuade.</td>
</tr>
<tr>
<td></td>
<td>• Write to request information or justify a request.</td>
</tr>
<tr>
<td></td>
<td>• Write to summarize or compare information.</td>
</tr>
<tr>
<td>Computer Use</td>
<td>• Use computer controlled equipment.</td>
</tr>
<tr>
<td></td>
<td>• Use word processing software.</td>
</tr>
<tr>
<td></td>
<td>• Send and receive emails.</td>
</tr>
<tr>
<td></td>
<td>• Use spreadsheets and databases.</td>
</tr>
<tr>
<td></td>
<td>• Navigate the Internet.</td>
</tr>
<tr>
<td></td>
<td>• Use company- or trade-specific software.</td>
</tr>
<tr>
<td>Continuous Learning</td>
<td>• Learn on the job.</td>
</tr>
<tr>
<td></td>
<td>• Learn through formal training.</td>
</tr>
<tr>
<td></td>
<td>• Learn through self-study.</td>
</tr>
<tr>
<td></td>
<td>• Understand one’s own learning style.</td>
</tr>
<tr>
<td></td>
<td>• Find relevant learning resources.</td>
</tr>
</tbody>
</table>
Soft Skills

Of course employers want people who have developed the “academic skills” – who can read, write and do the hands-on work of the job. But, employers also look for employees who can communicate well, think clearly, organize themselves, solve problems, adapt to changes, work comfortably with other people and can keep on learning new skills. These “soft skills” are Essential Skills, too, and must be developed and practised just like academic skills.

Soft skills are very important as they are the skills that determine how we do our jobs. They help us keep our jobs.

<table>
<thead>
<tr>
<th>Essential Skills</th>
<th>Typical Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication</td>
<td>• Provide or obtain information.</td>
</tr>
<tr>
<td></td>
<td>• Great, reassure or persuade people.</td>
</tr>
<tr>
<td></td>
<td>• Resolve conflicts.</td>
</tr>
<tr>
<td></td>
<td>• Lead discussions.</td>
</tr>
<tr>
<td>Working with Others</td>
<td>• Work jointly with a partner or helper.</td>
</tr>
<tr>
<td></td>
<td>• Work as a member of a team.</td>
</tr>
<tr>
<td></td>
<td>• Work independently.</td>
</tr>
<tr>
<td></td>
<td>• Participate in supervisory or leadership activities.</td>
</tr>
<tr>
<td>Thinking</td>
<td>• Identify and resolve problems.</td>
</tr>
<tr>
<td></td>
<td>• Make decisions.</td>
</tr>
<tr>
<td></td>
<td>• Find information.</td>
</tr>
<tr>
<td></td>
<td>• Plan and organize job tasks.</td>
</tr>
<tr>
<td></td>
<td>• Use critical thinking.</td>
</tr>
<tr>
<td></td>
<td>• Use memory.</td>
</tr>
</tbody>
</table>

From: *What are Essential Skills for the Trades*, Human Resources & Skills Development Canada

Thinking Skills are further broken down as follows:
- Problem Solving
- Decision Making
- Finding Information
- Job Task Planning & Organizing
- Critical Thinking
- Significant Use of Memory
Important Soft Skills
Learning Activity #1

When we want to learn something new, it is important to think about what we might already know. Connecting previous knowledge to new material helps us understand and remember it. Think of learning a new skill or new information as clipping pieces of similar information together. The stronger your clip, the more information it can hold.

Think about what you might already know about printing or copying and the world of work. Now, consider the soft skills: Oral Communication, Finding Information, Critical Thinking, Job Task Planning & Organizing, Decision Making, Problem Solving, Significant Use of Memory, Working With Others, and Continuous Learning. On the sheet below, write four soft skills that you believe would be important for someone wanting to work in a copy or print shop.

The following Essential Skills were used to complete this Learning Activity.

- Reading
- Document Use
- Writing
- Oral Communication
- Working with Others
- Numeracy
- Computer Use
- Continuous Learning
- Critical Thinking
- Finding Information
- Decision Making
- Significant Use of Memory
- Problem Solving
- Job Task Planning & Organizing
- Thinking Skills

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Soft Skills to Improve
Learning Activity #2

Read the list on the next page. It is a list of actions employees sometimes take at work that they shouldn’t. Below is a list of short form codes for the soft skill Essential Skills. Using these codes, note one soft skill that you think would need to be improved by the employee for each of the situations. Place the code on the line in front of the situation statement.

Choose from these Essential Skills:

<table>
<thead>
<tr>
<th>Essential Skill</th>
<th>Short Form Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication</td>
<td>OC</td>
</tr>
<tr>
<td>Working with Others</td>
<td>WO</td>
</tr>
<tr>
<td>Continuous Learning</td>
<td>CL</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>PS</td>
</tr>
<tr>
<td>Decision-Making</td>
<td>DM</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>CR</td>
</tr>
<tr>
<td>Job Task Planning &amp; Organizing</td>
<td>PO</td>
</tr>
<tr>
<td>Significant Use of Memory</td>
<td>M</td>
</tr>
<tr>
<td>Finding Information</td>
<td>FI</td>
</tr>
</tbody>
</table>
Employee doesn’t show up for work on time and doesn’t call in when he is unable to get to work.

Employee takes too much time for breaks and lunch.

Employee doesn’t follow the work schedule.

Employee doesn’t get along with other workers.

Employee talks back to the boss.

Employee doesn’t follow instructions.

Employee talks with friends instead of working.

Employee waits for someone to tell him what to do instead of looking for things that need doing.

Employee uses shortcuts that result in poor work quality.

Employee lets personal problems cause poor performance on the job.

Employee uses drugs or alcohol at work.

Employee misuses company property.

Employee hides work to get out of doing it.

Employee makes or gets too many personal phone calls.

Employee takes too many days off from work without a good reason.

Employee swears and uses bad language around customers and other workers.

Unit 4: Essential Skills Job Profiles

This training is related to the Essential Skills job profiles developed by Human Resources and Skills Development Canada, or HRSDC. HRSDC has studied more than 230 occupations, looking at the Essential Skills needed and used on the job for each. By doing many interviews with employers and employees, they have developed occupational profiles with job specific task examples for each of the Essential Skills. The website describes which Essential Skills employers expect (what employers need from their employees) and how the Essential Skills are used for many different parts of a job. These descriptions are called Job Profiles.

When you are looking for work, the Essential Skills Job Profiles:

- Tell you the Essential Skills that are required to do the job.
- Help you recognize Essential Skills you already have to do the job.
- Help you identify Essential Skills you need to develop for the job.

For more information and to research what skills are required for a job, you can go to the Essential Skills website:

http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml

**NOTE:** Websites change all the time. If this link changes, you can use the following search words to find the website you need: “Essential Skills Canada.”

To check the profile for a job that you are interested in, go to the website listed above, then:

- When the website opens, look for the list of choices on the left side of the page. Find Essential Skills Profiles and click on it.
- Scroll down the page and click on Search the profiles.
- Click on Occupation.
Type your chosen occupation in the box. Let’s choose, for example, Printing Machine Operator. **Type Printing Machine Operator in the box** and then click **Next**.

This will bring up the occupations Printing Machine Operators (9471), Camera, Platemaking and Other Pre-Press Occupations (9472), Binding and Finishing Machine Operators (9473) and Photographic and Film Processors (9474). The number in brackets is the National Occupational Classification (NOC). Each job has been given a number or **NOC Code**.

Click on one of these links.

Scroll down the page to learn how each Essential Skill fits the job profile of the occupation you have chosen.

### National Occupational Classification

NOC stands for National Occupational Classification. The NOC helps Canadians understand jobs in the labour market. Each job has an identifying number or code. NOC organizes over 30,000 job titles into 520 occupational group descriptions. It is used daily by thousands of people to compile, analyze and communicate information about occupations and to understand the jobs found throughout Canada's labour market.

The NOC website is [http://www5.hrsdc.gc.ca/NOC/](http://www5.hrsdc.gc.ca/NOC/)
Essential Skills Profile
Learning Activity #3

1. Using the occupational profile for Printing Machine Operator - NOC 9471 from the HRSDC website, what are the four most important Essential Skills for the occupation?

_________________________  _______________________
_________________________  _______________________

2. Find two examples of how each of the nine Essential Skills is used on the job and write them in the chart below.

<table>
<thead>
<tr>
<th>Reading Text</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Document Use</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Numeracy</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>Oral Communication</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Thinking Skills: Problem solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Thinking Skills: Decision making</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thinking Skills: Job task planning and organizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thinking Skills: Significant use of memory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thinking Skills: Finding information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
</tbody>
</table>
## Working with Others

1.

2.

## Computer Use

1.

2.

## Continuous Learning

1.

2.

The following Essential Skills were used to complete this Learning Activity.

- ✔ Reading
- ✔ Document Use
- ☐ Numeracy
- ✔ Writing
- ☐ Oral Communication
- ☐ Working with Others
- ✔ Computer Use
- ☐ Continuous Learning
- ☐ Problem Solving
- ☐ Decision Making
- ☐ Critical Thinking
- ✔ Finding Information
- ☐ Job Task Planning & Organizing
- ☐ Significant Use of Memory
What Employers Want
Learning Activity #4

Imagine that you are applying to be an printing machine operator in a graphic design and printing company, and answer the following questions.

1. What “soft skills” are you good at that you can you tell an employer about?

______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________

2. What other Essential Skills can you bring to the job?

______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________

The following Essential Skills were used to complete this Learning Activity.

- Reading
- Document Use
- Numeracy
- Writing

Thinking Skills
- Oral Communication
- Working with Others
- Computer Use
- Continuous Learning
- Problem Solving
- Decision Making
- Critical Thinking
- Finding Information
- Job Task Planning & Organizing
- Significant Use of Memory
## National Occupation Classification
### Learning Activity #5

1. Go to the National Occupation Classification site at [http://www5.hrsdc.gc.ca/NOC/](http://www5.hrsdc.gc.ca/NOC/) and do a Quick Search (look for it on the left side of the page at the bottom) for each of the NOC codes related to this curriculum: 9471, 9472, 9473 and 9474. Print out the four occupations and use them to complete the following chart.

<table>
<thead>
<tr>
<th>NOC Code and Title</th>
<th>Four Example Titles</th>
<th>Employment Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>9471 Printing Machine Operators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9472 Camera Platemaking &amp; Other Pre-press Operations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9473 Binding &amp; Finishing Machine Operators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9474 Photographic &amp; Film Processors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Look over the main duties of the four occupation descriptions. Do you feel one of these jobs might be right for you?  
☐ Yes  ☐ No

3. Go to the section of the page titled **Classified elsewhere** and look up one or two other jobs that interest you. Why do you think these might also be good jobs for you?

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

The following Essential Skills were used to complete this Learning Activity.

- ✓ Reading
- ✓ Document Use
- ☐ Numeracy
- ✓ Writing
- ☐ Oral Communication
- ☐ Working with Others
- ✓ Computer Use
- ☐ Continuous Learning

**Thinking Skills**

- ☐ Problem Solving
- ✓ Decision Making
- ☐ Critical Thinking
- ✓ Finding Information
- ☐ Job Task Planning & Organizing
- ☐ Significant Use of Memory
Unit 5: Learning for Work

Now that you have thought about what Essential Skills and habits you would like or not like as an employee, it is time to start to think about your own skills.

You will need to build strong academic skills to be able to complete work tasks. It is also important to build *good*, not bad, work habits.

These are the reasons we will be considering the soft skills as well as reading, document use, writing and numeracy skills, in this curriculum. Your learning experience is practise for work or further training, so, during this program, you will be expected to avoid the bad habits listed earlier in Learning Activity 2.

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*Essential Skills are the Tools for Your Success.*
My Essential Skills
Learning Activity #6

A good question to ask yourself now is, “According to the Essential Skills Job Profiles, which Essential Skills should I learn or improve so that I will succeed in this job?”

Using the Essential Skills Profile for NOC 9471 - Printing Machine Operators that you printed out for Learning Activity #5, consider the Essential Skills needed to do the required tasks. What Essential Skills do you think you need to improve. Write them below. Talk to another learner or your instructor about them.

<table>
<thead>
<tr>
<th>Essential Skills I think I would need to learn or improve:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

The following Essential Skills were used to complete this Learning Activity.

- ✔ Reading
- ✔ Document Use
- ✔ Writing
- ✔ Oral Communication
- ✔ Decision Making
- ✔ Critical Thinking
- ✔ Finding Information
- ✔ Problem Solving
- ✔ Working with Others
- ✔ Computer Use
- ✔ Continuous Learning
- ✔ Job Task Planning & Organizing
- ✔ Significant Use of Memory
Learner Self-Assessment

Now that you have completed Module 1 – Essential Skills, assess your performance. In the comments section, you can write down thoughts you have about the section. Use a blank sheet of paper if you need more space.

I started this chapter on (date) _______________ and finished on (date) _______________. I think I worked through it in a reasonable time ☐ yes ☐ no

## Printing Machine Operator: Module 1 – Essential Skills

### Unit 1 – Should I Take This Training?

<table>
<thead>
<tr>
<th>I know what this training curriculum is based on and that it is what I want to take.</th>
<th>☐ yes</th>
<th>☐ I need more time to decide</th>
<th>☐ no</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know what to do if I am having trouble understanding or need some help with an area of learning.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
</tbody>
</table>

### Unit 2 – What Are the Essential Skills?

<table>
<thead>
<tr>
<th>I know that there are nine Essential Skills and can name at least four.</th>
<th>☐ yes</th>
<th>☐ yes but I need more practice</th>
<th>☐ no</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a basic understanding of what the Essential Skills are and how they can help me prepare to work in the printing field.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
<tr>
<td>I know the importance of having good “Soft Skills”</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
</tbody>
</table>

### Unit 3 – Essential Skills Job Profiles

<table>
<thead>
<tr>
<th>I can name the four most important ES for the job of Printing Machine Operator</th>
<th>☐ yes</th>
<th>☐ yes but I need more practice</th>
<th>☐ no</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can find, and use, the Essential Skills website to get a job profile.</td>
<td>☐ yes</td>
<td>☐ yes but I need more practice</td>
<td>☐ no</td>
</tr>
<tr>
<td>I have read, or skimmed, the Essential Skills profile for</td>
<td>☐ Printing Machine Operators, ☐ Camera, Platemaking &amp; Other Prepress Occupations, ☐ Binding &amp; Finishing Machine Operators, ☐ Photographic and Film Processors</td>
<td>☐ yes</td>
<td>☐ yes but I would like to read more</td>
</tr>
</tbody>
</table>
### Module 1: Essential Skills

**Learner Self Assessment**

| I know what NOC codes are, how to find the NOC website and how to search for an occupation by its NOC code. | ☐ yes | ☐ yes but I would like to read more | ☐ no |

**Unit 4 – Learning for Work**

| I know what Essential Skills I would like to improve. | ☐ yes | ☐ yes but I need more practice | ☐ no |

**Comments:** (Write down thoughts you have about the section. Use a blank sheet of paper if you need more space.)

________________________________________________________________

________________________________________________________________

________________________________________________________________
Printing Machine Operator

Module 2: Thinking Skills

Unit 1  Introduction
Unit 2  Finding Information
Unit 3  Critical Thinking
Unit 4  Job Task Planning and Organizing
Unit 5  Decision Making
Unit 6  Problem Solving
Unit 7  Memory Use
Unit 1: Introduction

Everyone has to think in order to live and function in the world, so you might wonder, “Why do I need to learn how to think? I can think already.” What are Thinking Skills anyway?

Six individual skills make up the Essential Skills’ Thinking Skills. Each one works along with other Essential Skills and usually you will use more than one at a time.

Thinking Skills include:

- Critical Thinking
- Memory Use
- Finding Information
- Problem Solving
- Decision Making
- Job Task Planning and Organizing

You think in different ways, using different skills, depending on what your task is. For example, when you think in order to solve a problem, it is different from thinking to find information. Sometimes you use Critical Thinking skills to determine if information is true, other times you use your Memory skills to remember and retrieve information that you have already learned. In the next six units, you will learn about the different Thinking Skills and ways to improve your use of them.
Unit 2: Finding Information

The ability to find information is important in our lives at work and at home. We use a variety of sources, including written text, verbal communication, and computers to locate and use information. Finding Information is not a stand-alone skill. The Essential Skills of Reading, Document Use, Working with Others, Computer Use, Oral Communication and the other Thinking Skills, are necessary to complete tasks of Finding Information.

Finding Information tasks involve:

- **Checking** sources that are provided for the worker (procedure book, on-the-job safety poster, memo, company hotline).
- **Consulting** sources that are easily located (supervisor, co-workers, manufacturers’ manuals and websites).
- **Applying** established procedures to select information (making lists, contacting customers, reading work orders).
- **Gathering** information from several different sources (technical manuals, charts and diagrams, government regulations).
- **Analyzing** information (which you have collected using the four points listed above) in order to develop a solution to a problem.

Six stages to Finding Information

On the next page is a chart showing six Information Skills Process stages, and questions for you to ask yourself at each stage.

1. Recognize/Define
2. Locate/Find
3. Select/Process
4. Organize
5. Create/Share
6. Assess/Evaluate
The Information Skills Process (ISP)

Steps in the process:
- What is my purpose?
- Why do I need to find this out?
- What are the key words and ideas of the task?
- What do I need to do?

Defining
What do I really want to find out?

Steps in the process:
- What do I already know?
- What do I still need to find out?
- What sources and equipment can I use?

Locating
Where can I find the information I need?

Steps in the process:
- Did I fulfill my purpose?
- How did I go – with each step of the information process?
- How did I go – presenting the information?
- Where do I go from here?

Assessing
What did I learn from this?

Steps in the process:
- What information can I leave out?
- How relevant is the information I have found?
- How credible is the information I have found?
- How will I record the information I need?

Organizing
How can I use this information?

Steps in the process:
- What will I do with this information?
- With whom shall I share this information?

Selecting
What information do I really need to use?

Steps in the process:
- Have I enough information for my purpose?
- Do I need to use all the information?
- How can I best combine information from different sources?

Processing
How can I present this information?

Information skills in the school
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The Information Process Document
Learning Activity #1

Finding information can be difficult if you don’t understand the layout or design of the document. So let’s make sure you understand the design features of The Information Process model on the previous page. It is called a model because it is a drawing representing the actual process you go through to find information. Use the model on the previous page to answer the following questions.

1. Usually when we look at a circular model, we start at the top and move clockwise around the circle. In this model what would be the starting stage?

2. What design feature helps you to know which Steps in the Process boxes go with each stage oval of the process?

3. Choose one stage of the process. Write the one-word stage title below. Then write the describing question included in the oval with the title word beside it. Below this write the matching Steps in the Process.

Stage Title ______________________
Describing Question

Steps in Process

Which of the following Essential Skills were used to complete this Learning Activity?

- [x] Reading
- [x] Document Use
- [ ] Numeracy
- [x] Writing
- [ ] Oral Communication
- [ ] Working with Others
- [ ] Computer Use
- [ ] Continuous Learning
- [ ] Problem Solving
- [ ] Decision Making
- [ ] Critical Thinking
- [x] Finding Information
- [ ] Job Task Planning & Organizing
- [ ] Significant Use of Memory
Ways to Locate Information

- **Ask** an expert on the subject. You can do this by speaking or writing.
- **Read** about it. Check in a manual, catalogue, encyclopaedia, or dictionary.
- **Search** electronic sources like computer software, DVDs, or the Internet to get information from an organization or online database.

Asking for Information

A quick way to find information is to ask someone who knows. However, you need to make sure that you ask the right person, not just the person next to you. Choose someone who knows about the subject you are researching or trying to find information about. Ask an expert, a supervisor or instructor.

You may not have thought of it, but a good place to find an expert is the public library. Research librarians are excellent sources of all kinds of specialized information. Many public libraries also have online services, where you can text chat, email or talk on the phone with a research expert at another location. Libraries are not the only places where you can find an online expert to answer your questions.

The Internet is also a good resource, if you are careful in choosing a knowledgeable site. Websites that specialize in the topic you are researching often have a discussion group, chat or someone you can email to answer your questions.

**What If You Can’t Find the Information You Need?**

No one wants to say that they have failed. Sometimes, even if we try our best, we can’t find the information required. As long as you’ve given it your best effort, don’t be embarrassed that you couldn’t find the information. Ask for suggestions about where to look. If someone else finds the information when you couldn’t, ask them how and where they found it.
Reading for Information

One of the Essential Skills most commonly linked to Finding Information is Reading. You read written or printed text in a book or letter or on the Internet to get information. In the workplace, text could include memos, emails, instruction manuals, signs, posters, reports, bulletins, pamphlets, dictionaries and policy booklets. When looking for information, especially at work, we don’t have time to read everything available. We need to know how to find the information quickly.

Hints for Finding Information in Written Material:

- **Skim** – to quickly identify the main idea of the text.

  Skimming is done at a speed three to four times faster than normal reading. You can skim when you have lots of material to read in a limited amount of time.

- **Scan** – to search for specific words or phrases in the text.

  In most cases, you know what you are looking for, so you concentrate on finding that particular piece of information. You scan your eyes over the writing to look for key words or phrases.

- **Use the extra features** in written material.

  These features include things like Table of Contents, Index, Title, Sub-title, and Header/Footer (the smaller print at the top or bottom of a page). Underlining and bold print in paragraphs are other tools that will lead you to look in the right place.
Finding Information on the Internet:

A computer or Internet search uses more techniques than those mentioned in the hints on the previous page for finding information in text. Computers and the Internet have given us access to new sources of information. To sort your way through all this information, you need good search skills. To find information on the Internet we use search engines like Google, Yahoo! Search, About.com, Live Search, and Wikipedia. (Try going to: http://www.wikipedia.org/ and see what you can find out about Search Engines by choosing English and entering search engine in the search box.)

One of the most important search skills for the Internet is knowledge of how to use keywords, titles and text phrases. With so much information available, it is easy to end up with too much. So, before doing a search, write down exactly what information you are looking for and what you’re not looking for. This will help you to find keywords for your search. Most inquiries or searches work best if you provide several keywords, not just one. Try to use nouns or “things” for your keywords. Don’t worry about using upper case (capital letters). The search engine doesn’t look at that; it searches by the word.

Once you have your keywords, you must decide how to enter them into the search engine. The most useful keyword combination is often a phrase. Phrases are groupings of two or more words. By enclosing a keyword phrase in quotation marks (for example, “print shop worker”), you tell the computer to search for documents containing those exact words in that exact order. If you don’t put the quotation marks around your phrase, the search engine will look for any of the words. So, with print shop worker, you would get results for the word print, the word shop and the word worker.

**Keyword:** a word or phrase used as a reference for finding information.

On the Internet – a word or phrase put into a search engine to look for relevant web pages and online documents. Keyword is also the term used for words included in a web page that would match words used by web surfers in finding that web page.
REMEMBER: A successful Internet search can take many tries. After all, there are hundreds of millions of documents online that are not sorted into any category. It is no wonder that effective Internet searches require patience and some skill to find just the right information.
Finding Information
Learning Activity #2

1. What are three ways to locate information?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

2. If you need to ask someone for information, who should you choose?

____________________________________________________________________

3. What are three hints to help you find information in written material?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

4. Find a book that has a table of contents, index, section titles and headers. How would these features help you to find information?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

5. If you wanted to find information on where you could get free online training in Microsoft Word, what keyword or phrase would you use?

____________________________________________________________________
6. To locate “10 tips for finding information on the Internet” from Microsoft, go to: http://www.microsoft.com/athome/moredone/searchenginetips.mspx

Read the material and write a summary of the ten tips below.

10 Tips for Finding Information on the Internet

Which of the following Essential Skills were used to complete this Learning Activity?

- [x] Reading
- [x] Document Use
- [ ] Numeracy
- [x] Writing
- [ ] Oral Communication
- [ ] Working with Others
- [x] Computer Use
- [ ] Continuous Learning
- [ ] Problem Solving
- [ ] Decision Making
- [x] Critical Thinking
- [x] Finding Information
- [ ] Job Task Planning & Organizing
- [ ] Significant Use of Memory
On the two pages following the questions in this activity, you will find a job advertisement from Service Canada’s Job Bank. Using your *Finding Information* skills, do the following:

1. Skim the document to find out the main idea. In one sentence describe what the page is about. *Remember: skimming is done at a speed three to four times faster than normal reading, so you can cover a lot of material in a short amount of time.*

   ______________________________________________________

2. Scan the document to find and circle the NOC code number. *(Hint: look for the keyword NOC)*

3. Scan to find what education is required for this job. Circle it.

4. What keyword did you look for to complete the document scan in question #3?

   ______________________________________________________

5. Does the job require a criminal record check? □ Yes □ No

6. How many hours a week is the job? _____ hours.

7. What keyword did you scan for to quickly find the answer to #6 above

   ________________________________.

8. Find and circle the section on the Essential Skills required for the job.

9. Which of the six Essential Skills - Thinking Skills are required for this job?

   □ Problem Solving □ Decision Making

   □ Critical Thinking □ Job Task Planning & Organizing

   □ Significant Use of Memory □ Finding Information
10. What design features help you to find information in this job advertisement document?

________________________________________________________

11. Skim over the sections on Specific Skills and Work Conditions and Physical Capabilities. Do you think this type of job would be good for you?

☐ Yes  ☐ No

Why? ___________________________________________________

________________________________________________________

________________________________________________________
Job Advertisement

Job Number: 5214448

Title: Laser printer operator (NOC: 9471)

Terms of Employment: Permanent, Full Time, On Call, Shift, Weekend, Day, Night, Evening

Salary: $10.25 to $12.00

Hours: 40 hours per week

Anticipated Start Date: As soon as possible

Location: Ottawa, Ontario (2 vacancies)

Skill Requirements:

  Education: Completion of high school

  Experience: Experience an asset

  Languages: Speak English, Speak French, Read English, Read French, Write English, Write French

  Work Setting: Quick print company

  Type of Machines: Laser printers, computerized high speed colour copiers

  Type of Materials: Paper

  Specific Skills: Review work order to determine job specifications. Set up and make adjustments to printing machines. Input codes and key in programming
data on console keyboard of computerized machines. Operate and monitor printing machines during print run and make adjustments.

**Work Conditions and Physical Capabilities:** Repetitive tasks, handling heavy loads, physically demanding, attention to detail, combination of sitting, standing, walking, standing for extended periods, bending, crouching, kneeling.

**Essential Skills:** Reading Text, Numeracy, Oral Communication, Problem Solving, Decision Making, Critical Thinking, Job Task Planning and Organizing, Computer Use.

**Other Information:** Company services the legal and professional community with copying and printed materials and is located in the city’s downtown core. Copy and/or mailroom experience is a definite asset.

**How to Apply:**

Please apply for this job only in the manner specified by the employer. Failure to do so may result in your application not being properly considered for the position.

**By E-mail**
Unit 3: Critical Thinking

The word “critical” has more than one meaning. One meaning that we often hear is related to health or danger. A person can be critically ill, which means they are in danger of dying. A situation can be critical, which also relates to danger. However, critical can also mean something that is done by a critic—something that involves careful analysis and judgement.

Critical Thinking relates to this second meaning. Critical thinking is the process of thoughtfully evaluating information, a situation or problem and then deciding what to believe or do. It is a way of thinking that a person uses to assess the truth of something.

Critical thinking involves defining an idea or subject, gathering and organizing all of the information about it that you can, examining this information from all viewpoints or angles, and then, with an open mind, assessing it. Using your best judgement, you will be able to draw a conclusion.

Imagine that you are beginning a new job in a quick print shop. Tomorrow is your first day and you want to make a good impression by being on time. You live out of town and aren’t very familiar with the location of your new workplace, but the shop manager has given you a map and detailed driving directions. You’re worried that this route is a little long and that you will be stuck in rush hour traffic and be late for work. A friend tells you about a shortcut that he has used to get to an office in the same block. It takes you off the main highway, onto secondary roads and around the back way. It’s been a while since he drove the route, but he assures you that when he took it last, it was great and saved him over fifteen minutes. What should you do?

When faced with whether or not to listen to the friend’s advice and take the shortcut, the critical thinker doesn’t “flip a coin” to decide. He asks questions, looks at facts, makes detailed observations and is able to draw a conclusion based on the results.
Define

What exactly are you trying to find out? What do you want to prove? What is your goal? You need to answer questions like these in order to define what the puzzle, question or subject really is. In our example, you need to decide if the shortcut is worth taking. You must have a clear understanding of what you want to achieve before you begin to gather information.

Examine

You need to examine all of the information you have gathered, look for mistakes, check for things that don’t fit, and weed out anything that is unnecessary.

The alternate route is shorter. You like this because you won’t have to leave home as early. On the other hand, your friend can’t tell you the condition of the shortcut road. What if there is construction on that route? Which of these details is more important in deciding your route – the time factor or the unknown condition of the road?

It would be wonderful if all of the information you came across was “true,” but this is not always the case. Be sure you start with facts and not opinions. Opinions often look like facts.

You will never find a better route than my shortcut!

Take time to think about this, and ask questions:

- Is the information provable?
- Does it come from a reliable source?
- Is it related to the problem?
Facts are provable.

*The Chicago Black Hawks won the Stanley Cup in 2010.* This is a fact. It is provable. You don’t always have to prove a fact yourself, but you do have to make sure that your information is from a reliable source. Before you rely on a piece of information, it must be provable or from a good source.

Opinions are not provable.

They reflect personal beliefs and can’t be proved. *A job printing a newspaper is more important than one in a quick copy shop.* *That house is painted a pretty colour.* These are opinions. Someone else might have a different opinion; might have worked printing a newspaper or been a laser printer operator or seen the same house and thought it was ugly. Opinions are not necessarily bad, but they can have a bad effect if you use them as a starting place for your own thinking.

You need to ask questions in order to get all the facts. Ask a lot of questions!

Some Questions to Ask:

- What is the question I am trying to answer?
- What do you mean by that?
- How did you come to that conclusion?
- Why do you believe that you are right?
- What is the source of your information?
- What happens if you are wrong?
- How do I know you are telling me the truth?
- What is an alternate explanation?
Fact or Opinion

Learning Activity #4

Identify each of the following statements as fact or opinion by checking the correct box below the statement.

1. It snows more in Ontario than it does in Prince Edward Island.
   - Fact   - Opinion

2. It’s all right to call your employer to say that you are sick when you want to keep a doctor’s appointment.
   - Fact   - Opinion

3. You do not need a university degree to work as a printing machine operator.
   - Fact   - Opinion

4. Andrea thinks the skiing is better in Quebec than British Columbia.
   - Fact   - Opinion

5. Ottawa is the capital of Canada.
   - Fact   - Opinion

6. Someone who is colour blind would not be able to run a colour copier.
   - Fact   - Opinion

7. Boys are better hockey players than girls.
   - Fact   - Opinion

Which of the following Essential Skills were used to complete this Learning Activity?
- Reading
- Oral Communication
- Document Use
- Numeracy
- Writing
- Thinking Skills
- Problem Solving
- Decision Making
- Critical Thinking
- Working with Others
- Computer Use
- Continuous Learning
- Job Task Planning & Organizing
- Significant Use of Memory
Assess

Once you have gathered (defined) information, examined it thoroughly, and checked it for mistakes, you must assess it. You must do this by reasoning. You are reasoning when you combine the facts in a problem to reach a conclusion. You need to weigh all the possibilities. Don’t jump at the first possible solution. Think it over and reason it out, using factual information.

It is often difficult for us to separate “thinking” from “feeling,” but it is important to approach any question with an open mind.

Sometimes, even something as simple as which word is used can change how you think about things. For example, instead of the word *crowd* you could use the words *mob* and *audience*. However, mob gives a negative impression, while audience is positive. Make sure you are not letting your impressions be your judge.

You may have a bias or prejudice that stops you from properly assessing information.

**What is bias?** Bias happens when you like one thing so much more than another that it stops you from being fair.

**What is prejudice?** Prejudice happens when you form a negative opinion without having facts or knowledge.

You need to be fair and open-minded even when it involves something you disagree with. If you are not willing to consider more than one side of an argument, you are not using critical thinking.

Don’t be overly critical. The point isn’t to be so careful that you find fault where there is no fault. Don’t make mountains out of molehills by over-stating small problems.
Drawing a Conclusion

Critical thinking does not guarantee that you will find the truth or the correct answer. You may not have all the information about the subject. Something important may remain undiscovered or simply be unavailable.

It is up to you to think carefully and summarize what information you have. Don’t draw the conclusion based on your emotions, on what your horoscope says, or on whether your friend with the shortcut looks you in the eye and “seems to know what he is talking about.” A critical thinker avoids nonsense, finds the truth and discovers the best course of action. He rejects “guessing” or “having a feeling about” the truth in favour of looking at facts. He bases his conclusions on careful assessment and reasoning.
Steps to Critical Thinking

Let’s review the steps to Critical Thinking.

1. **Define** the question. Express it clearly and precisely. What are you trying to accomplish?
   - Identify your goal, purpose or objective.
   - Decide what you are looking for and what you want to learn.

   **Ask questions.** What do you already know about the subject? What information do you need to find to answer the question?

2. **Examine** the points and evidence.
   - Gather information from all sides of the issue.
   - Break your information down into statements or points.
   - Search for ideas that don’t fit or don’t belong.

   **Ask more questions.** What are the prejudices of people who wrote or gave you the information that you have gathered?

3. **Assess** the information you have gathered.
   - Summarize what you have learned.
   - Organize what you have collected so that you understand it.
   - Sort out facts from opinions and prejudice.
   - Put it in your own words.

   **Ask questions again!** Do you have any prejudices about the subject? What are they?

4. **Draw** conclusions and form judgements about the argument using logic and reasoning.
A **note** the red highlighted letters in the Steps to Critical Thinking on the previous page. These letters spell out the word **DEAD**, which is known as an **acronym**.

An **acronym** is a word formed by the first letters of other words.

**Define**  **Examine**  **Assess**  **Draw Conclusions**

**Critical Thinking**

*keeps your problem solving skills*

**DEAD**

*on target.*
Practising Critical Thinking
Learning Activity #5

When you have several job choices and must decide which one to apply for, using your Critical Thinking Skills will help you. Circle the numbers next to the statements below that are examples of Critical Thinking.

1. I will research the jobs that are hiring near my home.
2. I will look at the skills required for each job and evaluate and choose to apply to the jobs that are suitable for my experience and skills.
3. I will ask my friends if they would enjoy working at that job.
4. I enjoy reading about different jobs, so I will read and apply to all of them.
5. I will apply to the biggest company, because they must be the best employer.

Which of the following Essential Skills were used to complete this Learning Activity?

- [ ] Reading
- [ ] Document Use
- [ ] Numeracy
- [ ] Writing
- [ ] Oral Communication
- [ ] Working with Others
- [ ] Computer Use
- [ ] Continuous Learning
- [ ] Problem Solving
- [ ] Decision Making
- [ ] Critical Thinking
- [ ] Finding Information
- [ ] Job Task Planning & Organizing
- [ ] Significant Use of Memory
Fun with Critical Thinking
Learning Activity #6

Here’s a chance to try out your Critical Thinking skills in a fun way by doing some logic problems and ‘mind stretchers’. Challenge yourself and see how many of the following ‘brain teasers’ you can answer correctly. Some of them are tricky, so think carefully. This activity can be more interesting if you can do it with another person or a group. Don’t worry if you don’t get the answers, brain teasers are supposed to trick you.

1. You are participating in a race and by its end; you manage to overtake the SECOND person. In what position do you finish?

2. If you overtake the LAST person in the same race, in what position do you finish?

3. This math teaser must be done in your head only - do NOT write it down.
   
   Take 1000 and add:
   
   • 40
   • 1000
   • 30
   • 1000
   • 20
   • 1000
   • and 10

   What is the total?

4. Have you ever seen a square manhole cover? Probably not, and there is a good reason for this. Can you think of a reason why it is better to have round manhole covers than square ones?

5. Do they have a 1st of July in England?

6. How many birthdays does the average man have?
7. Some months have thirty-one days, some have only thirty. How many have twenty-eight days?

8. Why can’t a man who is living in Canada be buried in the United States?

9. Divide 30 by $\frac{1}{2}$ and then add 10. What is the answer?

10. Is it legal for a man in Saskatchewan to marry his widow’s sister?

11. If there are 3 bananas on the table and you take away two, how many bananas do you have?

12. How far can a deer run into the woods?

13. A farmer has seventeen sheep, and all but nine die. How many are left?

14. John, the assistant in the butcher shop, is 180cm tall. What does he weigh?

15. How many two cent postage stamps are there in a dozen?

Try and read the following two paragraphs. You may be surprised!

The pweor of the hmuan mnid: I cdnuolt blveiee taht I cluod aulaclty uesdnatnrd waht I was rdgnieg. Aoccdrnig to a rscheearcr at Cmagbride Uinervtisy, it deosn’t mttaer in waht oredr the ltteers of a wrod are, the olny iprmoatnt tihng is taht the frist and lsat ltteer be in the rghit pclae.

The rset can be a taotl mses and you can sitll raed it wouthit a porbelm. Tihs is bcuseae the huamn mnid deos not raed ervey ltteer by istlef, but the wrod as a wlohe. Amzanig ins’t it?

Which of the following Essential Skills were used to complete this Learning Activity?

- ✔ Reading
- ✔ Document Use
- ✔ Numeracy
- ⊗ Writing
- ✔ Oral Communication
- ✔ Working with Others
- ⊗ Computer Use
- ⊗ Continuous Learning
- ✔ Thinking Skills
- ⊗ Problem Solving
- ⊗ Decision Making
- ✔ Critical Thinking
- ⊗ Finding Information
- ⊗ Job Task Planning & Organizing
- ⊗ Significant Use of Memory
Unit 4: Job Task Planning and Organizing

Each job comes with its own set of rules.

As a new employee, you will not have to decide on your own job tasks. You will be told when to do something, how to do it, and when to stop.

During your training period, your supervisor will show you how to do the job. She will give advice and hints on ways to plan and organize so that you will do the best job. This is the time to ask questions. It is your opportunity to learn and show that you are capable of doing the job. Gradually, as you learn, you will develop your own routine or method of performing each task. Knowing how to get the task done, you can begin to plan the best way of doing it.

Repetition means doing the same thing over and over again.

Much of any job involves repetition. When you learn the basics of your job and put your knowledge to work, you will find yourself developing routines and patterns that repeat every day.

Priorities are things that must be given attention. They are things that must be placed at the top of your “to-do” list.

Once you have completed on-the-job training and you have settled into your new position, you will usually organize your own job tasks based on priorities set by your supervisor. While the tasks are mostly repetitive, you will have interruptions such as phone calls from clients or suppliers or requests from a supervisor. You will often do jobs for several people at the same time and will have to juggle deadlines to do all your tasks in a balanced way. So, while your days are routine, frequent interruptions or disruptions will require you to be flexible and have the ability to set and adjust priorities.

Flexibility means being able to adapt easily to new, different, or changing requirements.
Time Management

This is a common expression, but actually, you can’t manage time. Time ticks on no matter what we do. Instead, we must pay attention to time and learn to manage our own use of it.

Time management is an important part of Job Task Planning and Organizing. It is a valuable skill for an employee to have. However, like any skill, it takes time to learn and a lot of practice to develop. One good thing is that we can practise time management in our daily lives – at home, at school, everywhere.

How can we manage ourselves?

- Check present use of time.
- Set goals.
- Organize.
- Develop good work habits.
- Schedule.
- Include leisure time in your planning.
- Don’t slack off.

What do you do with your time?

Have you ever counted minutes like someone on a diet counts calories? It can often be quite an eye-opener to see how much time we actually spend doing almost nothing. All these minutes add up to hours and days. Think of how often you could have been doing something you really wanted to do, but you “just didn’t have time.”

Outside of work, it is up to each one of us to decide what an important use of personal time is and what is unimportant. At work, while a supervisor usually decides these things for us, it is up to us to manage time and keep to that schedule.

Remember: It is important not to waste either personal or job time.
How You Use Your Time

Learning Activity #7

Working on this curriculum and attending a learning centre are good ways to start to practise good time management skills to prepare you for the world of work. When we are at school, as when we are in an printing shop, it is important that we don’t waste time doing things other than work. We need to keep track of what we do throughout the day.

1. For one day, while you are working on this curriculum, create a “log” or record of everything you do between nine a.m. and four p.m. You can use the sample form on the next page or create your own.

2. Mark down the number of minutes that you spend on each activity you do. Keep your log with you all the time. At least once an hour mark down your activities. Don’t leave it to the end of the day and then try to remember what you did. You will have forgotten all the little things. Remember to mark down chatting, coffee breaks, etc. No cheating!

3. After you complete your log, look it over and check your time use.

4. Add up how much time you spent on each type of activity.

5. After completing all of the above, consider the results. Would you want to try to change any of your time use? ________________ Comment on why. __________________________________________________________________________

6. If you were an employer paying you to do your work (learning), would you be happy with your time use? ________________
Comment on why. __________________________________________________________________________

Remember: Some of the activities in this curriculum may not seem work-related, but the Essential Skills you are using and practising are transferable between your daily life, school and your career.
## Time Use Log

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Which of the following Essential Skills were used to complete this Learning Activity?

- Reading
- Document Use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Computer Use
- Continuous Learning
- Problem Solving
- Decision Making
- Critical Thinking
- Finding Information
- Job Task Planning & Organizing
- Significant Use of Memory
Goal Setting

An important step to managing your time and organizing yourself is setting goals and working to achieve those goals. Goals are important to give us direction, long-term vision and motivation.

Goals can be big or little. They can take less than ten minutes to achieve or more than ten years. A goal some days could be getting out of bed! A goal can be getting a job. The important thing about a goal is that it is something that you can do if you try to do it.

Goals are not dreams....

Goals are specific. Make them well planned and clear. Write them down.

Goals are measurable. You can tell when you reach your goal.

Goals are attainable. Something you can actually do or reach.

Goals are rewarding for you. You are more likely to do it if you can see the value or reward at the end.

Goals have a time period or time limit.

SMART GOALS

Specific
Measurable
Attainable
Rewarding
Time-based

It takes practice to be successful at setting “SMART” goals.

Remember: “SMART” is an acronym to help you remember the parts of a goal.
Reaching Your Goals

To be successful at reaching your goal, it is important that you make a goal that is “SMART.” You also need to have a realistic plan with timelines or markers.

Break your goal into pieces and concentrate on each hurdle as you cross it. Keeping a record of your progress will help you to track where you are on your way to successfully reaching your goal.

Look at your progress regularly and decide if you are on track. Should you change your plan? Should you get help? Should you give more time to it?

Finally, when you reach your goal, don’t forget to reward yourself for a job well done.

**MAKE A GOAL**

**ARRANGE A PLAN**

**RUN WITH YOUR PLAN**

**KEEP RECORDS OF YOUR PROGRESS**

**EVALUATE YOUR PROGRESS & THE RESULTS**

**REWARD YOURSELF**

**Remember:** “MARKER” is also an acronym. It is one way to remember the important steps you take to reach your goals. You can remember “MARKER” by associating it with distance markers in a race to reach your goal – the finish line.
Look At Your Goals Every Day!

There are many things you can do to help you reach your goals. What works best for one person might not be good for someone else. Reading and re-writing your goals are both good helpers for a lot of people. By writing down your goals and posting them in places where you will see them during your day, you make them more real. You see them and think about them often. Another way to help you see your goal and keep track of your progress is by using a Goal Board. For more information on Goal Boards and help in making one of your own, go to [http://www.ehow.com/how_4678676_goal-board.html](http://www.ehow.com/how_4678676_goal-board.html) or use your Finding Information skills and search the Internet for how to make a goal board.

Make Goal-Setting a Routine

Another aid to successfully reaching your goals is making goal setting a routine. Begin every morning with a "To-Do" list. A list is a good way to help organize and manage your time, and your goals will be right there under your nose every day. Don’t be discouraged if something on your list isn’t finished or a goal is not reached; just add it to tomorrow’s list and try to plan better the next day.
Goal Setting Games

Some people find they can reach their goals faster if they make a game out of it with steps or markers along the way. They reward themselves for reaching the steps, not just the goal at the end. You can make a game out of meeting the goals you set yourself each day with fun or silly rewards for each time you achieve a marker, take a step in the right direction or make it past a hurdle.

For instance, let’s say there is one little word that you would like to eliminate from your vocabulary before you start your new job in two weeks. You are in the habit of saying it often and know that it won’t make a good impression on your new boss. Pick a non-offensive word to replace it with, and reward yourself each time you make a successful substitution. Instead of hollering that bad word, try yelling “chocolate!” – then reward yourself with a piece (just ONE!). Likewise, every time you say the bad word, you can charge yourself a quarter to be put in a jar. (Use the quarters to buy more chocolate … but no cheating!)

Get Support

Sometimes we all need just that little bit of extra help or push to reach our goal. Working toward a meaningful goal often means using outside resources and support, so let others know about your goal. Don’t be afraid to spread the word that you would appreciate some help. Ask a friend or family member to be a “goal partner” who will hold you to your commitment and follow up on your progress with you.
Making Your Goal SMART(er)
Learning Activity #8

1. Do you remember reading about Goal Setting and SMART goals? Do you remember what SMART goals are? SMART goals are a proven method of successful goal setting. There are probably some goals in your life that you haven’t reached yet. Pick one of them. (It doesn’t matter if it is a career goal or personal goal.) In the space below, explain how you can make your goal SMART.

Goal: ____________________________________________________

__________________________________________________

S ______________________________________________________

M ______________________________________________________

A ______________________________________________________

R ______________________________________________________

T ______________________________________________________

2. Make a Goal Board for the goal you chose in #1. You may do this by cut and paste, drawing or using computer graphics and word-art.
To-Do List

Learning Activity #9

1. As we have said, To-Do lists are good ways to help you reach your goals. They can also help you make sure that you do all the tasks you need to do in a day, whether you are at work, at home, or at school. It’s a good idea to make To-Do lists a daily routine. It takes some time and practice, though. Start by making yourself a To-Do list using the form below. Tomorrow, refer to the list that you made today, and discuss with your instructor or group how you feel you can improve your goal setting. When you are setting your daily goals, keep these five points in mind.
   - Break big tasks up into smaller, more manageable things to do.
   - Prioritize your goals for the day and do the most important ones first.
   - Stick to a policy of doing something now rather than later.
   - Always think of how you can best use the present time.
   - Do your best to make every day count.

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<tr>
<th>THINGS TO DO ... TODAY</th>
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<td>PRIORITY</td>
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2. How do you think you could use To-Do lists in a printer operator job?

Which of the following Essential Skills were used to complete this Learning Activity?

- Reading
- Document Use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Computer Use
- Continuous Learning
- Problem Solving
- Decision Making
- Critical Thinking
- Finding Information
- Job Task Planning & Organizing
- Significant Use of Memory
Get Organized

To be able to work efficiently, you need to be organized. Many people find this difficult to do in their personal life and space. This carries over into their work life. You need to plan and organize so that you move from the problem to the goal. The following boxes have some hints to help you get organized.

Organize Your Activities
✓ Gather all tools & supplies first.
✓ Keep on task (control interruptions).
✓ Simplify (don’t get hung up on the little stuff).
✓ Put tasks in an order of what comes first, second … last.

Organize Your Work Spaces
✓ Keep your work space clear.
✓ Clean up the mess and get rid of the clutter.
✓ A Place for everything & everything in its place.
✓ Use "systems" & "gadgets," baskets & bins.
✓ Get rid of sticky notes & scraps of paper or organize them.

Organize Yourself
✓ Get into routines & good habits.
✓ Use bits of time.
✓ Do two things at once.
✓ Use Systems:
  o Schedules
  o Calendars (Day timers / Organizers)
  o Lists, to-do lists & check lists
Unit 5: Decision-making

Decision-making is listed as one of the most important Essential Skills needed in the job of a printing machine operator. When you are starting out in a new job, your decision-making tasks will be limited. There will be guidelines, instructions or regulations that will help in decision-making for each new task.

Regulations might apply to your hours of work, dress, customer service, policies, etc. Your supervisors will give you instructions with each part of your new job. It is important to understand these instructions and follow them. If you have any questions about these guidelines, ask your supervisor.

As you become more familiar with the job, you will make more decisions. Printing machine operators might have to make some of the following decisions:

- Decide if copies look good and adjust the machine accordingly.
- Decide which machine to use for a particular job in order to get the best results.
- Decide if a job should be redone and how to redo it with the least waste.
- Decide if the colour on pages that have been photocopied match the colour indicated on the machine’s colour key chart and the original.
- May decide on a price for a service that doesn’t appear on the price list.
Job-Related and Unexpected Decisions

There are two types of decision-making situations: job-related decisions and unexpected decisions.

**Job-related decisions** are those that you will have to make on a daily basis. Most jobs have a job description that lists the decisions for which you are responsible. After you have been on the job a while, these decisions become routine. Your supervisors will give you guidelines on how and when to make these decisions. A job-related decision might be in what order to process the waiting print jobs.

**Unexpected decisions** are decisions that are not part of your regular routine. For example, you are completing a print job for a customer when you notice that the red coloured borders used throughout the document are a different shade of red on page 10 than on any other page. Should you assume that is what the customer wanted and complete the job, or call the customer to verify the information? You will need to make that decision.

Knowing whether it is part of your job to make these decisions is important. You need to know what decisions you are responsible for and what is beyond your authority. You don’t want to run to your supervisor for decisions that you should be making yourself, but you also don’t want to lose your job for overstepping your authority.

Sometimes the only decision you need to make around unexpected situations is whether to tell your supervisor. Do I call him over now and tell him? Do I mention it at the end of the workday? Ask your supervisor if you are unsure. You don’t want to make decisions that aren’t yours to make.
Decisions Have Consequences

Whatever you decide, your decision will have consequences. Consequences are things that happen because of a decision or action. While working the counter in a print shop, you might have to decide whether to refer a customer complaint to your supervisor or handle the complaint yourself. You might be responsible for a lost customer or lost revenue for your employer if you deal with the matter unsatisfactorily. Yet, if you don’t take care of it yourself, your employer may think you are not doing your job. All decisions have consequences, good and bad. Remember that not making a decision is actually deciding not to do anything.

When you are trying to make a decision, it’s a good idea to think about all the possible consequences. What could happen, good or bad, if I made this decision? Sometimes we call these good and bad lists or pro and con lists. Pro means good things and con means bad or negative things.

Flipping a coin isn’t a reasonable way to make a decision at

Instead, weigh the options and use critical thinking skills to help.
Using the “Decisions” Chart on the next page, fill in two possible decisions for the following situation. For each decision, list the pros and cons of the decision.

1. **Situation**: Changing Jobs

   You work for a large 24-hour copy shop. For several months now, you have been working in a junior position, helping in the office and on the front counter, filling in where you can. You are good at your job and like the other people at work. In fact, you get a ride to work with Megan, a co-worker on the same shift as you. This is a good thing, because you don’t have a car. You presently work part-time from 6:00 in the morning to 1:00 in the afternoon. Today you hear that there is a full-time job opening for a printing machine operator on the day shift from 9:00 a.m. to 5:00 p.m. Even though the hours are longer and the work is more difficult, you think you would enjoy the change. The job would have more responsibility and a future. The new job would also mean a pay increase, which would be great because you are saving to buy a car. The job posting says that you have to apply for the job by tomorrow morning. You have a big decision to make. What should you do?

2. **Situation**: Covering for another employee

   You are a printer operator in a large printing shop. It is your day off. The manager calls you to ask you to come in to cover for another employee who has called in sick. She tells you there is a large order needing to be done today and she really needs your help. You don’t have any set plans for the day, but you thought you might get some things done at home and arrange to go out with friends. Should you agree to work, or not?
Decision Making: The Pros & Cons

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Preferred Decision:
Decision Making: The Pros & Cons

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**Preferred Decision:**
Unit 6: Problem Solving

Good problem solving skills are a benefit to both you and your employer. Problems will come up frequently during your workday. There are many times when it is even your job to solve these problems.

Problems, What Problems?

There will be problems that you will have to deal with as a printing machine operator. We have listed some examples below:

- A printing machine operator might have problems with her equipment such as paper blockages. This problem must be solved before printing can resume.

- She might face scheduling problems when many orders are due on the same date. She might solve the problem by assessing which orders seem the most urgent and which have some flexibility in the deadline.

- Printing machine operators might notice errors or omissions on the work order. They would have to solve this problem by verifying the information with the customer or a supervisor before proceeding.

- They might also notice that the printing quality is poor and would have to find a way to correct it.

- As a printing machine operator, you face problems made more difficult by strict deadlines. For example, on a print job, a number of the plates have been set for customization when it is discovered that the photos to be inserted are all different sizes and don’t fit in the space provided. You have to solve this problem and still meet the deadline.
As a new employee, how should you handle problems?

3. Define (understand) the problem, just as you did in Critical Thinking. You first have to understand exactly what needs to be solved.

Decide if you can fix the problem on your own.

- **Yes**
  - Fix the problem. (You may also want to mention it to your supervisor.)

- **No**
  - Tell your supervisor. The problem then becomes his to fix.

How do you know if you can, or should, fix the problem on your own?

That’s a hard question to answer because there are so many things to consider. Some employers like initiative and others want you to just do your job.

If you notice something that is health and safety related, you must always tell your supervisor.

Watch other employees. What kinds of problems do they solve on their own and what kinds do they get help to fix? If you come across a problem, ask your supervisor for help. Note his reactions to helping you. Does he tell you that you should have gone ahead and solved it yourself? If you’re not sure, ask, “In the future, should I fix it myself or call you?”

A big part of problem solving is to know when to problem solve and when to ask for help! Don’t rush into things just because you think you are capable.

**REMEMBER:** When in doubt, ask!
Steps to Problem Solving

You’ve decided to fix the problem … now what?

1. **What EXACTLY is the problem?**

   First, you have to recognize that there is a problem. Look at the problem closely.

   State the problem as specifically and clearly as possible. You cannot properly solve a problem unless you **understand exactly** what the problem is.

   Ask yourself these questions: What do you hope to do or change? What is in your power to do?

   *You have been getting a ride to work with Megan. She is no longer able to give you a ride to work. Is the problem that Megan can’t drive you to work anymore or is the problem that you don’t have a ride to work? Does the problem really have anything to do with Megan? Take her out of the problem and restate it: “I don’t have a ride to work.” That’s what you need to solve. “How will I get to work?”*

2. **What do you know about the problem?**

   Find out all the facts and organize them. Have you seen similar problems before that you could use as a starting point? You may need to gather information or get help from others to solve the problem.

   *Has this happened before? How did you find a ride with Megan in the first place? Can you repeat that process?*

3. **What are some possible solutions?**

   Organize your information and list solutions. Brainstorm – think of as many solutions as you can without worrying if each one is a good solution or not. Just think, think, think, and write ideas down. How have you solved the same problem in the past?

   *What can you do to find a ride? Post a notice in the staff room? Put an ad in the paper? Ask your friends and co-workers? Can you afford to buy a car or a bicycle?*
4. **Which is the best solution?**

Examine your list of solutions and consider them.

Use your Critical Thinking steps to determine if any solution you have written down will be a “true” solution. Choose the best ones and imagine each solution in place. Which solution seems the best fit? Will it work? How will you know the problem is solved? What are the consequences or the results?

5. **Solve the problem.**

Choose the option that works best and put your solution in place. Make a plan to carry out your chosen solution. When do I start? Think of the Nike slogan, “Just Do it.”

6. **How do I know it is working?**

Did it work? Did it create another problem? After using your chosen solution for a period of time, evaluate whether it is working or whether it needs to be changed.

Ask other people what they think. Find out how it affected them. See if anyone can help you.

*Maybe riding your bike to work will be good for the summer, but it won’t once winter comes. Riding your bike, though, gives you time to solve the problem on a more permanent basis.*

---

**Blocks to Problem Solving**

- Not knowing where to start
- No planning
- Not enough information
- Dislike of subject or topic

**Aids to Problem Solving**

- Confidence
- Clarity
- Goals
- Organization
- Curiosity
- Creativity
- Motivation
- Open to feedback
- Practice

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Using Steps to Solve Problems

Learning Activity #11

Go through the first four problem-solving steps with the following problem situation. Don’t forget to use Critical Thinking.

Situation: You forget to bring your telephone headset to work, but are able to borrow one from a co-worker. While talking to a customer on the phone, you realize that you need to refer to a file. You get up to reach for it and when you do, the headset cord is stretched too far, wires are pulled and the headset is damaged.

1. **Understand** and **State** the Problem:

2. **Find** the facts:

   _____________________________________________________
   _____________________________________________________

3. **Organize** by **Listing Solutions**

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Which is the best solution?

4. **Evaluate** your choice: _______________________________________

Which of the following Essential Skills were used to complete this Learning Activity?

- **Reading**
- **Document Use**
- **Numeracy**
- **Writing**
- **Oral Communication**
- **Working with Others**
- **Computer Use**
- **Continuous Learning**
- **Problem Solving**
- **Decision Making**
- **Critical Thinking**
- **Finding Information**
- **Job Task Planning & Organizing**
- **Significant Use of Memory**
Memory is an interesting thing. We use it all the time, so much so that we usually aren’t even aware that we are using it. Did you know where to find the cream for your coffee this morning? Did you know to look in the fridge? That’s memory. We use memory in every aspect of our lives ... without even thinking about it!

**Exercise your Memory**

**Job-Specific Memory**

Just as it is in our private lives, memory is a necessary tool at work. Employees need to remember certain things in order to do their jobs. Each job has its own specific tasks and ways of doing things that you will have to remember in order to accomplish your work.

These are some examples of things you might need to remember at your job.

- You might be in the middle of a print job when you have to stop and help a customer at the counter. You need to remember what stage you were at on the print job before you were interrupted.

- You might need to remember the mix of colours to program into the copy machine, so that you get the degree of brightness that a particular customer wants.

- A printing machine operator might have to remember how unusual jobs, such as printing two-sided flyers with inserts, were done in the past in order to do similar jobs.
Tips to Help You Remember:

1. If someone tells you something, repeat it. Saying something aloud helps us to remember the information.

7. If you learn a new skill, practise it. Create your own activity to try it. This is a good tip to practise while you’re taking this training.

8. Write the information down. Take notes in a notebook. If you have trouble writing the information, draw diagrams and pictures to help you remember. Writing or drawing not only helps you remember, it gives you somewhere to look it up later if you forget.

9. Visualize the information. Picture it in your mind. Try to see the number, the name, the colour, even the process of doing something, in your mind, as if you had taken a picture. Rehearse it in your head. Imagine that you’re doing the task or saying the information aloud. Visualization is a good tool.

10. The more you understand something, the more likely it is that you will be able to remember it. If you don’t understand, ask questions.

11. Think of sentences or phrases that match the words you are trying to remember, or create a word using the first letter of each thing you want to remember. This is called an acronym. Remember the acronyms DEAD, SMART, and MARKER that were used in earlier units?

12. Make up a little chant by saying the words in a rhythm. Do you remember the old Big Mac chant? Two all beef patties, special sauce, lettuce, cheese, pickles, onions on a sesame seed bun. Did we get it right? It’s been a while!

13. To help you remember something that you are reading, try highlighting important information.
Remembering
Learning Activity #12

1. Without flipping back to previous pages, can you remember what the eight tips to help you to remember are?

__________________________________________________
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__________________________________________________

Which of the following Essential Skills were used to complete this Learning Activity?

- Reading
- Oral Communication
- Thinking Skills
- Problem Solving
- Job Task Planning & Organizing
- Document Use
- Working with Others
- Numeracy
- Computer Use
- Writing
- Continuous Learning
- Critical Thinking
- Finding Information
- Significant Use of Memory
Learner Self-Assessment

Now that you have completed Module 2 – Thinking Skills, assess your performance. In the comments section, you can write down thoughts you have about the section. Use a blank sheet of paper if you need more space.

I started this module on (date) ___________ and finished on (date) ___________. I think I worked through it in a reasonable time □ yes □ no

<table>
<thead>
<tr>
<th>Printing Machine Operator: Module 2 – Thinking Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1 – Introduction</strong></td>
</tr>
<tr>
<td>I know what the six Thinking Skills are.</td>
</tr>
<tr>
<td>□ yes □ I need more time to decide □ no</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit 2 – Finding Information</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I know about the six stages to finding information.</td>
</tr>
<tr>
<td>□ yes □ I need more time to decide □ no</td>
</tr>
<tr>
<td>I can use various design features to help me find information quickly in documents.</td>
</tr>
<tr>
<td>□ yes □ I need more time to decide □ no</td>
</tr>
<tr>
<td>I can use “skimming” and “scanning” when reading to help locate information</td>
</tr>
<tr>
<td>□ yes □ yes but I need more practice □ no</td>
</tr>
<tr>
<td>I am able to use a search engine to locate information on the Internet.</td>
</tr>
<tr>
<td>□ yes □ yes but I need more practice □ no</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit 3 – Critical Thinking</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I know the steps to Critical Thinking and an acronym to remind me of the steps.</td>
</tr>
<tr>
<td>□ yes □ yes but I need more practice □ no</td>
</tr>
<tr>
<td>I know the difference between fact and opinion.</td>
</tr>
<tr>
<td>□ yes □ yes but I need more practice □ no</td>
</tr>
<tr>
<td>I have learned that bias and prejudice affect Critical Thinking.</td>
</tr>
<tr>
<td>□ yes □ yes but I would like to read more □ no</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit 4 – Job Task Planning and Organizing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I know how to keep track of my time and evaluate my time use to deal with priorities.</td>
</tr>
<tr>
<td>□ yes □ yes but I would □ no</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>I know what SMART Goals are, how to set SMART Goals for myself and ways to help me achieve my goals.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>I have learned about being organized.</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Unit 5 – Decision Making**

<table>
<thead>
<tr>
<th></th>
<th>like to read more</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I know how to judge consequences (pro or con).</td>
<td>yes</td>
<td>yes but I need more practice</td>
</tr>
<tr>
<td></td>
<td>no</td>
<td></td>
</tr>
</tbody>
</table>

**Unit 6 – Problem Solving**

<table>
<thead>
<tr>
<th></th>
<th>like to read more</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I know and can use the four steps of problem solving.</td>
<td>yes</td>
<td>yes but I need more practice</td>
</tr>
<tr>
<td></td>
<td>no</td>
<td></td>
</tr>
</tbody>
</table>

**Unit 7 – Memory Use**

<table>
<thead>
<tr>
<th></th>
<th>like to read more</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I know and can use at least 4 of the 8 memory tips.</td>
<td>yes</td>
<td>yes but I need more practice</td>
</tr>
<tr>
<td></td>
<td>no</td>
<td></td>
</tr>
</tbody>
</table>

Comments: (write down thoughts you have about the section. Use a blank sheet of paper if you need more space)

________________________________________________________________
________________________________________________________________
________________________________________________________________


Printing Machine Operator

Module 3: In the Print Shop

Unit 1  Reading on the Job
Unit 2  Workplace Documents
Unit 3  Computer Skills
Unit 4  Printing Processes & Equipment
Module 3: **In the Print Shop**

Unit 1: **Reading on the Job**

Working in any job requires some reading. Most people working as printing machine operators may have to read long reports. The Essential Skills Profile for printing machine operators lists the following examples of reading activities.

- Read notes from customers in which they explain details of jobs that they are leaving at the printing house.
- Read electronic mail and memos dealing with changes in policy or advertising upcoming events.
- Read notes from copier technicians about the proper use of the machines.
- Refer to instruction manuals for machine use, repairs and maintenance.

**Reading for Learning and Doing**

As you complete the above activities and others on the job, you will need skills to help you **understand and remember** what you have read. Let’s call this “Reading for Learning.”

Another type of reading we do at work could be called “Reading for Doing.” We use this type more often in the workplace when we need **to find information quickly**. We don’t necessarily need to remember the information, we just need to know how to find it and use it. Examples of this could be customer orders or the display screen on a copier.

You will have to read and understand many different kinds of documents. A few examples of these are schedules, catalogues, emails, forms, screens, client files and invoices. This unit will help you to know when to use each type of reading and how to work with documents.
Reading Strategies

A successful employee uses active reading skills. This section provides tips to help you improve these reading skills. Don’t forget to use your Finding Information skills while you are reading – skim, scan and use special features.

1. **Think about why you are reading.** You need to know why you are reading in order to know when you have met that purpose. Ask yourself: “Am I reading…

   - to get a general idea?” For this, you may only need to read headings and first and last paragraphs or look at diagrams.

   - to find a single piece of information?” Decide what information you need. Search for keywords and categories. For example, in a copier user manual, how to load paper could be under the keywords “loading paper.”

   - to learn details?” If, for instance, you are reading to learn how to do a certain task, you will probably need to read and reread the material several times. You shouldn’t stop reading until the details are clear and fixed in your mind.

2. **Preview or look over the text.** This will give you an idea of how difficult the material is, how it is organized and what the topic is. Previewing gets your mind “in gear.” It lets you get a mental outline of the topic and reminds you of what you already know.

3. **Picture it while you read.** Create mental images of the procedure or topic described in the text. Draw a picture or imagine yourself performing the procedure. Pictures are often easier to remember than words, so imagining them can improve your memory.

4. **Check your understanding.** Ask yourself questions as you read to find out how well you understand the text.
5. **Slow down and try to find solutions.** If you don't understand what you are reading:

- Highlight important sections.
- Use a dictionary for words you don’t know.
- Find a place to read without distractions.
- Re-write it in your own words.
- Ask someone else for help in understanding.

6. **Apply what you're learning.** As you read, take time to think of examples familiar to you. As soon as possible, try to use the information you have learned.

7. **Use the graphics provided with the written information.** Graphics such as drawings, tables, charts or diagrams help you picture the information.
Reading Documents with Many Paragraphs

In the workplace, you may have to read some long documents. Sometimes you will be reading these “for learning” – to understand and remember. More often, you will read “for doing” – to find information quickly.

When searching for information, you don’t need to read the whole book. For example, if you are looking for facts about vacation time in the company’s employee handbook, you don’t need to read about health and safety policies. You need to pick out the right information and read that. This is where your skimming and scanning skills come in handy. Do you remember when you learned these in the Thinking Skills module in the Finding Information section?

It is also important to understand document organization, so you can quickly find the information you need. To help you find things quickly, a textbook or manual usually contains the following:

- **Table of Contents** – This is at the beginning of a book. It lists the contents of the book and tells you on what pages to find things.
- **Index** – This is usually at the back of the book. It is an alphabetical listing of names and topics coordinated with their page number.
- **Headings** – The title, subtitle or topic at the beginning of a paragraph or chapter is a heading. Headings are usually **bold**, **underlined** or **both**. They help you to scan and find the main points in the text.
- **Headers and Footers** – These contain information, such as a title, chapter, date or page number. They are at the top (Header) or bottom (Footer) of a page and usually repeat throughout a document.
- **Font Style Changes** – **Underlining**, **highlighting**, **bold type**, **italics**, **CAPITALS**, **coloured print** and putting words in “quotation marks” all help to bring words or phrases to your attention.
- **Bullets** are small dots, squares, dashes or graphics that begin a short descriptive phrase. They are used as a list format to make a summary of related titles, ingredients, species, data, key phrases, etc. In a list of bullets, like the one above, the first few words will identify the main idea of that bulleted paragraph. When you are quickly looking for information, you can just scan down the front of the bulleted list.
1. On a separate piece of paper, list the main points of the seven reading strategies suggested earlier.

2. For the rest of this activity you will need to download a User’s Guide for the Xerox WorkCentre PE220. To do this:
   
   - Go to www.xerox.com
   - In the Search box type in: pe220 “user guide” (remember to put the quotation marks in, as you learned in Finding Information in the Thinking Skills module.)
   - Click on Search.
   - Choose WorkCentre PE220 Documentation
   - Choose User Guide
   - This will download a pdf file. It may take a few minutes.
   - The document was about 200 pages when we looked at it, so we don’t suggest that you print it out. Review it online to answer the following questions.
   - Note: If you are unable to locate this online, you may find another book or catalogue with a Table of Contents and Index. Ask your instructor for help finding a suitable book and answering questions to replace those below.

3. Find the Table of Contents and print it using the Print Current Page command. Remember, you will find the Table of Contents near the beginning of the document. What page number is it? _________

4. Using the Table of Contents, on what pages would you look to find safety notes? ____________________________

5. What page does the Table of Contents direct you to for instructions on how to load paper using the manual tray? __________________

6. Find the index. Remember, it is at the end of the document. On what page would you find information on “a document jam” and “how to clear a document jam”? __________________
7. Quickly look over some of the rest of the User’s Guide. What other document features does the catalogue use?

- Headings  □ Yes □ No
- Headers or footers  □ Yes □ No
- Font style changes  □ Yes □ No
- Bullets or numbered lists  □ Yes □ No
- Main idea at the beginning  □ Yes □ No

8. In previous activities, the box showing the Essential Skills used for the learning activity has had the Essential Skills marked off. Have you been considering these? Look at the blue box at the bottom of this page. Do you agree with our assessment of the skills used? Explain why you agree or disagree with each skill assessment.

_____________________________________________________________
_____________________________________________________________

Note: In future learning activities you will have to fill in the blue ‘Essential Skills Used’ boxes at the bottom of each activity by yourself.

The following Essential Skills were used to complete this Learning Activity.

- ✓ Reading
- ✓ Document Use
- ✓ Numeracy
- ✓ Writing
- ✓ Oral Communication
- ✓ Working with Others
- ✓ Computer Use
- ◼ Continuous Learning
- ◼ Thinking Skills
- ◼ Problem Solving
- ◼ Decision Making
- ◼ Critical Thinking
- ✓ Finding Information
- ◼ Job Task Planning & Organizing
- ◼ Significant Use of Memory
Workplace Memos

A memo (short for memorandum) is a business document usually used for communication within a company. It is meant to be read and acted upon quickly. A memo is more informal than a letter and is used to do any of the following:

- Provide information.
- Ask for information.
- Announce a new policy.
- Provide updates.
- Cover other internal issues.

Memos contain important information. They typically talk about only one subject and use a clear, easy-to-understand format. Employees should carefully read the contents of any memo and determine how it would apply to them.

Memos are usually short in length, not more than one page, and have a basic format. All memos consist of two sections: the heading and the body. The heading indicates who is writing the memo, who they are writing it for, when they wrote it and why they wrote it. The heading includes the following parts:

- To (who the memo is for).
- From (who the memo is written by).
- Date
- Subject (what the memo is about).
- A cc ("Carbon Copy") is an optional heading to include people who will receive the memo, but do not have to respond or take any action.

The body of the memo provides the message. This includes the information you should know and tells you what you are expected to do.
In the sample above, you can see that this is a memo for the company Superior Printing and Copying. The message is for all employees. John Paul, who is the manager, wrote it on January 7, 2011. The subject of this memo is Employee Parking.
The Memo
Learning Activity #2

Use the memo on the next page to answer the following questions. After each answer, mark which type of reading you did to get this information.

1. If you work as a printing machine operator, do you need to read this memo?

☐ Understand and remember ☐ Find information quickly

2. What is the memo about?

☐ Understand and remember ☐ Find information quickly

3. On what days is the print shop closed?

☐ Understand and remember ☐ Find information quickly

4. As you are not sales staff, when can you leave work December 24th?

☐ Understand and remember ☐ Find information quickly

The following Essential Skills were used to complete this Learning Activity.

- □ Reading
- □ Document Use
- □ Numeracy
- □ Writing
- □ Oral Communication
- □ Working with Others
- □ Computer Use
- □ Continuous Learning
- □ Thinking Skills
- □ Problem Solving
- □ Decision Making
- □ Critical Thinking
- □ Finding Information
- □ Job Task Planning & Organizing
- □ Significant Use of Memory

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Memo

To: All staff
From: Joyce Bigelow, President
Date: December 15, 2010
Subject: Holiday Hours

Over the holiday season there will be some changes in hours.

On December 22nd, we will be having a company party from 5:00 p.m. to 8:00 p.m. at the Holiday Inn. You are invited and may bring one guest. We will close at 4:00 p.m. on the 22nd.

On December 24th, all printing staff may leave when they have finished their assigned work. Sales staff will be required to work until 2:00 p.m. on that day.

Both the sales office and the print shop will be closed on December 25th and 26th and again on December 31st and January 1st.

Have a great holiday season.

Joyce
Unit 2: Workplace Documents

In the workplace, both reading and writing tasks involve documents. Document Use is one of the most important Essential Skills for Printing Machine Operators. Document Use refers to tasks that involve a variety of information displays using words, numbers, pictures, etc. Documents used in the world of work include graphs, lists, tables, blueprints, schematics, drawings, signs, labels, gauges, clocks and computer screens.

Some examples of Document Use in the Printing Machine Operator profile are:

- Read and interpret codes on tags or labels on the photocopier, toner cartridges, paper packages and other supplies.
- Read pricing lists, which show the price of various quantities of copies, business cards or labels.
- Read and complete order forms, which record information such as the number of copies, type and size of paper and date of completion.
- Read charts to find how much of each primary colour is needed to create a specific colour of ink.
- Use tables to determine how long it will take to make a certain number of copies.
- Complete production sheets, to record how many sheets are used and how long the job took.
- Fill in invoices, bills of sale and delivery forms.
- Enter information onto computer entry screens or copier display panels.
- Refer to assembly diagrams, which appear in instruction manuals and on machinery.
<table>
<thead>
<tr>
<th>Types of Documents</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lists</td>
<td>• Shopping list&lt;br&gt;• To-do list&lt;br&gt;• Table of Contents&lt;br&gt;• Directories&lt;br&gt; • Client contact list</td>
</tr>
<tr>
<td>Forms</td>
<td>• Job application&lt;br&gt;• Order form&lt;br&gt;• Time logs or sheets&lt;br&gt;• Invoice&lt;br&gt; • Admission form</td>
</tr>
<tr>
<td>Labels and signs</td>
<td>• Workplace Hazardous Materials Information System (WHMIS) labels&lt;br&gt; • Labels on packages&lt;br&gt; • Labels on client files and forms</td>
</tr>
<tr>
<td>Notes, letters, memos</td>
<td>• Reminder notes from other staff&lt;br&gt;• Letters to and from customers&lt;br&gt; • Memos from supervisors&lt;br&gt; • Detailed work orders</td>
</tr>
<tr>
<td>Manuals, specifications,</td>
<td>• Service manuals&lt;br&gt;• Training manuals&lt;br&gt;• Company operating procedures and policies&lt;br&gt; • Health and safety regulations</td>
</tr>
<tr>
<td>regulations</td>
<td></td>
</tr>
<tr>
<td>Reports, books, journals</td>
<td>• Incident reports&lt;br&gt;• Productivity reports&lt;br&gt;• Professional or technical journals relating to job specialty</td>
</tr>
</tbody>
</table>
Lists

A list is a group of items that relate to each other in some way. Lists are familiar to us in our daily lives. We make shopping lists, wish lists, to-do lists, guest lists, etc.

For example, I have to buy milk, eggs, bread, lettuce and coffee on my way home from work today. Calling it my “shopping list” gives it a title that shows what the items have in common.

Simple lists can be several single words, one after another under a short title like our shopping list, but they can also be made of more than single words. Lists often contain short sentences, or phrases in point form with little or no punctuation. Lists can be bulleted (•) to help show the different points, like the examples on the previous page. Numbers provide an order of importance or sequence (the order in which they should occur) to items on a list. Similarly, dates or times can show when something happened or when it should occur.

However, lists can be more complicated than a simple record of items down a page. They can include pictures or graphics, as well as words. They can be “nested” or placed inside another document. Lists can combine with other information, such as dates, and they can interconnect with other lists or sources of information. When this happens, we call it a combined list.
Combined Lists

Combined Lists are the result of two or more simple lists working together in one document. They usually take the form of a table, organized according to the order of one of the lists, usually the primary list. Below is an example of a weekly job duty schedule for John Martin, the printing machine operator. You will notice that there are actually three lists. The dates for the seven days of the week make up one list, the times of day are a second list and the third would be the duties. In this example, the order in which the list is written is by the dates.

<table>
<thead>
<tr>
<th>List name or title</th>
<th>John Martin’s Weekly Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of Dates &amp; times provides order</td>
<td>Jan 10</td>
</tr>
<tr>
<td></td>
<td>1:00 to 4:00</td>
</tr>
<tr>
<td></td>
<td>Jan 11</td>
</tr>
<tr>
<td></td>
<td>1:00 to 4:00</td>
</tr>
<tr>
<td></td>
<td>Jan 12</td>
</tr>
<tr>
<td></td>
<td>Jan 13</td>
</tr>
<tr>
<td></td>
<td>1:00 to 4:00</td>
</tr>
<tr>
<td></td>
<td>Jan 14</td>
</tr>
<tr>
<td></td>
<td>1:00 to 4:00</td>
</tr>
<tr>
<td></td>
<td>Jan 15</td>
</tr>
<tr>
<td></td>
<td>Jan 16</td>
</tr>
</tbody>
</table>

Earlier, you looked at a book with a Table of Contents and an index. A Table of Contents also contains two lists. The first is the list of items and the second is the list of pages. The order is determined by the page number list. An index, on the other hand, is usually determined by the alphabetic order of the item.
Tables

A table is an orderly way to display the information of combined lists. It is made up of an arrangement of vertical columns (up and down) and horizontal rows (across).

Each column represents a list. The most important or primary list can be found in the first column. The items in the primary list column are the main subjects or groups to which the other lists (columns) relate. The columns often have a name in the first or top row. When this happens, the first row is called a header row. Not all combined lists or tables have header rows or labels, though.

A Table of Contents is a table. The items are in the first column and the page numbers are in the second column. In a Table of Contents, the column contents would be obvious even without labels. In other tables, you might have to read some of the content to decide what each list describes.

Look at the table below. There are labels in the header row. Each row of a table holds the details of the item in the first column (primary list). In our example below, we can see that Jane Atkinson is the owner and she works four days a week, Monday to Thursday. If we read across the row, we can create a sentence.

<table>
<thead>
<tr>
<th>Primary List – Employees</th>
<th>Lists in Columns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title Row</strong></td>
<td><strong>Rows of Information</strong></td>
</tr>
<tr>
<td><strong>Employee</strong></td>
<td><strong>Position</strong></td>
</tr>
<tr>
<td>Jane Atkinson</td>
<td>Owner</td>
</tr>
<tr>
<td>John Carrier</td>
<td>Sales</td>
</tr>
<tr>
<td>Sam Crenshaw</td>
<td>Desktop Publishing</td>
</tr>
<tr>
<td>Charles James</td>
<td>Printer Technician</td>
</tr>
<tr>
<td>Jim Turner</td>
<td>Printing Machine Operator</td>
</tr>
<tr>
<td>Lyn Wilkinson</td>
<td>Office Administrator</td>
</tr>
</tbody>
</table>
Tables
Learning Activity #3

1. Below you will find a table. Referring to the table, do the following.
   a. Circle the second column label.
   b. Highlight the header row.
   c. How many lists make up this table? _________
   d. What is the primary list? ___________________________________
   e. What information does this table provide?
   _______________________________________________________________
   f. When was asset #1584161 purchased? ________________________
   g. What is asset #1587922? ___________________________________
   h. What was the cost of asset #1578084? ________________________

<table>
<thead>
<tr>
<th>Asset Records</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asset No.</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>1563126</td>
</tr>
<tr>
<td>1563190</td>
</tr>
<tr>
<td>1578084</td>
</tr>
<tr>
<td>1584122</td>
</tr>
<tr>
<td>1584161</td>
</tr>
<tr>
<td>1587023</td>
</tr>
<tr>
<td>1587182</td>
</tr>
<tr>
<td>1587922</td>
</tr>
<tr>
<td>1594236</td>
</tr>
</tbody>
</table>

The following Essential Skills were used to complete this Learning Activity.

- Reading
- Document Use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Computer Use
- Continuous Learning
- Problem Solving
- Decision Making
- Critical Thinking
- Finding Information
- Job Task Planning & Organizing
- Significant Use of Memory
Forms

Workplaces must have ways to get and manage information. People design forms to make it easy for employees to find, gather and report the information they need.

We use forms in many different ways. Printing machine operators complete forms by marking check boxes; recording numerical information; or entering words, phrases, sentences or paragraphs. The list of specific tasks varies depending on what needs to be reported. Printing machine operators read completed forms as well. We fill in forms to provide information to other people. We read forms to get information to do our jobs.

Forms act as an organized way to communicate between the person who has the information and the person who needs the information.

When we don’t fill out forms properly, clearly and completely, communication is broken and information is lost or misinterpreted. This can result in orders and shipments going wrong, files getting lost, payments not being made, and unhappy customers.

Workplaces need many different kinds of information, so they need a wide range of forms. Sometimes the number of forms is almost overwhelming. There are some things, however, that all forms have in common. If we know and understand these basics, it makes working with forms a little easier. See the diagram on the next page for some of them.
Common Information Found on Forms

- **Identifying information**: (Company Name, Form Name and or Form Number)
- **Date form completed**
- **Information identifying who the form is to or for.**
- **Space to enter details or information required, usually headings and lines or boxes for entry**
- **Often a place for Signature(s) to confirm or authorize and a signing date**

---

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Forms
Learning Activity #4

1. Why is it important to fill in forms properly, clearly and completely?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. What are some common features of forms?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Use the form on the previous page to answer the following questions.
   a. What is the name of this form?
      ________________________________________________________________
   b. From what company is the form?
      ________________________________________________________________
   c. Who is the form to or for?
      ________________________________________________________________

   The following Essential Skills were used to complete this Learning Activity.
   [ ] Reading [ ] Document Use [ ] Numeracy [ ] Writing
   [ ] Oral Communication [ ] Working with Others [ ] Computer Use [ ] Continuous Learning
   [ ] Problem Solving [ ] Decision Making [ ] Critical Thinking [ ] Finding Information
   [ ] Job Task Planning & Organizing [ ] Significant Use of Memory
Language of Forms

Reading forms is sometimes like reading another language. Because the creator of the form is trying to get a lot of information into a small space, abbreviations (shortened forms of words or phrases) are often used. Some of these are common like “info” for “information.” Others are specific to the industry. Abbreviations can also be short for more than one word. Often your common sense will tell you what the abbreviation stands for, but if you are confused try one of these suggestions:

1. Look over the form. Do you see a word that the shortform could logically stand for? Use your Critical Thinking skills.

2. Use an online abbreviation site such as www.abbreviations.com. A site like this will tell you all the different words or phrases that the abbreviation or acronym can stand for, usually in the order of common use. Again, you will have to use your Critical Thinking skills to try to determine which word or phrase the abbreviation stands for in each case. Don’t just assume it is the first one.

3. Ask a co-worker or supervisor who uses or understands the form.

The world of printing, like most fields, has its own words and expressions. These can take a while for you to learn and understand. Some of these terms we have explained to you, in the pink boxes in this curriculum. But others you will have to learn while you work in the printing field. As you are gaining experience, you will come across new terms regularly.

An excellent source of word definitions is the Internet. You can type in the word you don’t understand with the word “definition” following it and you will get many different sites, which will provide you with the definition and sometimes even its pronunciation.

The following websites provide definitions for a number of different printing terms that may be of use to you, or you could find your own favourite sites by typing “printing terminology” into your web browser.

- http://www.anchorpress.co.nz/glossary
Language of Forms
Learning Activity #5

Kwik Kopy Print Shop uses a Job Ticket to keep track of printing jobs from the time the customer places an order until long after the print job is completed. They are kept on file in case the customer wishes to have more copies made or to have similar jobs produced. Use the job ticket form two pages over to complete this activity.

1. Below are mixed-up abbreviations and their meanings. Link the correct meaning with the abbreviation (short form) by using a line as we have done for PO and Purchase Order. Use your Critical Thinking skills and discover the meaning of the following abbreviations used on the job ticket.

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Means (Word or Phrase)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO</td>
<td>Sales Representative</td>
</tr>
<tr>
<td>ID</td>
<td>Purchase Order</td>
</tr>
<tr>
<td>Sales Rep</td>
<td>Invoice</td>
</tr>
<tr>
<td>shts</td>
<td>Identification</td>
</tr>
<tr>
<td>sig</td>
<td>package</td>
</tr>
<tr>
<td>Inv</td>
<td>Imprint</td>
</tr>
<tr>
<td>Qty</td>
<td>sheets</td>
</tr>
<tr>
<td>lb</td>
<td>signature</td>
</tr>
<tr>
<td>pkg</td>
<td>pound</td>
</tr>
<tr>
<td>Imp</td>
<td>Quantity</td>
</tr>
</tbody>
</table>
2. Use a definition websearch or the suggested websites of printing terms to help you create brief definitions for the following terms found on the job ticket. We have completed the first one as an example.

a. Parent Sheet  *Larger size sheets of paper used by commercial printers and printed to fold or be cut into smaller sizes such as for booklets or brochures. For example, an 11½ “x 17” parent sheet can be cut into two 11½ “x 8” sheets and trimmed.*

b. Bond (Paper)

c. Proof

d. Waste

e. Bindery

f. Signature

The following Essential Skills were used to complete this Learning Activity.

- Reading  
- Document Use  
- Numeracy  
- Writing  
- Oral Communication  
- Working with Others  
- Computer Use  
- Continuous Learning  
- Thinking Skills  
- Problem Solving  
- Decision Making  
- Critical Thinking  
- Finding Information  
- Job Task Planning & Organizing  
- Significant Use of Memory
Kwik Kopy
Job Ticket

11/22/2010 9:37 AM Mon

Customer: #949  Literacy Link Eastern Ontario
203A - 837 Princess Street
Kingston, ON
K7L 1G8
Contact: Doug Noyes
Customer ID:
Phone: 613 507 5307
FAX: 613 507 5174
Ordered on: 7/19/2010 12:42 PM Mon
Wanted by: 7/26/2010 Mon
Deliver on: 7/26/2010 Mon

Invoice # 10344
Job# 1 of 1
Source Inv: 8623
PO Number:
Sales Rep: Greg Hasted
Taken by: Lisa Hasted
Proof Due: 
Proofed by: edlleo@lleo.ca

Production

Qty Ordered: 15,000
Description: English: Report Forms, 300 packages of 50 sheets per package, 8.5" x 11", 20lb bright white bond, digital black, 1 side, shrink wrapped 50 shs/pkg, carton packed.
Stock: 20# Bond - X9 Smooth
Color: White
Vendor: Spicers

Parent Size: 11 x 17
Run Size: 11 x 17
Finish Size: 8.5 x 11
Folded Size:

Parent Sheets 7,683
Sheets: 1
Signatures: 1
Up: 2  On: 1

Finished Qty Press 7,535
Press Waste: 148
Bindery Waste: 35
Total (per sig.): 7,683
Odd Sig Imp/Run: 0

Press: Bond/Offset 11X17 1C Normal

Colors Passes Wash Ups Imp/Run Ink Colors
Front: 1 1 0 7,683 Black
Back: 

Front and Back
Imp/Total: 7,683
Setup Time: 0:10
Run Time: 1:45
Washup Time: 0:00
Total Time: 1:55

Pre-Press

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
<th>Actual</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.05</td>
<td>Black Ink</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent to Run Cut - Text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Metal Plate - 11x17</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bindery

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
<th>Actual</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Run To Finish Cut - Text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>300</td>
<td>Shrinkwrap - 100's Shrinkwrap - 50's</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sr. Carton</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Delivery</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Delivery Info: none  Charge Account
Reading a Job Ticket
Learning Activity #6

Use the Kwik Kopy job ticket form from the previous activity to complete this activity.

1. Skim over the information. Remember, you skim to get a general idea of what you are reading. What do you think is the purpose of this form?

2. Use your scanning skills to find the answers to the following. Remember, when you scan a document you don’t read the whole document from start to finish. You just look for key words or phrases.

<table>
<thead>
<tr>
<th>Question</th>
<th>Keywords or key phrases used:</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is the customer for the print job?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stock is the material that is being printed on. What type of paper is to be used?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A vendor is someone who sells something. Who is the vendor for the paper stock?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. The form is divided into four main sections. The first contains identifying information such as customer, dates and order number. What are the other three sections?

____________________________________________________________

____________________________________________________________

____________________________________________________________

4. Read the section with the heading Description and answer the following questions.

a. What is being printed? ____________________________________

b. There will be _______ packages of _______ sheets per package.

c. Are they to be printed on one or two sides? _________________

d. How many sheets are to be in each shrink-wrapped pack? ________

5. Look over the form and you will see that the Parent Size, Run Size and Metal Plate are all 11X 17 inches. The finished size is only going to be 8.5 X 11 inches. How do you think they will they do this?

____________________________________________________________

6. The order is for 15,000 copies. Since there are 2 up or two copies per print, you will need 7500 prints. The total imprints will be 7,683 (Imp/Total) to allow for waste in printing mistakes and the Finished Qty Press is 7,535 to allow for binding waste. Check the math on a. and b. below.

a. How many of the waste are expected from Press error? __________

b. How many of the waste are for Bindery error? _________________

If your job was wrapping and boxing the order for delivery, what information would you use from this form?

________________________________________________________________________

The following Essential Skills were used to complete this Learning Activity.

☐ Reading ☐ Document Use ☐ Numeracy ☐ Writing

☐ Oral Communication ☐ Working with Others ☐ Computer Use ☐ Continuous Learning

☐ Problem Solving ☐ Decision Making ☐ Critical Thinking ☐ Finding Information

☐ Job Task Planning & Organizing ☐ Significant Use of Memory
Filling in Forms

Just as you have to read forms to get and use information, you also have to be able to provide information by filling in forms yourself. Forms that need information entered are the most common forms used at work. You fill in forms for many purposes:

- To request information.
- To provide information.
- To record or document things or happenings.
- To give an opinion or comparison.

The first thing you have to consider when putting information into a form is - who wants this information and why do they want it? Without knowing this, you could misunderstand the questions, give the wrong information or not provide enough information.

The second thing you have to think about is the organization of the form. Earlier in this module, we identified some common features of forms. Not all documents will be the same as this form and some of the common features may be in different places or not there at all. However, it will be easier if you remember:

- The “identifying information” will be found near the top.
- There will be headings, questions or line and box descriptions to which you should respond.
Look Before You Leap When Filling In Forms

1. You should look over the whole form before starting to fill it in. (I always feel silly when I put the city name and postal code in the address box, only to find later that they each have their own boxes.)

2. Check to see where you should fill in the information – above, below or beside the heading or question.

3. Decide which information you should complete and which someone else should complete. For example, you shouldn’t complete sections that say “For Office Use Only” unless you are working in the office requesting the form. Your supervisor may fill out some sections and you may fill out others.

Some information you will need to put into forms often, so you should memorize it or write it down and keep it with you. Information like your name, phone number and address are easy. You may need to provide your Social Insurance Number and you may find it difficult to remember it. When filling out job applications you will also need information about your previous employment including addresses and dates. When filling out an Employment Insurance claim you will need to know how long you worked for your last employer and even your mother’s maiden name. **Make sure you have all the information you need.**

Some information you will need to get by referring to another document or source. **Know where to find information.**

Still other information will come from your opinion or your observation and memory. It is important that you seriously consider these bits of information. If you fill out an accident report, the details may be very important later if an insurance claim is required.

**Remember:** When filling-in forms, ask yourself…

- Who needs this info and why do they need it?
- What kinds of information are needed?
- Do I have all the information I need? Where can I get it?
- Where do I put the information?
- Is it up to me to provide the information?
Filling In Forms – Time Sheet
Learning Activity #7

When you are working, you should keep track of the hours you work and know exactly how much pay you should get for that work. How will you know if your employer pays you correctly unless you keep track and keep records?

Different workplaces use different methods to record employees’ hours. They can use handwritten timesheets, “punch” clocks or computerized sign-ins. Whatever the method your employer uses, you should also keep your own record to check.

1. Using the following details, complete the timesheet on the next page.

   • Over the last two weeks you worked your regular shift of
     o Mondays, Tuesdays and Wednesdays from 8:30 a.m. to 5:30 p.m. with an unpaid ½ hour lunch and two unpaid 15-minute breaks.
     o Saturdays and Sundays from 10:00 a.m. to 4:00 p.m. with a ½ hour unpaid lunch.

2. Now try calculating the amount of gross pay you should get if you make $10.75 per hour. (Gross pay is calculated by multiplying the number of hours worked in the pay period times the hourly pay rate.) My gross pay is __________.

3. What is your gross pay if you also earn 4% vacation pay. (Hint: multiply your gross pay calculated in question 2 by 4% and then add this amount to the gross pay calculated in question 2.) Ask your instructor for more help with the math if you’re not sure how to calculate percentages. My gross pay including vacation pay is __________.

Gross pay is what you make before any deductions, such as income tax, Employment Insurance and Canada Pension. It includes wages, overtime pay and benefits, like vacation pay.

The following Essential Skills were used to complete this Learning Activity.

- Reading
- Document Use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Computer Use
- Continuous Learning
- Thinking Skills
- Problem Solving
- Decision Making
- Critical Thinking
- Finding Information
- Job Task Planning & Organizing
- Significant Use of Memory
# Time Sheet

**Kwik Kopy**

Design & Print Centre

<table>
<thead>
<tr>
<th>Name: ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: _____________  To: __________</td>
</tr>
</tbody>
</table>

## WEEK 1

<table>
<thead>
<tr>
<th>Date</th>
<th>START</th>
<th>BREAK</th>
<th>LUNCH</th>
<th>BREAK</th>
<th>OUT</th>
<th>Total Hours/day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
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<tr>
<td>Friday</td>
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</tr>
</tbody>
</table>

**HOURS WEEK 1** ____________

## WEEK 2

<table>
<thead>
<tr>
<th>Date</th>
<th>START</th>
<th>BREAK</th>
<th>LUNCH</th>
<th>BREAK</th>
<th>OUT</th>
<th>Total Hours/day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
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<td>Tuesday</td>
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<td>Wednesday</td>
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<tr>
<td>Thursday</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**HOURS WEEK 2** ____________

**TOTAL HOURS** ____________
Filling In an Employment Application
Learning Activity #8

1. On the next two pages, you will find an employment application form. Please fill in the form as if you are the person applying for the job. If there are words you do not understand, look them up in a dictionary or on the Internet. If you need help with any of the sections, discuss them with your instructor.

2. In your own words, explain the meaning of the following words or phrases that are often in job applications and other forms.

   a. Applicant __________________________________________

   _____________________________________________________

   b. References __________________________________________

   _____________________________________________________

   c. Disclaimer __________________________________________

   _____________________________________________________

The following Essential Skills were used to complete this Learning Activity.
☐ Reading  ☐ Document Use  ☐ Numeracy  ☐ Writing
☐ Oral Communication  ☐ Working with Others  ☐ Computer Use  ☐ Continuous Learning

Thinking Skills
☐ Problem Solving  ☐ Decision Making  ☐ Critical Thinking  ☐ Finding Information
☐ Job Task Planning & Organizing  ☐ Significant Use of Memory
# Employment Application

## Applicant Information

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First</th>
<th>M.I.</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Street Address</th>
<th>Apartment/Unit #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>City</th>
<th>Prov</th>
<th>Postal Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone</th>
<th>E-mail Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date Available</th>
<th>Social Insurance #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Position Applied for</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do you have a criminal record?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>If yes, explain</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Education

### High School

<table>
<thead>
<tr>
<th>Address</th>
<th>From</th>
<th>To</th>
<th>Did you graduate</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### College

<table>
<thead>
<tr>
<th>Address</th>
<th>From</th>
<th>To</th>
<th>Did you graduate</th>
<th>YES</th>
<th>NO</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Other Training

<table>
<thead>
<tr>
<th>Address</th>
<th>From</th>
<th>To</th>
<th>Did you graduate</th>
<th>YES</th>
<th>NO</th>
<th>Certificate or Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## References

*Please list three references.*

<table>
<thead>
<tr>
<th>Full Name</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Company</th>
<th>Phone (   )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full Name</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Company</th>
<th>Phone (   )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full Name</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Company</th>
<th>Phone (   )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Company</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>Address</td>
</tr>
<tr>
<td>Job Title</td>
</tr>
</tbody>
</table>

**Responsibilities**

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
<th>Reason for Leaving</th>
</tr>
</thead>
</table>

May we contact your previous supervisor for a reference? 

| YES ☐ | NO ☐ |

<table>
<thead>
<tr>
<th>Company</th>
<th>Phone (  )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Supervisor</td>
</tr>
<tr>
<td>Job Title</td>
<td>Starting Salary $</td>
</tr>
</tbody>
</table>

**Responsibilities**

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
<th>Reason for Leaving</th>
</tr>
</thead>
</table>

May we contact your previous supervisor for a reference? 

| YES ☐ | NO ☐ |

<table>
<thead>
<tr>
<th>Company</th>
<th>Phone (  )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Supervisor</td>
</tr>
<tr>
<td>Job Title</td>
<td>Starting Salary $</td>
</tr>
</tbody>
</table>

**Responsibilities**

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
<th>Reason for Leaving</th>
</tr>
</thead>
</table>

May we contact your previous supervisor for a reference? 

| YES ☐ | NO ☐ |

**Disclaimer and Signature**

I certify that my answers are true and complete to the best of my knowledge.

If this application leads to employment, I understand that false or misleading information in my application or interview may result in my release.

Signature  Date
Filling in an Order Form
Learning Activity #9

1. Imagine you are working today at the Print Three print shop. Janice Browning, who works for your customer Cedar Springs Furniture, comes in to order 500 coloured copies made of their brochure. Cedar Springs Furniture is located at 251 Wood Street, Kingston, ON, K0H 2V0. Their telephone number is 555-1342. She provides you with two sheets of the original, one for the front and one for the back for a 2-sided copy. She chooses the white 32 lb high-gloss brochure paper for the final product. She would like them to be folded in three (tri-fold). She wants the brochures delivered to her attention, by courier, for two weeks from today.

There is an order form for the customer already started on one of the forms on the next page. Using the details given above, fill in the rest of the customer information, date and order details. Do not complete any pricing.

NOTE: A ream of paper is a quantity of sheets of the same size and quality. Through international standardization, for common sizes such as letter-size paper (8.5 by 11 inches), this quantity is 500 sheets.

Paper Density: The density of paper is expressed in terms of the weight per ream of 500 (usually) sheets. This is known as basis weight. For US paper sizes, which are most common in Canada, this is expressed in pounds (short form - lbs. or #) of a raw, still uncut size. Normal letter paper is usually 20# or 24lb. Card stock or cover stock, for cards and book covers is 32# or more.

2. Ms. Browning calls you later in the day to order 50 copies of their catalogue to be printed. She will email you a file called cedarcat.pdf. The catalogue is 120 pages. She wants the catalogues to be printed two-sided on 8.5 by 11 inch, 20lb, white letter bond and she wants the catalogues bound with white Cerlox binding. She would like the order in two weeks, also. Fill in an order form for this order using the other form on the next page. Do not complete the pricing sections.

The following Essential Skills were used to complete this Learning Activity.

- Reading
- Oral Communication
- Document Use
- Working with Others
- Numeracy
- Computer Use
- Writing
- Continuous Learning
- Problem Solving
- Decision Making
- Critical Thinking
- Finding Information
- Job Task Planning & Organizing
- Significant Use of Memory
Module 3: In the Print Shop

ORDER FORM

Date ordered.................................

Name ..................................................

Address ............................................

Attention Ms. Janice Browning Phone ............

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>ORIG</th>
<th>COPY</th>
<th>1</th>
<th>2</th>
<th>PAPER</th>
<th>PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brochures</td>
<td>2</td>
<td>500</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

BINDING

STAPLE
CERLOX
FOLD ✔ Tri-fold
TRIM

SPECIAL INSTRUCTIONS

Deliver by courier

DESKTOP PUBLISHING


Date Required _______________ Total _______________
Unit 3: Computer Skills

Printing machine operators are expected to be able to use a computer to do some of their daily duties. For example, employees might use computers to perform one or more of the following tasks:

- Record information about customer orders.
- Complete or update job tickets.
- Use computer-controlled photocopiers.
- Download company forms.
- Make benefit choices.
- Keep track of things to do and schedules using an electronic organizer.
- Communicate by email.
- Set up simple forms, such as business cards.
- Use photo-correction, illustration or page layout software.

Many tasks, like those listed above, require basic computer and software skills. Therefore, it's wise to learn how to use the latest version of Microsoft Windows, which is currently the most popular computer operating system. Performing most standard office tasks also means that you must be familiar with software applications, such as Microsoft Word. Microsoft Word is only one of a number of word processing programs, but it is the most popular. Once you know these programs, you'll also know the basics of many others and be prepared for almost any job.

You will also need to know how to use a web browser such as Internet Explorer. There are other browsers, but Internet Explorer is still the most commonly used. Employers assume that just about everybody knows how to access the Web. Many employers are reducing the cost of paperwork by shifting such things as job applications, benefit claim forms, time cards and pay cheque stubs, to the Internet or email.

If you are not already familiar with Microsoft programs, the popular browsers and email programs, you'd be wise to learn. We have listed below several free training programs available online, or your instructor may be able to help you find a course you can attend in person.
Check out the free computer training at:

- [www.gcflearnfree.org](http://www.gcflearnfree.org) has video tutorials, step-by-step lessons and hands-on activities on many computer and software topics, including Windows, Microsoft Office applications, the Internet and email basics.

- [www.bbc.co.uk/webwise](http://www.bbc.co.uk/webwise) introduces the basics of using the Internet and email. Using videos, quick quizzes and games as a fun way to gain skills, it covers browsers, web addresses, bookmarking; online forms, searching the web; email, Internet/email safety and online communities.

- [http://freecomputertraining.com.au](http://freecomputertraining.com.au) has free computer training courses in Microsoft Excel, Word, PowerPoint and MYOB Accounting Setup. Learners can work at their own pace, using the videos, workbooks and exercises. You will need an enrolment key, which you get with a free registration and subscription to the email newsletter.

- [http://office.microsoft.com/en-us/training](http://office.microsoft.com/en-us/training) *Microsoft Office Online* has its own resources to help you learn and work in Office, including demo videos, downloadable training presentations and tutorials on almost all Office 2003 or 2007 topics including Access, Excel, Outlook, Publisher and Word.
Desktop Publishing

Some of you may already be experienced using basic computer programs. If this is the case, you may be ready to tackle desktop publishing programs. Desktop publishing is the process of using computers and special software to combine graphics and text to produce documents such as newsletters, brochures, books, etc.

There are many different programs and suites of desktop publishing software to help the user to design graphic displays for either professional printers or personal desktop printing. Microsoft Publisher is a basic design program used by many individuals and small offices. QuarkXPress is made for professional designer use and Adobe has a whole Creative Design Suite available. Many of these programs are quite expensive, so they may not be available for learning purposes.

There is, however, an Open Source program called Scribus available free for download at www.scribus.net. (Remember to ask your instructor for permission before downloading anything onto a computer at the learning centre.)

By checking out the Community tab on the Scribus website, we also found a link to a free tutorial for new users at http://wiki.scribus.net/canvas/Get_Started_with_Scribus.
Everyone taking this training will have different computer skills. Some of you will just be starting on computers. Some will be experts at facebook, Internet and instant messaging and some will have experience working on a variety of software programs. Whatever your level, though, there will be computer skills you still need to learn.

1. For this activity, you should refer to the Computer Use section of the Essential Skills profile for the job for which you are preparing, such as Printing Machine Operator - NOC 9471. Consider your current computer and software skills in comparison to the requirements in the profile. Make a list of the Computer Use skills you need to improve, such as word processing, emailing or graphics software. You may use the space below for your list.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

2. Using one of the sites suggested on the previous page or a training recommended by your instructor, start now to take a course that will improve your computer skills. Build this course (and other courses if necessary) into your training plan and personal schedule. Make sure you talk to your instructor about this.

The following Essential Skills were used to complete this Learning Activity.

- Reading
- Oral Communication
- Document Use
- Working with Others
- Numeracy
- Computer Use
- Writing
- Continuous Learning

Thinking Skills

- Problem Solving
- Decision Making
- Critical Thinking
- Significant Use of Memory

- Job Task Planning & Organizing
Unit 4: Print Shop Processes & Equipment

There are many different types of equipment used in the printing industry. There are presses, copiers, laser printers, stampers, plate makers, scanners, folding machines, cutters, binders, laminators, wrappers, boxing equipment, etc. It would not be possible for you to learn how to use all of the machinery you may come across during this training. However, we will touch upon a few of the more common tools in the print shop.

Photocopiers

A photocopier (also known as a copier or copy machine) is a piece of office equipment that makes paper copies of documents and other visual images quickly and cheaply.

The photocopier is a necessary piece of equipment in any printing or copy shop. Today’s photocopiers often perform multiple functions, acting as printers, fax machines and scanners, as well as copiers. With these multiple functions and changes in photocopying technology, control panels and mechanisms have become complicated. Many of them are controlled from a computer or touch screen. This can be confusing for the inexperienced worker. Photocopiers come in a wide range of shapes and sizes, from desktop models to giant production equipment.

However, the basic principles of photocopying are still the same and copying a simple document isn’t hard even for someone new to these office machines.

If you aren’t familiar with using photocopiers, you should learn this necessary skill. The following are some basic instructions, but you should always refer to the User’s Manual or ask a supervisor when you need help.

1. Make sure the copier is on. The On/Off switch is usually on the top or right hand side of the copier. Many photocopiers have a “sleep” mode to reduce power usage. Try touching the screen or pressing a “Power Save” or the “Copy” button on the control panel to make it “wake up.”
2. The photocopier may need to warm up. Older photocopiers take longer than newer models. Read the screen. It will probably ask you to wait until it is ready to copy.

3. a) Place your document on the glass plate (called the platen glass). (Lift the cover of the photocopier; the platen is the glass surface underneath.) Place your document face down on the glass. At the edges of the glass, you'll see guide marks that indicate where to position your document.

OR

b) If the photocopier has a multi-feed tray, also called a document feeder, instead of a cover over the platen, place your document(s) in the document feeder. Check to see which way up you should place the documents. Almost all imaging and printing devices have a symbol to show you which direction is correct. Look near your document feeder.

4. Photocopiers often have two paper trays, one with 8 1/2-inch by 11-inch paper (called letter), and the other with 8 1/2-inch by 14-inch paper (called legal). Many copiers have an auto detect (automatic detection) feature that determines what size of paper you are copying and automatically selects the same size paper for copying. If your copier does not, select the paper size on the control panel. Note: Most photocopiers also have a “paper bypass” feed that will allow you to insert special-sized or quality of paper.

5. Select colour or black and white if the photocopier is a colour copier.
6. Reduce or enlarge the original image, if necessary. Many photocopiers have preset buttons for 50 percent (1/2 the size) and 150 percent or 200 percent enlargements. Sometimes you can adjust the image size automatically to fit a different paper size. You may need to set the reduction or enlargement percentage yourself using a number key pad.

7. Most photocopiers you will use will produce two-sided copies (duplexing); copy two original documents onto one page (book) and collate (sort into groups). Set any of these features or functions on the photocopier, if necessary.

8. Select the number of copies to be made. The photocopier may have a number key pad for selecting the number of copies, arrows or a plus and minus sign, for increasing or decreasing the number.

9. If you are making several copies of more than one page, you may want to collate the copies. For example, if you had a document that was three pages long and you were printing multiple copies with collate-enabled it would print pages 1, 2, and 3 in that order and then repeat. However, if you did not collate, but rather “sorted” and you were printing three copies of those same five pages, it would print pages in this order: 111, 222 and then 333.

10. Press the “Copy” or “Start” button and your copies will be produced.
1. In the table below, a list of terms related to photocopying appears in the first column (left). Write the definition of each word beside it in the second column (right).

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>control panel</td>
<td></td>
</tr>
<tr>
<td>sleep mode</td>
<td></td>
</tr>
<tr>
<td>platen</td>
<td></td>
</tr>
<tr>
<td>multi-feed tray</td>
<td></td>
</tr>
<tr>
<td>letter-size paper</td>
<td></td>
</tr>
<tr>
<td>legal-size paper</td>
<td></td>
</tr>
<tr>
<td>duplex</td>
<td></td>
</tr>
<tr>
<td>collate</td>
<td></td>
</tr>
<tr>
<td>sort</td>
<td></td>
</tr>
</tbody>
</table>
2. Ask your instructor to show you the photocopier at your learning centre. Find out which of the following features are included in the learning centre’s copier.

- Automatic feed  
  - Yes  
  - No
- Multiple copies  
  - Yes  
  - No
- Different paper sizes  
  - Yes  
  - No
- Duplex  
  - Yes  
  - No
- Collate  
  - Yes  
  - No
- Enlarge/Reduce  
  - Yes  
  - No
- Book Copying  
  - Yes  
  - No

What other features does the copier have? ______________________

_____________________________________________________________

_____________________________________________________________

3. Ask your instructor if you may do some copying tasks for your learning centre to get experience using the various features.

The following Essential Skills were used to complete this Learning Activity.

- Reading
- Oral Communication
- Document Use
- Working with Others
- Numeracy
- Computer Use
- Writing
- Continuous Learning

Thinking Skills
- Problem Solving
- Decision Making
- Critical Thinking
- Finding Information
- Job Task Planning & Organizing
- Significant Use of Memory
Printing

Offset Printing

Offset printing or lithography is one of the most widely used print processes. It involves the transferring or offsetting of an image from one surface to another.

A printing plate mounted on a cylinder (see diagram below) transfers the image to a rubber blanket mounted on another cylinder. The image is then transferred from the blanket cylinder to a substrate (such as paper) as the substrate passes between the blanket cylinder and an impression cylinder. The image on the plate is right-reading and when the image is transferred to the blanket, it becomes wrong-reading. When the image is transferred or offset to the substrate-printing surface on the impression cylinder, it becomes right-reading again.

**Lithography:** Lithography refers to a method of printing where the image areas, which are neither raised nor depressed, attract ink and the non-image areas repel ink. Most lithography is offset lithography in which the image is transferred from the plate to a rubber blanket, and then printed (offset) from the blanket onto the paper.

**Substrate:** The material or stock that serves as the base onto which another material, chemical or solution is applied. Materials such as paper, plastic, film and acetate can all be the base substrate that may have ink, adhesive, photosensitive emulsion or a laminated material applied to one or both sides.

**Right-reading:** In printing, a photographic image that looks the same as the original.

**Wrong-reading:** In printing, a photographic image that is the mirror image of the original.
Plate

A metal, plastic or paper light-sensitive sheet that holds a photographically or computer produced image. During the printing process, the image area picks up ink, which is then transferred to a blanket and then to paper.

Plate making

A prepress process where a "flat" (masking sheet with film negative stripped into it) is laid on a plate. The plate is exposed and then processed. The plate is then ready to be taken out to the press.
Offset Printing
Learning Activity #12

1. Watch the video called *Tim Inkster explains & demonstrates offset printing* on YouTube. Go to [www.youtube.com](http://www.youtube.com) and type *Tim Inkster explains & demonstrates offset printing* into the search bar or try [http://www.youtube.com/watch?v=dR0R7FYhQxw](http://www.youtube.com/watch?v=dR0R7FYhQxw).

2. Earlier, we learned that lithography is a method of printing where the image areas attract ink and the non-image areas repel ink. In the video you just watched, Tim Inkster told you how this was done. *In one or two sentences*, explain how this works. (Note: if you want more information about offset printing plates go to [http://printwiki.org/Plate](http://printwiki.org/Plate))

3. Why is this method of printing called offset?

4. In the video, Tim Inkster explained why we offset the image using a blanket on the blanket cylinder instead of designing a method that just uses the plate cylinder and the impression cylinder. What was the reason?

6. What are the four processing colours referred to by CMYK?

________________________________________

________________________________________

________________________________________

________________________________________

7. This video showed a much larger offset printing press than we saw in the previous video. This huge press is made up of four different presses, one in each tower. Why does this press have four different presses?

________________________________________

________________________________________

8. Did you notice in the video that the man mentioned another type of colour system other than CMYK? He called it PMS. Find out what this refers to by doing a web search using the word combination printing PMS colors. What did you discover about PMS colours?

________________________________________

The following Essential Skills were used to complete this Learning Activity.

- Reading
- Document Use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Computer Use
- Continuous Learning

Thinking Skills
- Problem Solving
- Decision Making
- Critical Thinking
- Finding Information
- Job Task Planning & Organizing
- Significant Use of Memory
How Laser Printers Work

A laser printer is a computer printer that quickly produces high quality text and graphics on paper. In a laser printer, a laser beam projects an image of the page to be printed onto an electrically charged, rotating drum photoreceptor. Dry ink (toner) particles are electrostatically picked up by the drum's charged areas. The drum then prints the image onto paper by direct contact and heat, which fuses the ink to the paper.

High-speed laser printers are competing with lithography in some commercial applications. This is especially true for smaller, multi-colour print jobs, where it would be more expensive to set up all the different print plates. However, the quality of lithography is still better and the colours are truer than in laser print jobs.

Most print and copy companies now have colour laser printers. Colour printers work basically the same way as monochrome printers, except they go through the entire printing process four times – one pass each for cyan, magenta, yellow and black. By combining these four colours of toner in varying proportions, you can generate the full spectrum of colour.

One way of doing this is to have four toner and developer units on a rotating wheel. The printer lays down the electrostatic image for one colour and puts that toner unit into position. It then applies this colour to the paper and goes through the process again for the next colour. Expensive commercial printers actually have a complete printer unit – a laser assembly, a drum and a toner system – for each colour. The paper simply moves past the different drumheads, collecting all the colours, similar to an assembly line.

To find out more about laser printing equipment, you can do a search on the Internet for production printers. For an overview of a laser production printer, check out the sales video from Ricoh copiers at http://www.youtube.com/watch?v=EyErL9snVCw.
Laminators

A laminator is a machine that coats paper, cardstock or other materials with a thin sheet of plastic (laminate). Laminating protects, strengthens or improves the look of documents or images.

There are two kinds of lamination, hot and cold. In hot lamination, a document is covered with laminate and fed through a machine that melts the glue on the laminate, bonding it to the object. With cold lamination, the laminate used is already sticky, so no heat is required to melt the glue.

Print shops often use industrial, heated roll laminators to laminate such things as paperback book covers, magazine covers, posters, cards and postcards. The main advantage to using heated roll laminators is speed. This type of laminator can quickly laminate even large items such as posters, blueprints and maps.
Binding

Binding is done after the printing is complete. However, even though it is a post-press function, binding details need to be considered right from the pre-press phase of a print job. There are many different ways to bind press sheets (see below). Things like allowances for margins need to be made to match the binding type.

The part of a business where binding occurs is sometimes referred to as the bindery. The term bindery, especially in copy and print shops, has expanded to include other forms of paper finishing, such as lamination, paper drilling and punching. Commercial binderies range in size from the local “copy shop” book binder, using mechanical binding techniques, to factories producing tens of thousands of volumes a day using such processes as thermal adhesive binding and stitching.

Mechanical binding is the most basic form of binding, and includes various binding types:

- Spiral binding – a continuous wire or plastic coil is threaded through holes drilled or punched into a stack of sheets. This is often used for notebooks.
- Comb binding – the teeth of a plastic "comb" are inserted into a series of slits drilled or punched into a stack of sheets. This is often used for reports and presentations.
- Loose-leaf binding – A set of holes (usually three) is drilled in a stack of sheets, allowing for insertion into standard or customized ring binders. This allows for the easy removal and insertion of sheets.

From PrintWiki.org
Trimming, Cropping, Cutting and Creasing

Cutting of paper stock may be performed at any point in the printing and/or binding processes. Blank stock may need to be trimmed prior to printing in order to produce square, uniformly sized press sheets. Multiple copies may be printed on the same sheet and need to be cut apart after printing. Often, printed sheets also need to be cut in order to fit into folders or other bindery devices.

This means that some trimming, cropping or cutting needs to take place. Even when the paper is the right size, it may need to be folded, as a brochure would be. In order that the folds are all in the right place and are nice and clean, creasing may be necessary. These adjustments take specialized equipment.

Most cropping, cutting and trimming is done using a manual or electronic guillotine cutter. With this cutter, a stack of sheets is placed on the cutter bed and the blade cuts through it.

The earliest guillotine cutters were operated by pulling a large metal handle to bring the knife down through the paper. However, high-tech improvements have created efficient computerized devices that can be programmed to cut specific places.

In bookbinding, trimming is often performed using a three-knife trimmer, which uses three guillotine-style knives to trim all three unbound sides of a book at the same time.
In order to know where to set the blades of the cutter, crop marks (also spelled as one word or referred to as trim marks) are drawn or printed on a the printed product to indicate the proper **cropping** of the image or print in question. Crop marks are crossed lines placed at the corners of an image or a page to indicate where to trim it. Crop marks may be drawn on manually or automatically applied with some desktop publishing software programs. The diagram below shows the crop marks to cut out a business card.

Several other cutting and creasing methods are described below.

- **Die Cut** – When a piece needs to be cut to a specific shape that is not square or rectangular a die needs to be made from which the piece is stamped out. Below is a picture of a die, formed by both cutting and creasing blades, to create a gum package, which is shown unfolded beside the die and completed in the right hand picture.
• **Kiss cut** – A die cut, where the cut only goes partially through. An example is a sheet of labels or stickers, where the top adhesive label layer is cut, but the bottom backing is not.

• **Platen creased** – To ensure your card does not “crack” when folded, a channel is stamped on the fold line to give a perfect finish.

• **Perforated** – Perforation is a series of tiny holes that allows for easy tear off. It is used where you want to be able to tear off a part of the page without the need for a pair of scissors.

• **Pattern Perf** – This is perforation in a pattern that allows for two or more tear-offs on a sheet. Examples might be a page of coupons, a sheet of stamps or a roll of tickets.

Some further finishing techniques or equipment you might come across are folders, staplers and a variety of packaging methods, such as shrink-wrapping.
1. Why would a print shop use a colour laser copier for some jobs rather than lithographic printing?

2. What is a laminator used for?

3. What are three different types of binding commonly done in small print shops? Look around your learning centre to see if you can find an example of each.

4. What are crop marks?

5. What is a die?

6. Why is creasing, such as platen creasing, done?
7. What is one example of the use of a kiss cut?
# Learner Self-Assessment

Now that you have completed Module 3 – *In the Print Shop*, assess your performance. In the comments section, you can write down thoughts you have about the section. Use a blank sheet of paper if you need more space.

I started this module on (date) _______________ and finished on (date) ___________. I think I worked through it in a reasonable time □ yes □ no

## Printing Machine Operator: Module 3 – In the Print Shop

### Unit 1 – Reading on the Job

I learned seven strategies to help me read to find information. □ yes □ I need more time to decide □ no

I learned about design features that can help me find information in reading material that has many paragraphs. □ yes □ yes but I need more practice □ no

### Unit 2 – Workplace Documents

I know that Document Use is one of the important Essential Skills for a printing machine operator. □ yes □ yes but I need more practice □ no

I learned about the layout of lists and tables. □ yes □ yes but I need more practice □ no

I know about some common information found on forms, which will help me to use them. □ yes □ yes but I need more practice □ no

I practised finding information in forms and filling out forms. □ yes □ yes but I need more practice □ no

### Unit 3 – Computer Skills

I know that I will need to have some computer skills to work in a print shop. I have worked with my instructor to develop and start on a computer-training plan. □ yes □ yes but I need more practice □ no

### Unit 4 – Printing Processes and Equipment

I know how to use a photocopier. □ yes □ yes but I would like to read more □ no
### I learned about offset printing or lithography.

<table>
<thead>
<tr>
<th></th>
<th>☐ yes</th>
<th>☐ yes</th>
<th>☐ no</th>
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</tbody>
</table>

- ☐ yes but I would like to read more
- ☐ no

### I learned a little about laminating, binding and cutting equipment.

<table>
<thead>
<tr>
<th></th>
<th>☐ yes</th>
<th>☐ yes</th>
<th>☐ no</th>
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</tbody>
</table>

- ☐ yes but I would like to read more
- ☐ no

**Comments:** (write down thoughts you have about the section. Use a blank sheet of paper if you need more space)

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Printing Machine Operator

Module 4: Working With Others

Unit 1  Getting Started
Unit 2  A Team Player
Unit 3  Solving Problems at Work
Unit 4  Getting Along with Your Boss
Unit 5  Dealing with Criticism
Unit 6  Communication
Unit 7  Customer Service
Unit 1: Getting Started

Introduction – Links with other Essential Skills

**Working with Others** is one of the Essential Skills. In this unit, we will show you ways to use it with the other Essential Skills.

In order to work well with others, a number of the other Essential Skills are important. You need:

- **Good Thinking Skills** – Problem Solving, Decision-Making, Critical Thinking, Job Task Planning and Organizing, Significant Use of Memory and Finding Information are all “essential” to getting along and working well with others.

- **Good Oral Communication Skills** – If your communication skills are poor, you will have difficulty making yourself understood. You may find it hard to understand others and you could make mistakes.

- **Continuous Learning Skills** – A person who is always willing to learn and change with circumstances is a welcome employee. No one minds when someone makes a mistake now and then, but everyone objects to someone who doesn’t learn from a mistake.
Working With Others can be broken down into four categories. They are:

- **Working alone** – Even employees who work by themselves must follow instructions and report to a supervisor or boss about their work.

- **Working independently** – These workers are not physically alone. They work side by side with others. Each person has their own job to do but they coordinate their work with others.

- **Working with a partner or helper** – When two people work together, they help each other to get the work done.

- **Working as a member of a team** – A team is a group of workers who get the job done through combined effort and cooperation.
Getting Started

When you are beginning a new job, you want to start on the right foot. You will want to impress your boss and the people that will work with you. The following tips can help.

Attitude

Attitude is the key to success. Good workers have good attitudes. A worker with a poor attitude doesn’t make any effort to get along with others. He doesn’t willingly do his share of the work.

Plan Ahead

Find out as much as you can about your new job, its products and services before you start. Try to remember things from your interview. Remember the people you meet, including their names and titles. Check out the route you will take to get to work. Think about what you will be able to eat for your meal break.

Prepare

Organize what you are going to wear. Your clothes should be clean and not wrinkled. You should have good personal hygiene. When you look your best, you feel confident, and feeling confident is very important in a new job.

Be On Time

Stick to your work schedule; people are depending on you. Find out when you can take meals and other breaks. Find out what time you are to start and when you should leave.

Be Reliable

If you miss days during training, you miss important information that you will need to do the job or to pass the course. Do the job that you are expected to do. Work the hours that you are scheduled to work. If you say you’re going to do something, do it.
Smile

Make a good first impression. Having a smile on your face, an enthusiastic manner and friendly personality will make people look forward to working with you.

Be Friendly

Get to know the people at work, especially those you will work with regularly. You will need their help and support. Treat everyone with respect.

Ask Questions

It’s okay if you don’t know everything, especially when you are learning a new job. Ask questions. People are usually more than happy to help. Be sure to do more listening than talking. You’ll gain respect and absorb more information. Make sure you understand what is expected and if you’re not sure, ask.

Take Notes

When you ask questions, write down the answers. This will save you from asking the same question twice. It’s also a good idea to write down procedures, names of key people and contact numbers for future reference. Use some of the other “memory tips” that we covered in the Thinking Skills module.

Get Feedback

Asking for feedback is important, but it is something that people are often uncomfortable doing. Asking questions shows that you are interested in doing a good job. Keep a positive attitude. Accept criticism and suggestions for improving your work.
How do You Work Best?
Learning Activity #1

1. For each of the four ways of “Working With Others,” explain what about it you would find easiest and what you would find hardest.

   a. Working Alone

      What I would find easiest ________________________________

      ________________________________

      Why? ________________________________

      ________________________________

      What I would find hardest ________________________________

      ________________________________

      Why? ________________________________

      ________________________________

   b. Working Independently

      What I would find easiest ________________________________

      ________________________________

      Why? ________________________________

      ________________________________

      What I would find hardest ________________________________

      ________________________________

      Why? ________________________________
c. Working with a Partner or Helper

What I would find easiest ________________________________

Why? ________________________________________________

What I would find hardest ______________________________

Why? ________________________________________________

d. Working as a Member of a Team

What I would find easiest ________________________________

Why? ________________________________________________

What I would find hardest ______________________________

Why? ________________________________________________

Which of the following Essential Skills were used to complete the Learning Activity on the previous page?

- Reading
- Document Use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Computer Use
- Continuous Learning
- Thinking Skills
- Problem Solving
- Decision Making
- Critical Thinking
- Finding Information
- Job Task Planning & Organizing
- Significant Use of Memory

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Getting Started
Learning Activity #2

1. Choose two of the tips for Getting Started, listed earlier. Explain how you feel each of these tips can help you and why it is important.

   a. Tip ____________________________________________
      How it can help me? ________________________________
      ______________________________________________________________________________________
      Why is it important? _________________________________
      ______________________________________________________________________________________

   b. Tip ____________________________________________
      How it can help me? ________________________________
      ______________________________________________________________________________________
      Why is it important? _________________________________
      ______________________________________________________________________________________

Which of the following Essential Skills were used to complete the Learning Activity on the previous page?

- Reading
- Document Use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Computer Use
- Continuous Learning
- Thinking Skills
- Problem Solving
- Decision Making
- Critical Thinking
- Finding Information
- Job Task Planning & Organizing
- Significant Use of Memory
Unit 2: A Team Player

In today’s business world, employers consider teams and teamwork the best way to work. They are not looking for a “shooting star” that rises to the top as a one-man show. Employers are looking for people who can work together.

A team is not just a group of people working at the same place. In a team, the members don’t think just about themselves. They think about the entire team and they depend on each other. They work towards what the team needs to do. In a true team, each team member is equally responsible for doing the team’s work. A workplace where the employees get along well and still get the job done is a successful business.

So, are you a team player? If you fit in with your team, you’ll be much more likely to keep your job and be happier doing it!

Team Player: A member of a group who cooperates with other people and who puts his or her personal interests aside to work towards a common goal.
Steps to being a team player:

1. **Be reliable.** People should be able to count on you to do your share of the work. It’s important to be dependable.

2. **Communicate positively.** To be a valuable team player, you must be able to express your thoughts and ideas clearly, directly, honestly and with respect for others. You must also listen.

3. **Treat others with respect.** If you don’t like someone, try to keep it to yourself. Don’t gossip. When you run others down, you look bad.

4. **Be an active participant.** Take the initiative and help make things happen with an attitude of "What contribution can I make to help the team achieve success?" Cooperate to do what is best for the team and the company as a whole.

5. **Share information.** Be willing to share information, knowledge and experience. Keep other team members (your co-workers and boss) informed. Help newer employees.

6. **Be flexible.** Change is normal when you're working on a team. Good team players adapt. They don't complain or become stressed-out when the team tries something new.

7. **Be a problem-solver.** A good team player is willing to deal with all kinds of problems to find solutions. Instead of being a problem-dweller, problem-blamer or problem-avoider, valuable team members choose to be problem-solvers.
Unit 3: Solving Problems at Work

There is always more than one way to handle a situation. You make choices based on what you know and what you think is right. You use your Critical Thinking, Decision Making and Problem-Solving skills to help you decide the best thing to do.

Do I deal with the situation or ask for help?

This is often one of the hardest questions to answer, especially for new employees. For situations that come up often, there will be guidelines to follow to let you know what decisions you can make for yourself, what decisions the team will make and what decisions your supervisor will make. Don’t do something without permission and then have to apologize later.

If you have an issue, problem or concern, report it as soon as possible, even if you have already dealt with it yourself. You and the other team members or your boss can discuss how the problem was solved and whether this would be the best way to deal with something similar in the future.

Remember, though, that you are just one employee, one member of the team. Don't take more than your fair share of the team’s or a supervisor’s time dealing with every little situation or problem. Instead, explain the issue and your solution. Use your Thinking Skills and consider, “Is this a concern for the business?”
Teamwork
Learning Activity #3

Below are some words that describe either people who work well as part of a team or people who don’t. Choose words that are positive for good teamwork, then find and circle them in the word search puzzle.

- trustful
- bossy
- agreeable
- know-it-all
- team member
- gossip

- argue
- fights
- helpful
- hurtful
- sharing
- selfish

- kind
- complains
- friendly
- takes advice
- pouts
- caring

Z T X V A A T A J V R Q K T U J I L Z
Z E D R R T R E B M E M M A E T H U X
G F G G L C S C B U C L A A T C G F V
Q P U P W W Y W M O R B S R R F M T T
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The Promotion
Learning Activity #4

Mike worked in the office of a quick print shop. He did his job well, was always on time and was seldom sick. However, it wasn’t Mike, but Sue who got the promotion when the senior laser printer operator retired. Mike had more experience and couldn’t understand why he didn’t get the job.

Even though Mike worked hard, he didn’t get along with others. He didn’t try to be friendly to anyone and he made fun of fellow workers when they made mistakes. If anyone found something wrong or criticized him, Mike argued loudly. Mike’s opinion was that he was the best at his job and he took every chance to point it out.

1. What good work skills do you think Mike had?

2. What bad work habits do you think he had?

3. What are two tips you could give Mike on ways that he could improve how he gets along with others?

4. Discuss with a partner or group how you feel that Mike’s behaviour and attitude toward others may have affected his job.

Which of the following Essential Skills were used to complete this Learning Activity?

- Reading
- Document Use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Computer Use
- Continuous Learning
- Problem Solving
- Decision Making
- Critical Thinking
- Finding Information
- Job Task Planning & Organizing
- Significant Use of Memory
Getting Along with Others
Learning Activity #5

In each of the following situations, circle the letter that describes the best choice for getting along with others at work.

1. You and another print shop worker share a job. She wants to divide the work so that each person does half the desk and office work. It’s harder for you because you’re new, so you don’t think that’s fair.
   a. “Buck up” and really make an effort to do your share.
   b. Tell the others you want a smaller share of the work.
   c. Complain to your boss.

2. You don’t like one of the other employees you have to work with.
   a. Be honest and say so.
   b. Keep it to yourself and try to be nice.
   c. Tell your boss that you won’t work with that person.

3. One of the workers in the print shop where you work is handicapped.
   a. Make jokes about it. The person should be used to it.
   b. Accept the person and help them when they need it.
   c. Avoid the person.

4. An older employee often tells you how to do things. You’d rather do it your way.
   a. Listen to the advice. She may know something you don’t.
   b. Tell the person not to bother you.
   c. Ignore her. She’s probably out of date anyway.
5. You disagree with your co-worker’s plan for doing a job.
   a. Tell her why in a calm way, giving her reasons.
   b. Laugh at her.
   c. Argue loudly so that everyone will see how smart you are.
Working Together
Learning Activity #6

You have been working on the same project at work for several weeks. It involves cleaning up the print shop files. This is such a big job that another worker, Anna, has been assigned to the task as well. Although you are supposed to share the work, Anna has gradually taken charge and tells you what to do and when. Is it your imagination or are Anna’s lunch and coffee breaks always scheduled when it is her turn to help out? You think you seem to do more than your share of the work and now the boss is wondering why, with two workers, the project still hasn’t been completed.

1. Using the Steps to Problem Solving covered in the Thinking Skills module and the first four steps of the chart on the next page, answer the following questions.

   a. What do you think the problems are in the print shop? (State the problems.)

   b. What are the issues? (Organize the facts.)

   c. Come up with some solutions to work out the issues. (List the solutions.)

   d. What might cause some positive results and what might be some difficulties? (possible roadblocks/consequences)

   e. What is the best solution and what steps would you take to put your solution in place? (Verify the solution.)

2. Now you need feedback and to Evaluate. Discuss your answers with group members or your teacher.

Remember: Use the acronym – SOLVE – and you won’t forget the steps to problem solving.
1. **State** the Problems:

2. **Organize** the facts

   ________________________________________________

   ________________________________________________

   ________________________________________________

3. **List Solutions**

   **Possible Solution 1**

   ________________________________________________

   ________________________________________________

   ________________________________________________

   **Possible Solution 2**

   ________________________________________________

   ________________________________________________

   ________________________________________________

   **Possible Solution 3**

   ________________________________________________

   ________________________________________________

   ________________________________________________

   **Roadblocks/Consequences**

   ________________________________________________

   ________________________________________________

   ________________________________________________

   ________________________________________________

   ________________________________________________

   ________________________________________________

   **Roadblocks/Consequences**

   ________________________________________________

   ________________________________________________

   ________________________________________________

   ________________________________________________

   ________________________________________________

   **Roadblocks/Consequences**

   ________________________________________________

Which is the best solution?

4. **Verify** your choice: ________________________________________________

   ________________________________________________

Get feedback

5. **Evaluate** your solution ________________________________________________
Module 4: Working with Others

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Unit 4: Getting Along with Your Boss

Working and getting along with others includes getting along with the person we work for – our employer, supervisor or “team leader.” It isn’t always easy to get along with this person. You may not always agree with her or like everything about her.

Be friendly. This doesn’t mean that you have to be best friends and do things together outside work. It means smiling, making eye contact and saying a simple greeting such as hello.

Listen. It’s important to listen carefully and follow through on your supervisor’s directions.

Be dependable. Be on time, or even a little early, for work. Lateness and frequent absence are two of employers’ greatest complaints about workers.

Do your best, all the time! Work isn’t always fun, but doing a good job will certainly give you a good feeling. Take pride in your work.

Show respect for the person in charge. Don’t say bad things behind her back. If you say something nasty, someone may repeat it to her. Respect from your supervisor is something you will have to earn. Working hard, doing your best and following these hints are good ways to earn respect. Respect works two ways. When you treat people with respect, they will respect you in return.

Respect is a two-way street!

Finally, accept that your supervisor or instructor is human. Just like you, she has bad days and makes mistakes. A supervisor is important to the work “team” and to you.
Pleasing the Person in Charge
Learning Activity #7

Circle the best way to get along with your boss in each of the following cases.

1. It is very important to your boss that the desks and tables in the print room are left clean and tidy at the end of each shift. You should
   a. Spend a few extra minutes cleaning up.
   b. Try to get him to loosen up.
   c. Get him to do that part of the job himself.

2. You think your boss may have forgotten about an important order. You should
   b. Remind her privately.
   c. Tell everyone you remembered, but she forgot. She will be impressed with your memory.

3. The boss gives you a new job to do. You should
   a. Tell him you don’t have time to do it.
   b. Groan loudly and complain about your work-load to everyone who will listen.
   c. Accept the job pleasantly.

4. The boss gives you directions to do a job. You’ve tried to understand, but you really don’t. You should
   a. Ask for more directions.
   b. Pretend to understand so you don’t look stupid.
   c. Keep trying to figure it out on your own the best you can.
5. Your boss tells you he doesn’t like the way you laid out a print job. He wants it done differently. You should
   a. Immediately tell him why your way is better.
   b. Get upset. Let him know how hard you worked.
   c. Stay calm. If you have a good reason, explain why you did it your way. If he still disagrees, do it over his way.

6. On your first day, your boss asks you to simply answer the phone and take messages. You think this is too simple and boring. You should
   a. Refuse to do it. You’re above all that.
   b. Do your best on each task you’re given.
   c. Try to get away with the least work possible.

7. One of the other workers is often late coming to work and she seems to get away with it. You should
   a. Be on time anyway.
   b. Come in as late as she does, but no later.
   c. Tell the boss on her.

8. Some of the rules of your new employment seem too strict. You should
   a. Follow the rules even if you don’t like them.
   b. Follow only the rules that you agree with.
   c. Complain to all your co-workers.

Which of the following Essential Skills were used to complete this Learning Activity?

- Reading
- Document Use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Computer Use
- Continuous Learning
- Problem Solving
- Decision Making
- Critical Thinking
- Finding Information
- Job Task Planning & Organizing
- Significant Use of Memory
Worker Control
Learning Activity #8

While a supervisor controls many things about your work life, you have control of your work life, too. For example, it is in your control to make your job more pleasant with a good attitude. Listed below are some things that are part of doing a job. Put a check in the box that you think shows how much control the worker has over each thing. Explain why you made that choice. There can be more than one right answer.

1. Being happy with his job
   - a lot
   - some
   - none

2. Getting along with his boss
   - a lot
   - some
   - none

3. Being accepted as part of a work team
   - a lot
   - some
   - none

4. Getting a raise or a promotion
   - a lot
   - some
   - none

5. Being given more responsibility
   - a lot
   - some
   - none
6. Being known as a dependable person
   - □ a lot
   - □ some
   - □ none

Which of the following Essential Skills were used to complete this Learning Activity?

- □ Reading
- □ Document Use
- □ Numeracy
- □ Writing
- □ Oral Communication
- □ Working with Others
- □ Computer Use
- □ Continuous Learning
- □ Thinking Skills
  - □ Problem Solving
  - □ Decision Making
  - □ Critical Thinking
  - □ Finding Information
  - □ Job Task Planning & Organizing
  - □ Significant Use of Memory
Unit 5: Dealing with Criticism

Accepting criticism from anyone can be very difficult. When a supervisor criticizes or corrects you, it can upset you and make you feel uncomfortable. However, constructive criticism is part of any job.

Constructive Criticism: Advice or opinions that are carefully considered and meant to be helpful for improvement, often with an offer of possible solutions.

Constructive criticism can help make us better workers. It can help us to think about how we act and how we work with others. We need to listen to the suggestions. Remember, a positive attitude will help us to build strong relationships and earn the trust and respect of others.

Things to remember if you make a mistake:

- Don’t whine.
- Don’t make excuses.
- Don’t blame someone else.
- Learn from your mistake and do better next time.
- Ask for help if you need it.

When you make a mistake, take responsibility for it. Take the time to say that you are sorry and create a plan to do better the next time, either by yourself or with help from your instructor or boss. Remember, while no one expects you to be perfect all the time, no one wants you to make mistakes all the time, either.

Remember:
Learn from mistakes! Don’t repeat them!
Constructive Criticism
Learning Activity #9

In each of the following situations, imagine that your boss is criticizing or correcting you. Write what you feel would be an appropriate response.

**Situation #1**

**Boss**: “I’m not happy with the copies you have been printing.”

**You**: ____________________________________________
____________________________________________________
____________________________________________________

**Situation #2**

**Boss**: “You have been late for work twice this week.”

**You**: ____________________________________________
____________________________________________________
____________________________________________________

**Situation #3**

**Boss**: “You haven’t been following the print shop rules about breaks. You may take a break only when there are no print jobs left in the urgent pile.”

**You**: ____________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
Situation #4

**Boss:** “You didn’t unplug the laser printer when you were servicing it this morning. As I explained to you when you started, you need to follow the shop safety rules.

**You:**

---

Which of the following Essential Skills were used to complete this Learning Activity?

- □ Reading
- □ Document Use
- □ Numeracy
- □ Writing
- □ Oral Communication
- □ Working with Others
- □ Computer Use
- □ Continuous Learning
- □ Problem Solving
- □ Decision Making
- □ Critical Thinking
- □ Finding Information
- □ Job Task Planning & Organizing
- □ Significant Use of Memory
Unit 6: Communication

Communication skills are required in every part of your daily life. In this unit, we will be discussing how to communicate with people, especially those you are working with.

You will be building on the skills that you have already learned and introducing new ones. The development of good interpersonal communication skills is an important key to success in any job. Employers want people who can do the hands-on work of the job, but they also look for employees who can communicate well.

Interpersonal communication skills are the tools we use to let others know what we think, feel, need and want. These tools also help us let others know that we understand what they think, feel, need and want. Effective communication is about delivering your messages to other people clearly, while clearly receiving information that others are sending to you.
Non-Verbal Communication

Communication can be divided into two major groups, verbal and non-verbal. Verbal communication is any communication that relates to or involves words. So, as well as speech, it would include reading, writing and sign language. These are all word-based types of communication.

Non-verbal communication doesn’t use words as its base. It is communication through wordless messages. These messages are communicated through things like gestures, tone of voice, touch, posture, personal appearance (e.g. clothing or hairstyle), emotion and speaking style. Non-verbal communication is often referred to as “body language.” When we speak (or listen), our attention is focused on words, but our brains are processing messages received through body language as well.

Messages in a conversation are communicated by words, the way the words are spoken (tone of voice) and body language. A recent study shows that it breaks it down this way:

- **Tone of Voice**: 38%
- **Other Body Language**: 55%
- **Words Used**: 7%

Your body sends out signals or messages to someone without you having to say a word. So, it makes sense to pay attention to what your body language is telling others as well as learning to read non-verbal cues from them. Watching people is a great way to learn about body language.

There are many different types of non-verbal communication. Together, the signals and cues on the next three pages can help you to communicate with others.
Facial Expressions

Facial expressions are easy ways to communicate your emotions. Have you ever heard the expression, “It’s written all over her face”? Does a frown mean, he’s thinking or that he disagrees with what you are saying? Look in a mirror to see what your face looks like when you are trying to communicate the emotions of happiness, surprise, fear or anger. Laughter and smiles are almost magic. A smile for instance, can send a positive message of warmth, welcome, confidence and relaxation.

Body Movements and Posture

Body movements and posture play a big part in non-verbal messages. Your opinions of people are affected by the way they sit, walk, stand or even the way they hold their heads. Tilting your head slightly to one side tells others that you are listening. Good posture gives a look of confidence and improves your personal appearance as much as good grooming. Try relaxing your shoulders when you don’t want to appear worried or stressed. When you talk to someone, turn your body so that you face the person squarely. Lean in to them slightly to show that you’re interested and paying attention. Nod your head occasionally to tell someone you understand and are interested in what they are saying.

Gestures

Gestures are part of our daily lives. Hands perform an important role in body language. We wave and point and use our hands when we’re arguing – often without thinking. Unlike facial expressions, the meaning of gestures can be very different across cultures and regions. You must be careful to
avoid a misunderstanding. When you keep your hands active and gesture during a conversation, it shows involvement and energy. Using motions that keep your palms facing up indicates that you are open friendly and welcoming. As an added point of interest, a recent study has shown that talking with our hands or *gesturing* may actually make thinking easier for us. The study found that people who gestured while explaining remembered more than those who kept their hands still.

**Eye Contact**

Eye contact is very important, since sight is the strongest sense for most people. The way you look at someone can communicate many things, including interest, affection, hostility or attraction. When you look at someone and make frequent eye contact, you show an interest in that person and in what she is saying. When your eyes shift all over the room during a conversation, it makes you seem uncomfortable and disinterested. Eye contact is important in keeping a conversation flowing and for watching to see how the other person feels about what you are saying.

![Eye Contact Image]

**Touch**

Touch is a great non-verbal communicator. Think about the message you send with each of the following:

- A *timid* tap on the shoulder
- A *warm* bear hug
- A *reassuring* pat on the back
- A *controlling* grip on your arm
- A firm, *confident* handshake
Space

Have you ever felt uncomfortable during a conversation because the other person was standing too close and invading your “personal space”? We all have a need for physical space, although the amount of space needed is not the same in every culture or situation. We need to be careful not to invade someone’s personal space by standing or sitting too close. You can use physical space to communicate many different non-verbal messages, including signals of intimacy, aggression, dominance or affection.
If you want to get a certain message across with non-verbal communication, here are some hints:

**Body language tools used to project …**

**Friendliness**
- Smiling
- Nodding
- A handshake
- Steady eye contact
- Softened eye expression
- Facing the other person square-on

**Confidence**
- Steady eye contact
- Upright posture
- Open gestures
- A relaxed facial expression
- A genuine smile

**Calm**
- Measured breathing
- No fiddling or fidgeting
- Smooth, synchronized body movements
- Sitting back in your seat
- Lowered shoulders, not tensed or hunched
You might be surprised to learn that body language even affects our telephone conversations. If we can’t see the message sender’s body, how can it be used to transfer a message to us?

Voices are used to communicate, even when we aren’t using words. This is done through tone, pitch and volume to change the way our voices sound. When we speak to someone, they actually “read” our voices while they are listening to our words. These non-verbal speech sounds provide clues to our true feelings and what we really mean. Think about how tone of voice, for example, can indicate sarcasm, anger, affection or confidence.

“A smile on your face ... ... is a smile in your voice!”

When we smile, our voices are lighter and higher. On the other hand, if we show anger on our faces, our voices will be deeper and more stressed.

Facial expressions and gestures affect our voice. The voice then transfers the message to the listener so that she understands what is being communicated. Whether the conversation takes place on the telephone or face to face, the facial expressions and gestures, which are part of body language, play a major role in the communication process.

Body language can almost always be interpreted in more than one way and one single element of body language may not tell the whole story. Someone who avoids eye contact may be embarrassed or lying or just plain shy. Don’t assume the worst based on this cue alone. Be sure to take into consideration all the non-verbal cues that may be given. Remember to be aware of your own body language and make sure that your non-verbal message matches your verbal one.
The Job Interview
Learning Activity #10

Non-verbal communication is important in a job interview. Listed below are some body language cues. Circle either True or False for each one. Can you fill in the blank for the last cue?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Offering a firm handshake makes a good first impression.</td>
<td>True</td>
</tr>
<tr>
<td>2. Facing the interviewer square-on will make you appear aggressive and pushy.</td>
<td>True</td>
</tr>
<tr>
<td>3. Fidgeting (shifting in your chair, moving your hands and legs constantly) shows that you are nervous.</td>
<td>True</td>
</tr>
<tr>
<td>4. Keeping steady eye contact makes people uncomfortable because they feel you are invading their personal space.</td>
<td>True</td>
</tr>
<tr>
<td>5. Hand gestures that keep your palms up indicate openness and friendliness.</td>
<td>True</td>
</tr>
<tr>
<td>6. When you relax your shoulders, it shows that you are depressed.</td>
<td>True</td>
</tr>
<tr>
<td>7. A smile shows ______________________________.</td>
<td>True</td>
</tr>
</tbody>
</table>

Which of the following Essential Skills were used to complete this Learning Activity?

- [ ] Reading
- [ ] Document Use
- [ ] Numeracy
- [ ] Writing
- [ ] Oral Communication
- [ ] Working with Others
- [ ] Computer Use
- [ ] Continuous Learning
- [ ] Problem Solving
- [ ] Decision Making
- [ ] Critical Thinking
- [ ] Finding Information
- [ ] Job Task Planning & Organizing
- [ ] Significant Use of Memory
Communication with Body Language
Learning Activity #11

For the questions below, circle the letter (a, b, or c) you think shows the best way to communicate non-verbally in each situation. In the space following each question, write a short explanation of why you chose that letter. (We have completed #1 as an example of what we mean.)

1. a) When I meet someone for the first time, I wait for the other person to introduce themselves to me.
   b) When I meet someone for the first time, I introduce myself with a smile and offer a handshake or quick nod of the head.
   c) When I first meet someone, I hug them.

   The best answer is (b). It’s good to be the one to start the introduction and do it with a handshake (or quick nod if shaking hands is difficult) and a smile. This shows confidence and helps to build rapport.

2. a) I tend to be serious and don’t smile very often while I am talking.
   b) I smile all the time while carrying on a conversation.
   c) I smile at appropriate times during a conversation.

3. a) I make eye contact with the person to whom I am talking.
   b) I sometimes make eye contact while talking with someone.
   c) I never make eye contact with the person to whom I am talking.
Module 4: Working with Others

4. a) During a conversation, I hold my head perfectly still at all times.
   b) When I am talking to someone, I nod my head at appropriate times during the conversation.
   c) While I am talking to someone, I nod my head constantly.

5. a) I stand less than half a metre away or as close as I can get to the person I’m talking to.
   b) When I am talking to someone, I try to stand one and a half to two metres from them.
   c) I like to stand at least four metres from the person I am talking to so that I don’t crowd them.

6. a) When someone is talking to me, I cross my arms over my chest and stare at him.
   b) During a conversation, I often lean back and turn my body away from the speaker.
   c) When I’m listening to someone, I always face my body toward them and lean slightly forward so that they know I’m interested.

Which of the following Essential Skills were used to complete this Learning Activity?

- Reading
- Document Use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Computer Use
- Continuous Learning
- Thinking Skills
  - Problem Solving
  - Decision Making
  - Critical Thinking
  - Finding Information
- Job Task Planning & Organizing
- Significant Use of Memory
Verbal Communication

Now that we have discussed how to communicate non-verbally with tools such as sounds, tone of voice and gestures, it’s time to examine how we can improve our verbal communication skills.

REMEMBER: Verbal communication occurs when two or more people communicate using “words” in some form, (e.g. speech, writing or sign language).

Communication Through Speech

Talking is easy for most people, but communication, which means actually transmitting your message so that it is understood, requires greater skill. Good communication demands that we listen and speak skillfully, not just talk mindlessly. Though everyone speaks every day, not everyone can do it well. Some people are difficult to follow, some explain their thoughts in a complicated manner, and some are simply boring.

Speaking skills are important in the workplace. Many good workers miss out on opportunities for promotion because they don’t have the necessary speaking skills.

Imagine that your cover letter and resume have made a good impression and the employer has called you in for an interview. Now it's time to make sure that you also have the right speaking tools to make a good impression in the job interview. Good conversation skills by themselves will not land you the job you’re applying for, but they can give you a big edge in the interview.

Are your spoken messages organized or rambling and unfocused? Do you know when to talk, when to listen and when to ask questions? Every time you talk to someone, you have a chance to make a good impression. Develop the skills to take advantage of this.
Hints for developing good speaking skills:

✓ Don’t mumble. Speak clearly using simple, easy-to-understand words.
✓ Speak loudly enough to be heard, but don’t shout.
✓ Don’t speak too quickly. Talk at a comfortable speed so that your words aren’t slurred or running together.
✓ Use simple, complete sentences so the message is easier to understand.
✓ Pause between sentences and ideas to give the listener some time to think over and to understand what you are saying.
✓ Connect your ideas or arguments and present them in a logical manner. This makes it easier for the listener to follow what you are saying.
✓ Make sure you don’t chew gum or eat while you’re talking.

During conversations or discussions that you have at work, you can’t always be as relaxed as you are when you talk with your friends. You must be more careful of the words and expressions you use. Pause and think before you speak so that you avoid repeating or explaining yourself with “What I meant to say, was….” When you speak correctly, people are able to understand what you say the first time you say it.

Speaking habits to avoid:

✗ Swearing
✗ Poor grammar
✗ Using slang
✗ Putting in extra words, such as like, you know, he goes, um or eh.
Written Communication

Writing is not one of the most important Essential Skills for the job Printing Machine Operators, but your written communications need to be clear and to the point. Examples of writing you might be expected to do in a print shop are:

- Write details of orders placed by telephone.
- Write notes to yourself to remember and record information such as the date of an order, problems encountered or special requirements.
- Complete order forms, invoices, bills of sale and production forms.
- Write care and shipping labels.
- Write notes to technicians about problems with printing presses, copiers and other equipment.
- Write notes or email messages to co-workers to describe problems with machines or work to be done.

Why is writing so important in the workplace?

When things are badly written, valuable time is wasted trying to figure out what is being said (the sender’s message). Spelling mistakes, unreadable writing, or confusing phrases can make it difficult to find the information you need. Make sure that what you write will be read the way you meant it.

Cursive writing, or what used to be called penmanship, doesn't get the emphasis it did years ago. This is happening as more and more work is being done on computers – including writing. However, in a workplace, handwriting that can be easily read is still important. The most complete and accurate phone messages are useless if the information can’t be understood because of bad penmanship.

In the previous module, we discussed documents and filling in forms. This is where your writing will be very important. Your workplace will have specific forms where you should record information. Use the right forms and write in the right information in the right place. On the next page is a memo from Jane Gray saying just this about telephone messages.
Memorandum

To: All Staff  
From: Jane Gray  
Priority: Important  
Date: 12/10/2010  
Re: Proper Message Taking

Lately there have been problems with incorrect or incomplete telephone messages. I would like to remind all employees to use the proper form (see attached) and to make sure it is filled in correctly and completely. I have included the following helpful tip: When taking a telephone message, be sure to repeat the caller’s name, number, and message to confirm that you have the correct information before you hang up.
When writing, take the time to do the following:

✓ Avoid wordiness. Keep sentences short and to the point.

✓ Use simple language – you don’t want the reader to need a dictionary to figure out what you are trying to communicate.

✓ Stay away from jargon or slang. A frequent complaint from business owners is that slang, shorthand and texting lingo have invaded the workplace. Many workers seem unaware that phrases like LOL are not appropriate in the office.

✓ Pay attention to grammar, punctuation, and spelling. Keep a good dictionary within reach and make use of the “check grammar” and “spell-check” features in your word processing software.

✓ Proofread what you have written before you send the message. Check for tone and attitude. If you think the message may be misunderstood, it probably will. Take the time to make it clear.

Remember: If you are using word processing software, turn on your grammar and spell checkers.

Remember: Keep a dictionary and or a thesaurus handy when you are writing.
Listed below are ten different “communications.” Read them over and check beside each one whether it falls into the Verbal or Non-verbal communication category. Discuss your choices and reasons for them with another learner or your instructor.

<table>
<thead>
<tr>
<th>Item</th>
<th>Verbal</th>
<th>Non-Verbal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not disturb sign</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>A hug</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>A ringing phone</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Signing to a deaf friend</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Whistling or humming</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>A birthday card</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Singing a song</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>A wink</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Message on an answering machine</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>A handshake</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Communication Skills
Learning Activity #13

1. Why is writing so important in the workplace? How do you think good writing skills might help you when applying for a job?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2. What are four speaking habits that you should avoid?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

3. In this module, seven hints for developing good speaking skills were listed. Can you name four of them?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

4. List examples of writing you might be expected to do in a print shop.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
5. What communication skills (verbal and non-verbal) that you have read about in this module would be a benefit to you in a job interview?

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

6. Why are good handwriting skills important in the workplace?

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________
The Telephone

The telephone as a communication tool in the workplace is here to stay. To use your telephone effectively as a tool for communication, you need to use it appropriately. We talked a bit earlier about the effect that body language has on telephone communication. In this section, we will discuss telephone etiquette and other useful tools to help you get your message across and make a good impression while speaking on the telephone.

Breathing

A good telephone voice requires lots of power or air. Before you pick up the phone, take a deep breath. Most of us are “shallow breathers,” which makes us sound tired when we talk on the phone. The goal is to sound like you enjoy your job and you are glad to talk to the person. To keep your voice sounding terrific throughout the call, take frequent pauses to breathe. There are additional benefits to pausing. A pause eliminates non-words, like “ah,” or “um” that make you sound unsure. It also gives you time to gather your thoughts so that you get your message across the first time.

Speak a little slower when you are on the phone or when you leave someone a message. How many times have you had to re-play your answering machine or ask someone to repeat themselves in order to understand what they were saying or the phone number that they rattled off too fast?

Identify yourself

The proper greeting when answering a call helps build a good relationship. It is also the polite thing to do. If you were talking face to face with this person, you would shake hands and greet them.

The three elements of an appropriate greeting are:

- Identifying your company or place of work.
- Giving your name and job title/department.
- Asking how you can help the caller.
Gathering information

A telephone call always has a purpose. There is a reason that this person called or that you placed the call to him. It is up to you to find or give that reason as quickly and as clearly as possible. It might be as simple as taking a message and all you need to do is ask for the caller’s name and phone number. In more complex situations, you will need to use questioning techniques to obtain the facts.

Finishing the Call

It is a good idea to end your telephone calls in a polite and efficient manner. When you close the call you should:

- Make sure that the caller has no more questions.
- Thank the caller.
- Let the caller put down the receiver first so they don't feel you have cut them off.

Telephone etiquette

Just because you can’t see the caller doesn't mean you should ignore the normal rules of politeness.

- Always be sure to get the caller’s name and use it frequently during the call.
- Don’t interrupt while the person is explaining the reason for their call.
- Listen carefully and be helpful to the caller even if the subject of the call is not your area of responsibility. Try to find someone who can help now or someone who can ring the caller back later.
- Try not to put callers on hold, but if it’s necessary, ask their permission to do so and tell them how long you will be gone. You might say something like “Ms. Johnson, do you mind if I place you on a brief hold while I check that information for you? I won’t be more than two minutes. Thank you.”
- It’s easy to fall into the trap of believing that because your caller can’t see you, they won’t be affected by what you are doing and what’s going on around you. You should always devote your full attention to the call. Misunderstandings and mistakes will arise if you are doing something else at the same time as you are talking on the phone.
Remember **not** to do the following:

- Let the phone ring more than four times before answering.
- Eat and drink while talking on the phone.
- Be too familiar.
- Talk to someone else in your office while you’re talking on the phone.
- Have too much background noise.
- Speak too quietly, too loudly, or too quickly.

When you talk, you give out signals by the tone and pitch of your voice, the clarity with which you speak and how fast you speak. Speaking on the telephone requires a combination of skills if we want to communicate well. The **Hints for developing good speaking skills** and **Speaking habits to avoid** that we covered previously in this unit are important to remember when talking on the phone as well. Combine these with the ideas discussed above and good non-verbal communication skills and you will be well on the road to successful telephone communication.
Examples of slang expressions and how they could be rephrased.

<table>
<thead>
<tr>
<th>Don’t Say</th>
<th>Instead Say</th>
</tr>
</thead>
<tbody>
<tr>
<td>He goes</td>
<td>He said</td>
</tr>
<tr>
<td>Huh?</td>
<td>I’m sorry; I didn’t hear what you said.</td>
</tr>
<tr>
<td>No way for that, man.</td>
<td>I’m sorry, but we wouldn’t be able to do that.</td>
</tr>
</tbody>
</table>

1. Rewrite the following statements, as you think they should be worded in an office telephone conversation.
   a. Hang on a sec an I’ll check it out for ya.
      ___________________________________________________.
   b. Run that by me again, honey.
      ___________________________________________________.
   c. I’m right on it. That should be ready in, like, two days.
      ___________________________________________________.
   d. Yeah, yeah, I got it. I’m not deaf, ya know.
      ___________________________________________________.
   e. Ummm, yeah, I guess we can do it, but it’ll cost ya.
      ___________________________________________________

Which of the following Essential Skills were used to complete this Learning Activity?

- Reading
- Document Use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Computer Use
- Continuous Learning
- Problem Solving
- Decision Making
- Critical Thinking
- Finding Information
- Job Task Planning & Organizing
- Significant Use of Memory
Active Listening

Effective communication in the workplace is not just about getting your message clearly to other people. It’s also about receiving, and understanding clearly, information that others are sending to you. This requires a skill we call Active Listening.

Hearing is a physical ability, while listening is a skill. Listening skills allow you to make sense of and understand what another person is saying. You probably spend more time using your listening skills than any other kind of skill. And just like your other skills, listening takes practice.

Good listening skills make workers more productive. The ability to listen carefully will allow you to:

- Understand assignments and what is expected of you.
- Build relationships with co-workers, bosses, and clients.
- Work better in a team-based environment.
- Resolve problems with clients, co-workers and bosses.

Communication Filters

What someone says and what we hear can be surprisingly different. Our personal filters, assumptions, judgements and beliefs can distort what we hear. In any communication, there are two people: the sender who speaks or writes the message and the receiver who listens to or reads the message.

It is important that both the sender and the receiver are doing their part. Otherwise, the receiver will not get the message that the sender meant to deliver. Did you ever play the “telephone game” as a child? In this game, one person whispers a message into the next person’s ear, and so on down the line to the last person. The last person usually got a wrong message. Well, that is a good example of what can happen if communication is “filtered” by other people or by other things.
Some filters (barriers) to clear communication:

- **Beliefs and experiences** – As we said in the Critical Thinking section of the Thinking Skills module, our beliefs can cause a bias or prejudice that can affect the message. A history of bad experiences could also colour your judgement about what someone says.

- **Interpretation** – Often we are told, “So-and-so said ....” This is just like the “telephone game.” We are hearing an interpretation of what the original person said, not the actual message. The people in between are filtering the message. Whenever possible, you should get the message straight from the sender and give it right to the receiver.

- **Distractions** – When people speak to you, do they have your full attention? Do external things like background noise or the window view distract you? Internal things such as feeling tired or planning what you still need to do today can also be distracting. Removing or reducing these distractions will make it easier to pay attention to the conversation at hand.

- **Emotions** – Moods greatly affect communication. You tend to have trouble transmitting your message to others or understanding a message that you are listening to when you are upset. A few of these emotional barriers or filters include hostility, anger, resentfulness and fear.

- **Stress** – One of the major communication barriers faced by employees in most workplaces is stress. When you feel stressed, you may find it difficult to understand the message, leading to a communication failure.
Active listening has three basic steps.

1. **Hearing:** The first step in listening is to actually hear or catch what the other person is saying. For example, you are listening to someone giving a talk on zebras, and she mentions that no two are alike. If you can repeat this fact, then you have heard what has been said and you have completed the first step.

2. **Understanding:** The second part of listening happens when you take what you have heard and interpret it in a way that you understand – that makes sense to you. When you hear that no two zebras are alike, you think about what that might mean. Maybe this means that the pattern of stripes is different for each zebra.

3. **Concluding:** After you are sure you understand what the speaker has said, then you can think about whether it could be true. Do you believe what you have heard? How could the stripes be different for every zebra? But then again, fingerprints are different for every person. You can conclude that what she says is believable and a true statement.

We’re listening!
What do you think? Different stripes?
Roadblocks to Good Listening Skills

There are things we do that can switch our listening off or get in the way of our understanding. These are sometimes called roadblocks.

- Interrupting before someone has finished their sentence.
- Expressing indifference or superiority.
- Arguing with or lecturing the speaker.
- Preaching or telling people what to say or do.
- Disagreeing with, judging or criticizing what the speaker is saying.
- Agreeing, approving, or praising too much.

The following are helpful hints to use while listening.

- **Focus your attention.** Keep the speaker at the centre of your attention. Don't look at other things around you. When you glance away or listen to something else, you may not get the speaker’s message.

- **“Tune-in” to understand.** Make sure your mind is focused, not just your ears. It can be easy to let your mind wander, especially if you think you know what the person is going to say next. Listen with your eyes and look for non-verbal messages, too.

- **Hear the speaker out.** Finish listening before you begin to speak. You aren’t listening properly if you are busy thinking about what you want to say when your turn comes.

- **Repeat or restate whenever possible.** To show you are listening, occasionally repeat what you think the person said. Don’t do this by parroting, instead restate in your own words what you heard. For example, “Let’s see if I’m clear about this.”

- **Summarize and ask questions.** Bring together the facts and pieces to check understanding – for example, “So it sounds to me as if ….” Encourage the person to tell you more by asking questions. And, if you are still not sure you understand what the speaker has said, ask again until the message is clear.

**Remember:** Communication is only successful when both the sender and the receiver understand the same information as a result of the communication.
Communication Breakdowns
Learning Activity #15

In the following situations, answer the a, b and c questions about communication "break-downs."

1. Yesterday when you scheduled your job interview over the telephone, you were also listening to the radio. Now you don’t remember what time the interview is.
   a. What “communication filter” might have caused the problem?
   _________________________________________________________
   b. What could happen in this situation?
   _________________________________________________________
   c. What would have prevented this situation?
   _________________________________________________________

2. You start a new job today and you decide to wear your new dress suit. When you arrive in the press room, people are staring at you. When you report to your supervisor, she is shocked to see you so dressed up. She asks you, “Why aren’t you dressed casually, according to the dress code that I told you about at our last meeting?”
   a. What “communication filter” might have caused the problem?
   _________________________________________________________
   b. What could happen in this situation?
   _________________________________________________________
   c. What would have prevented this situation?
   _________________________________________________________
3. You work as a quick print machine operator at a 24-hour print shop, along with your friend Gina. While you are chatting on the phone with Gina on your day off, she tells you that your schedule has changed and you don’t work Tuesday anymore. Tuesday morning you get a call from your manager asking why you aren’t at work, as scheduled.

   a. What “communication filter” might have caused the problem?

   b. What could happen in this situation?

   c. What would have prevented this situation?

Which of the following Essential Skills were used to complete this Learning Activity?

- [ ] Reading
- [ ] Document Use
- [ ] Numeracy
- [ ] Writing
- [ ] Oral Communication
- [ ] Working with Others
- [ ] Computer Use
- [ ] Continuous Learning
- [ ] Thinking Skills
- [ ] Problem Solving
- [ ] Decision Making
- [ ] Critical Thinking
- [ ] Finding Information
- [ ] Job Task Planning & Organizing
- [ ] Significant Use of Memory
Unit 7: Customer Service

Customer service is extremely important in the business world of today. Companies have started to find ways to measure and improve the service they provide. There is usually a choice of services or businesses in any area, so you have to make the customer want to choose yours. That is what makes quality service so important. If you are grumpy or rude, the customer gets a bad impression of the whole company. Friendly contacts in a company can actually make the customer want to use that service again. Even when your job doesn’t require you to deal directly with clients or customers, customer service is necessary in your dealings with other company departments and co-workers.

There are three levels of customer service:

- Rudeness
- Indifference (not interested)
- Quality service

Sixty-eight percent of the time, when customers or clients stop doing business with a company, it is due to rudeness or indifference.

Internal Customer Service

Many people deal with “customers” even within their own companies. These internal customers are people and employees who reside in the same company, e.g. workers in the computer and human resources departments. This is especially true with large companies who have their own printing department. For these people we provide internal customer service. This could be for a co-worker asks for information she needs and how we greet the boss when he walks into our office with an “I need something from you” expression on his face.

The quality of customer service co-workers provide to each other shows up with outside customers. Sadly, not all co-workers treat each other with the kind of respect and care that they should.
Here are some internal customer service tips for creating an atmosphere of sharing and helping:

1. **Your view of things.** Regard fellow employees and other departments as your customers. Understand that helping your co-workers do their jobs more successfully helps you and the company.

2. **Interruptions are opportunities.** If you view every interruption as a nuisance, re-examine those interruptions. If someone interrupts you to share gossip, that's a problem. If he interrupts to ask for help proofing a large job, that's a necessary activity and an opportunity to help. If you help others, it will lead them to assist you when you need it.

3. **Exceed expectations.** When someone does more than you expect, how do you feel? Most people feel positive about that person. Think what you can accomplish in your workplace by exceeding the expectations of fellow employees. For instance, if you are asked to have the job collated and bound by 3:00 p.m., have it done by 1:00 p.m. so everyone can relax, knowing their job will be ready for pick-up even if the customer is early.

4. **Say thank you.** A simple, genuine “thank you” goes a long way in creating an atmosphere of sharing and helping. Even when it is a person’s job to provide information or material to you, tell them “thank you” when they have done it.
External Customer Service

There have been many studies done on what good customer service means. Below is a list of things people expect from you in customer service.

**CUSTOMER SERVICE TOP TEN**

1. **APPEARANCE** - First Impressions Last a Long Time
2. **ATTITUDE** - Make it Positive
3. **FRIENDLINESS** - Be Generous, Give Smiles Without Question
4. **IMPRESSION** - What's Left in the Room After You're Gone
5. **RESPONSE-ABILITY** - Do it and Do it Better Than Anyone Expects
6. **COMMITMENT** - Your Dedication to Service and Teamwork
7. **TEAM THINKING** - Your Actions Affect Everyone You Work With
8. **COMMUNICATION** - Active Listening and Positive Responses
9. **SERVICE** - Your Personal Promise to Do Your Best
10. **PERSONAL EXCELLENCE** - Believe in Yourself - You Can Make a Difference
Handling a Difficult Situation

People come in all shapes, sizes and personalities. Not everyone is happy and pleasant. You will run across those who are angry or mean. It is never easy to deal with these people, whether they are customers, clients or co-workers. By following a few simple tips, you can make the situation as positive as possible.

Prepare yourself. At times, customers or co-workers may swear, make fun of, threaten, frighten or harass you. Unfortunately, some people feel that it’s all right to treat others this way.

It is not a good idea to respond to someone’s bad attitude with the same kind of behaviour. “Giving back as good as you get” will only make the situation worse. You do need to deal with the person, but try not to react to the anger.

Rude, difficult or abusive individuals have learned that, when they rant and rave, they often get what they want. This behaviour is a form of bullying. While most people don’t react this way, the few who do really make it rough for everyone. Remember that you should stay calm, act in a professional manner and get the situation under control.

In order to deal with angry people, it helps to know some reasons why they behave the way they do.

Remember: Follow the GOLDEN RULE…

Treat others the way you would like to be treated yourself.
A Person Who is Upset Wants ...

To Be Taken Seriously

Someone who is upset doesn’t want a response like, “You’re kidding!” “No way”, or “You have to be joking!” She wants you to be professional and confident, and to respond seriously to her concern.

To Be Treated With Respect

The upset person doesn’t want you to look down on him or feel that you think you are a better person than he is. He wants you to treat him and his concerns with respect. This may be difficult, especially if he is at fault but is trying to blame you.

Immediate Action

This person doesn’t want you to look into it next month, next week, or even tomorrow. He wants you to do something now. Show your concern by moving quickly to solve the problem.

Compensation

A person who is upset wants someone to pay for the damage done, and perhaps her time, inconvenience, or pain.

To Have Someone Take the Blame

Make sure that he knows someone will look after the problem, even if you are not the person in charge. Report the incident to your supervisor, so she can take measures to avoid similar problems in the future.
Customer Service
Learning Activity #16

What does customer service mean to you? It’s hard to put it into words, but you know it when you find it and so will your customers. Best of all, you actually have experience in customer service – you have been a customer yourself. This means that you can learn a lot just by thinking about your own experiences, good and bad.

1. Keeping in mind the Customer Service Top Ten, think about a very bad experience you have had as a customer. What happened that made you angry about the service? Tell someone your story or write it below.

______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________

2. Now, think about a very positive customer service experience you have had. What made it especially nice? Write your answer below. Discuss it with a partner or group if possible.

______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________
3. Think of a recent time when you received excellent customer service. Answer the following questions.

   a. What did the employee say to you or do that made the service great?

   ___________________________________________________

   b. How did the employee make you feel?

   ___________________________________________________

   c. What was your response to the employee and the situation?

   ___________________________________________________

   d. Have you, or would you ever return there? ☐ yes ☐ no

4. Share your positive internal customer service experience with your instructor, another student or a small group. Practise your listening skills and give one another feedback, as you would a customer. Use the four tips listed on page 57. This may take practice.
Learner Self-Assessment

Now that you have completed *Module 4 – Working with Others*, assess your performance. In the comments section, you can write down thoughts you have about the section. Use a blank sheet of paper if you need more space.

I started this module on (date) _____________ and finished on (date) ___________.
I think I worked through it in a reasonable time □ yes □ no

<table>
<thead>
<tr>
<th><strong>Printing Machine Operator:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 4 – Working with Others</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 1 – Getting Started</strong></td>
<td></td>
</tr>
<tr>
<td>I know 10 steps to start on the right foot at a new job.</td>
<td>□ yes □ I need more time to decide □ no</td>
</tr>
<tr>
<td>I have thought about which way of Working With Others I would find the easiest and which the hardest.</td>
<td>□ yes □ I need more time to decide □ no</td>
</tr>
<tr>
<td><strong>Unit 2 – Team Player</strong></td>
<td></td>
</tr>
<tr>
<td>I learned seven steps to being a good team player.</td>
<td>□ yes □ yes but I need more practice □ no</td>
</tr>
<tr>
<td><strong>Unit 3 – Solving Problems at Work</strong></td>
<td></td>
</tr>
<tr>
<td>I understand that some of the problems at work will be up to me to solve, some will be other people’s. It is up to me to ask if I am not sure.</td>
<td>□ yes □ yes but I need more practice □ no</td>
</tr>
<tr>
<td>I have thought about ways to solve problems with my co-workers.</td>
<td>□ yes □ yes but I need more practice □ no</td>
</tr>
<tr>
<td><strong>Unit 4 – Getting Along with Your Boss</strong></td>
<td></td>
</tr>
<tr>
<td>I have learned and thought about ways to get along with and please a boss.</td>
<td>□ yes □ yes but I need more practice □ no</td>
</tr>
<tr>
<td>I know that some, but not all things are under my control at work.</td>
<td>□ yes □ yes but I need more practice □ no</td>
</tr>
</tbody>
</table>
### Unit 5 – Dealing with Criticism

<table>
<thead>
<tr>
<th>I understand what constructive criticism is.</th>
<th>□ yes</th>
<th>□ yes but I need more practice</th>
<th>□ no</th>
</tr>
</thead>
</table>

### Unit 6 – Communication

<table>
<thead>
<tr>
<th>I have learned about non-verbal communication such as body language. I know that this is a large part of communication.</th>
<th>□ yes</th>
<th>□ yes but I need more practice</th>
<th>□ no</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have learned some good speaking habits that I should practise and bad speaking habits to avoid.</td>
<td>□ yes</td>
<td>□ yes but I need more practice</td>
<td>□ no</td>
</tr>
<tr>
<td>I have learned that it is important to have clear, accurate writing skills at work.</td>
<td>□ yes</td>
<td>□ yes but I need more practice</td>
<td>□ no</td>
</tr>
<tr>
<td>I have learned about communicating well over the telephone, including good telephone etiquette.</td>
<td>□ yes</td>
<td>□ yes but I need more practice</td>
<td>□ no</td>
</tr>
<tr>
<td>I know that active listening is important, how to avoid filters to active listening and hints to improve listening.</td>
<td>□ yes</td>
<td>□ yes but I need more practice</td>
<td>□ no</td>
</tr>
</tbody>
</table>

### Unit 7 – Customer Service

<table>
<thead>
<tr>
<th>I know how important good customer service is to my employer.</th>
<th>□ yes</th>
<th>□ yes but I need more practice</th>
<th>□ no</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can remember the Customer Service Top 10 list.</td>
<td>□ yes</td>
<td>□ yes but I need more practice</td>
<td>□ no</td>
</tr>
<tr>
<td>I read some tips to handling difficult situations.</td>
<td>□ yes</td>
<td>□ yes but I need more practice</td>
<td>□ no</td>
</tr>
</tbody>
</table>

**Comments:** (write down thoughts you have about the section. Use a blank sheet of paper if you need more space)
Printing Machine Operator

Module 5: Health and Safety

Unit 1  Health Risks
Unit 2  For New Employees
Unit 3  Musculo-Skeletal Injury
Unit 4  Falls
Unit 5  Other Hazards
Unit 6  Your Rights and Responsibilities
Unit 7  WHMIS
Unit 1: Health Risks

There is a risk of injury or disease for workers in all industries and that includes printing. Some of the health and safety issues a printing machine operator might face are:

- Risk of back injury from pushing, pulling or lifting objects.
- Repetitive manual tasks.
- Exposure to extreme noise.
- Slips, trips and falls.
- Exposure to chemicals and dangerous materials.
- Fatigue or other health effects of shift work or extended workdays.

Operating a press or other printing equipment can be physically and mentally demanding and sometimes boring. Machine operators are on their feet most of the time. They often work under stress to meet deadlines. Pressrooms are extremely noisy. Although all these things can be hazardous, health risks are decreased when operators follow safe work practices. Hazards have also lessened with newer machinery that is equipped with more safety features and allows operators to make most adjustments from a control panel. Wearing safety gear such as ear protectors and safety boots also helps.

If we are aware of the risk factors, we may be able to change how we do our jobs and prevent injuries. This section will explain some of the health and safety issues as well as provide tips to prevent injuries.

**Remember:** Prevention is the best policy.
Unit 2: For New Employees

Did you know? According to the Workplace Safety and Insurance Board of Ontario, there is a direct relationship between job experience and injuries. Thousands of inexperienced workers get hurt each year. In fact, there are over 50 accidents every day of the year in Ontario!

As a new worker, you will need to know the hazards of your workplace. For your own health and safety, be sure to find out the answers to the following questions. You will learn some of the answers here in this module. Other answers you will have to find on your own when you start on the job.

Workplace Hazards

• Who is responsible for answering safety-related questions?
• Is job safety training available?
• What are the potential hazards of the job?
• What do I do in case of an emergency?
• What are my responsibilities regarding health and safety?
• What do I do if I am injured or have an accident while on the job?

Safety Equipment

• What safety equipment do I need for my job?
• What about fire extinguishers, first aid kits, first aid rooms and emergency assistance?
New Print Shop Worker
Learning Activity #1

1. Using your Critical Thinking skills, put the list of workplace health issues below in the order you think are the most serious to your long-term health as a printing machine operator. Make #1 the most serious through to #8 as the least serious. Be able to discuss your reasons for this order with your instructor or another learner.

   — Exposure to chemicals and dangerous materials or spills.
   — Risk of fire from flammable materials.
   — Repetitive manual tasks.
   — Risk of back injury from pushing, pulling or lifting objects.
   — Exposure to extreme temperatures.
   — Slips, trips and falls.
   — Fatigue or other health effects of shift work or extended workdays.
   — Danger from vehicles.

2. What are the six questions about workplace hazards you should know the answers to when starting a new job?

   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
3. Using one of the memory tips in the Thinking Skills section, create a way to remember the important workplace hazards questions that new employees should ask.

4. Why do you think it is important to ask health and safety questions as soon as possible?

5. What are two questions you should ask about safety equipment?
Unit 3: Musculo-Skeletal Injury

Our bodies can be injured just from bending, stretching, carrying and pushing. When working at a computer or machine for long hours, the muscles that work the neck and shoulders stay contracted in a fixed position and can be strained. Performing equipment checks and maintenance can also cause injury if not done properly.

All these things may strain our bodies and lead to Musculo-Skeletal Injury or MSI. Strains, sprains and tendonitis are some examples of MSI. We can prevent many of these injuries by using proper equipment and work practices.

Employers are required to instruct workers in safe work practices to reduce the risks of MSI. But, to be safe and protected, it is up to the worker to follow the safety rules and instructions at their workplace.

Awkward Posture

Our bodies work best in comfortable (neutral) postures. Uncomfortable or awkward body positions increase the stress on ligaments and joints. This causes tiredness, pain and MSI. Even turning to reach for something or bending over to get something from the floor can cause an awkward posture.

Awkward postures happen when you:

- Reach above shoulder level.
- Reach below knee level.
- Stretch to reach across a table or machine.
- Twist to reach behind you.
- Hold positions for long periods.

Remember: Be aware of your posture when you work.
Lifting and Carrying

Workers in a print shop are often carrying, lifting and stacking boxes. This section will outline the basic requirement of lifting on the job.

What should you do before lifting?

- Plan in order to avoid unnecessary carrying and to reduce the distances that you have to carry loads.
- Consider the weight of the load. Reduce the weight of the load by putting fewer things in the container, dividing the load between two or more containers or repacking the contents so the weight is balanced.
- Be sure that you can lift the load without it being a hazard. Never lift it if you are not certain you can do so safely.
- Check that the place you are moving the load to is clear of debris and ready for the load.
- Check that the path to the new location is clear.
- Get help with awkward or heavy loads.
- Check to see if mechanical aids such as dollies can help you with the load.

Tips for lifting

- Prepare to lift by warming up your muscles. Stretch your legs and back before you lift anything.
- Stand close to the load and face the way you intend to move.
- Use a wide stance (feet spread apart) to gain balance.
- Be sure you have a good grip on the load.
- Keep your arms straight.
- Tighten your abdominal muscles.
- Tuck your chin into your chest.
- Lift the load as close to your body as possible.
Carrying the Load

- When able, slide, push or roll instead of carrying.
- Use mechanical devices or equipment to carry or move the load.
- Make sure you have a clear view of the path. Don’t carry items that obstruct your vision.
- Carry only as much as you can safely handle by yourself. Get help carrying heavy or bulky objects.
- Keep loads close to your body.
- Pivot your shoulders, hips and feet with the load in front at all times rather than twisting your back. The lower back is not designed to torque or for repetitive twisting.
- Take rest breaks.

Putting a Load Down

- Take a wide stance (feet spread apart) with one foot in front of the other to gain balance.
- Keep the load close to your body.
- Keep your back straight while you bend your hips and knees.
- Set the load down.
- Carefully remove your fingers from under the load.
- Stand up smoothly, easing muscles.

These are only some of the tips for lifting, carrying and putting down loads. It’s also important to protect your hands from being pinched or crushed. Wearing protective safety gloves will help keep your hands safe. Take your time and lift safely.
Reaching

To reduce your risk of injury from reaching, practise these tips:

- Use the nearest part of a work area.
- Stand up or turn your whole body if things are far away.
- To prevent twisting your back, turn your feet to point at your work.
- When you grip equipment, use your whole hand rather than just your fingers.

Repetitive Work

We use the same muscles over and over again in repetitive work. Repeating movements can cause MSI, especially when you combine it with awkward postures and or high muscle forces.

A common injury from repetitive work is carpal tunnel syndrome. This is caused by forceful and repetitive use of the hands and wrists. When the nerve in the wrist is repeatedly compressed within the narrow tunnel between the bones, nerve damage can occur. Symptoms of carpal tunnel syndrome include numbness and tingling in the fingers; difficulty gripping and making a fist; dropping objects; and general weakness in the affected hand.

To reduce your risk of injury from repetitive work, practise these tips:

- Vary the way that you do tasks so that you use different muscles.
- Change your activity frequently.
- Take breaks between tasks or take a few minutes to do something that uses different muscles.

Ergonomics

Ergonomics is the science of adapting the job, the equipment and the human to each other for the most safe and productive workplace. Through ergonomics machines and work areas are designed to reduce operator fatigue, discomfort and in the long run, musculo-skeletal injury.
Musculo-Skeletal Injury
Learning Activity #2

1. The following are the steps you need to follow to safely lift a compact load. These steps are not in order. Put the steps in order from 1 to 8.

☐ Use a wide stance (feet spread apart) to gain balance.
☐ Tuck your chin into your chest.
☐ Prepare to lift by warming up your muscles. Stretch your legs and back before you lift anything.
☐ Be sure you have a good grip on the load.
☐ Lift the load as close to your body as possible.
☐ Keep your arms straight.
☐ Stand close to the load and face the way you intend to move.
☐ Tighten your abdominal muscles.

2. The United States Department of Labour’s Occupational Safety & Health Administration (OSHA) has produced a series of eTools on ergonomics for the printing industry. These can be found at http://www.osha.gov/dcsp/products/etools/printing/index.html or go to the OSHA’s home page www.osha.gov and type ergonomics for the printing industry eTool into the search bar. This eTool is divided into three pages that correspond to the major styles of printing: lithography, flexography, and screen printing. Click on the pictures to read each of the ergonomic tools. Then answer the questions on the next page.
3. Using the lithography eTool, answer the following.
   a. What are the potential hazards related to working on a computer?
   
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________

   b. Fill in the blanks.
   The top of the monitor should be at or just below_______ level.
   Head and neck balanced and ___________ with torso.
   Shoulders ____________.
   Elbows __________________________ and supported.
   Lower back ______________.
   __________ and ____________ in-line with forearms.
   Adequate room for ____________ and ____________.
   Feet ______________________________.

   c. What is one potential hazard related to unloading and bundling finished product and a possible solution to that hazard?
   Hazard __________________________________________________
   __________________________________________________
   Solution ________________________________________________
   __________________________________________________
4. Using the flexography eTool, fill in the table below with one potential hazard and a possible solution to that hazard, for each process of the printing process. Don’t forget to use your Thinking Skills.

<table>
<thead>
<tr>
<th>Printing Process</th>
<th>Potential Hazard</th>
<th>Possible Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-press</strong> Computer Use</td>
<td>Example</td>
<td>Example</td>
</tr>
<tr>
<td></td>
<td>Repetitive motions (i.e., frequent reaching to a mouse, clicking and dragging)</td>
<td>Ensure keyboard and mouse are at proper height and position.</td>
</tr>
<tr>
<td>Platemaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Press</strong> Handling Anilox Roll, Sleeve and Printing Plates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ink Preparation and Dispensing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Substrate/Material Roll Handling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrugated Sheet Handling</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Post-press</strong> Palletizing/Packing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Using the screen printing eTool, fill in the table below with one potential hazard and a possible solution to that hazard, for each printing process provided.

<table>
<thead>
<tr>
<th>Printing Process</th>
<th>Potential Hazard</th>
<th>Possible Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-press</td>
<td>Cleaning Mesh/Reclaiming Screens</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ink Preparation</td>
<td></td>
</tr>
<tr>
<td>Press</td>
<td>Automatic Printing</td>
<td></td>
</tr>
<tr>
<td>Post Press</td>
<td>Folding Textiles</td>
<td></td>
</tr>
<tr>
<td>Materials Handling</td>
<td>Packaging Product</td>
<td></td>
</tr>
</tbody>
</table>

The following Essential Skills were used to complete this Learning Activity.

- Reading
- Document Use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Computer Use
- Continuous Learning
- Problem Solving
- Decision Making
- Critical Thinking
- Finding Information
- Job Task Planning & Organizing
- Significant Use of Memory
Unit 4: Falls

A common accident in all work places is a fall. Falling down also causes the most disabling injuries. The most common falls include:

- Tripping over an open drawer, wires, boxes or other objects.
- Inadequate lighting.
- Using a chair or stack of boxes instead of a ladder.
- Slipping on wet or damaged floors.
- Bending or reaching for something while seated in an unstable chair.

In a study of slips, trips and falls in the printing and publishing industry in the United Kingdom, it was found that the most falls were caused by trips. The three main causes were identified as poor housekeeping, poor maintenance and bad weather conditions. The three main trip hazards were: pallets, uneven ground and strapping. The three main slip hazards were: water and wetness, oil and ice. Just over one-half of the falls occurred in production areas.

Fortunately, all of these hazards are preventable by taking some simple precautions.

- Look before you walk.
- If you’re finished with a drawer, close it immediately.
- Don’t stretch to reach for something while seated.
- Stand only on safe equipment made for that purpose.
- Help keep the work area trip-proof by getting repairs done on loose carpeting or damaged floors.
- Don’t stretch cords or wires across walkways.

  - Make sure that spills are cleaned up promptly.
  - Pick up objects that you or your co-workers may leave on the floor.
Oops, Ouch, Aargh!
Learning Activity #3

1. Consider the office section of a copy shop. Find and circle all the office hazards in the picture on the next page, then fill in the chart below.

<table>
<thead>
<tr>
<th>Hazard</th>
<th>Type of Hazard</th>
<th>Recommendation to Correct Hazard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following Essential Skills were used to complete this Learning Activity.

- Reading
- Document Use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Computer Use
- Continuous Learning
- Thinking Skills
  - Problem Solving
  - Decision Making
  - Critical Thinking
  - Finding Information
- Job Task Planning & Organizing
- Significant Use of Memory
From Oops, Ouch, Aargh! Workbook [http://www.cnxnotts.co.uk/about/kangaroo/index.html](http://www.cnxnotts.co.uk/about/kangaroo/index.html)

Used with permission from developers Indigo Multimedia LTD. [www.indigomultimedia.com](http://www.indigomultimedia.com)
Unit 5: Other Hazards

Hazardous Chemicals

When working in a print shop, we sometimes work with hazardous chemicals such as inks, toners, solvents and cleaners. Exposure can cause itching, skin rashes, eye irritation, breathing problems and poisoning. Learning to safely store, handle and use hazardous materials is extremely important.

To prevent harmful exposure to chemical hazards:

- Read the label on the container every time you use a product.
- Follow the manufacturer’s instructions for careful use.
- Ask your employer about possible toxic effects of any chemicals you use.

Chemicals and other hazardous materials can enter your body through:

- Your lungs, if you breathe fumes, mist, dust or gas.
- Your skin, if liquid or dust touches you, spills on you or splashes you.
- Your mouth, if you eat after handling chemicals or if you accidentally swallow chemicals.
- Your eyes, if chemicals splash on you or are in the air.

Equipment Safety Hazards

Shock

Although modern presses, printers and other equipment include many safety interlocks and protection circuits, it is possible for a high voltage to be present on the various rollers, wires, and metal contacts. Care should be taken to avoid unnecessary contact with these parts to reduce the potential for painful, or even fatal, electrical shock.

Interlock: A device used to help prevent a machine from harming its operator or damaging itself by stopping the machine when tripped.
Crushing

With larger hand-fed presses there is a danger of a hand, arm or even a whole body being crushed by a roller or platen. Newer equipment comes with interlock safeguards. Many employers using older equipment have fitted them with access restrictions and safeguards. In the diagram to the side, the employer has installed caging and electro-sensitive protection equipment to detect people in the danger area. It is very important to pay attention to, and never turn off, equipment safeguards.

Noise levels

In a print shop all the copiers, printers, collators, etc. give off excessive amounts of noise. You should wear ear protection and stay as far from machinery as possible.

Ultra violet light

Photocopiers use UV light, which can cause eye irritation and burns. The lid should be kept down all the way, when the machine is being operated.

Fire potential

A build-up of dust, especially paper dust, in electrical equipment can cause sparking. The availability of carbon dioxide fire extinguishers near machines is essential. Toner particles can develop static-electric charges. Because of this, toner should not be vacuumed with a conventional home vacuum cleaner. Static discharge from charged toner particles can ignite dust in the vacuum cleaner bag, starting a fire or creating a small explosion.

Jams

Even though most machines have safeguards that shut the machine down when opened, they should be switched off before attempting to remove jammed paper. Avoid contact with surfaces that can be very hot and remember to wash hands immediately after paper removal to remove chemicals.
Hazards  
Learning Activity #4

1. Beside each injury, in the next column, fill in one, (or more if you wish), *causes or possible causes* that you think might result in injury to a print shop worker.

<table>
<thead>
<tr>
<th>Injury</th>
<th>Causes/Possible Causes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Burns and scalds</td>
<td></td>
</tr>
<tr>
<td>• Cuts</td>
<td></td>
</tr>
<tr>
<td>• Electric Shock, electrocution</td>
<td></td>
</tr>
<tr>
<td>• Slips and falls</td>
<td></td>
</tr>
<tr>
<td>• Loss of use of wrists and arms</td>
<td></td>
</tr>
<tr>
<td>• Back pain</td>
<td></td>
</tr>
</tbody>
</table>

The following Essential Skills were used to complete this Learning Activity.

- [ ] Reading
- [ ] Document Use
- [ ] Numeracy
- [ ] Writing
- [ ] Oral Communication
- [ ] Working with Others
- [ ] Computer Use
- [ ] Continuous Learning
- [ ] Problem Solving
- [ ] Decision Making
- [ ] Critical Thinking
- [ ] Finding Information
- [ ] Job Task Planning & Organizing
- [ ] Significant Use of Memory
Unit 6: Your Rights and Responsibilities

As an employee, you have rights that protect you from health and safety hazards on the job. You have the right to know about any possible hazards. You also have the right to refuse work if you believe it is dangerous. You can even stop working in certain circumstances.

Provincial and federal laws are in place to guarantee an employee’s rights. Some workplace union contracts also cover health and safety issues.

Safety on the Job Is Everyone’s Business

Employer Responsibilities

- Provide a safe and healthy workplace.
- Ensure that workers are adequately trained.
- Keep written records of training (who, what, when).
- Establish and maintain a good occupational health and safety program. Include a written health and safety policy and an incident investigation procedure.
- Support supervisors, safety coordinators and workers in their health and safety activities.
- Take action immediately when a worker or supervisor tells you about a hazardous situation.
- Start an investigation of incidents right away.
- Report serious incidents to the Workplace Safety Insurance Board.
- Provide adequate first aid facilities and services.
- Provide personal protective equipment where required.
Safety on the Job Is Everyone’s Business

Supervisor Responsibilities

- Instruct workers in safe work procedures.
- Train workers for all tasks assigned to them, and check that their work is being done safely.
- Ensure that only authorized, adequately trained workers operate tools and equipment or use hazardous chemicals.
- Ensure that equipment and materials are properly handled, stored and maintained.
- Enforce health and safety requirements.
- Correct unsafe acts and conditions.
- Create health and safety rules and inspect the workplace for hazards.

Safety on the Job Is Everyone’s Business

Worker Responsibilities

- Know and follow all of the health and safety requirements affecting your job. (Who is your safety representative? Where are the safety requirements and regulations that apply to your job posted?)
- If you don’t know how to do something safely, ask for training before you begin work. Work safely, and encourage your co-workers to do the same.
- Correct any unsafe conditions that you come across or immediately report them to your supervisor.
- Immediately report any injury to a first aid attendant or supervisor.
- Take the initiative. Make suggestions to improve health and safety.
1. Which of the following rights does an employee have? Circle the letter.
   a. The right to know about any possible hazards.
   b. The right to refuse work if you believe it is dangerous.
   c. The right to stop work in certain circumstances.
   d. All of the above.

2. Whose business is safety on the job? Circle the letter.
   a. The employer’s
   b. The supervisor’s
   c. The worker’s
   d. Everyone’s

3. What are your safety responsibilities, as a worker? _________________
   _________________
   _________________
   _________________
   _________________
   _________________

The following Essential Skills were used to complete this Learning Activity.

- Reading
- Document Use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Computer Use
- Continuous Learning
- Thinking Skills
- Problem Solving
- Decision Making
- Critical Thinking
- Finding Information
- Job Task Planning & Organizing
- Significant Use of Memory
Unit 7: WHMIS

What is WHMIS?

WHMIS stands for the Workplace Hazardous Material Information System. WHMIS is a system designed to protect Canadians from injury or illness by providing information about hazardous materials on the job.

The Worker’s “Right to Know”

Everyone has a right to know about hazardous materials in their workplace. WHMIS gives people information using three different methods:

- **Warning labels** on containers of hazardous materials
- **Material safety data sheets** (MSDS) providing further, detailed information
- **Worker training** on how to use the information contained on the labels and MSDS

All three of these methods are of equal importance for the success of WHMIS. Labelling containers and providing MSDS will accomplish little if workers do not get training about the importance of the information on the labels and MSDS. Similarly, training would be of little use if container labels and MSDS were not available to provide detailed information about the products.

WHMIS regulations are there to make sure that you have all the information you need about the hazards of a product, what safety equipment to use when handling a product and how to handle the product safely.

**WHMIS is the Law**

Federal and provincial legislation make WHMIS a Canada-wide program. WHMIS is the law in every province and territory in Canada.
Hazardous Material

Under the Hazardous Products Act, any product, material or substance, which falls into any of the six hazard classes described below, is a controlled product.

<table>
<thead>
<tr>
<th>CLASS</th>
<th>SYMBOL</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASS A: Compressed Gas</td>
<td>![Symbol]</td>
<td>oxygen</td>
</tr>
<tr>
<td>A substance that at room temperature (20°C) is in a gaseous state and kept under pressure.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLASS B: Flammable and Combustible Material</td>
<td>![Symbol]</td>
<td>acetone</td>
</tr>
<tr>
<td>A solid, liquid, or gas that will ignite and continue to burn if exposed to a flame.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class C: Oxidizing Material</td>
<td>![Symbol]</td>
<td>chromic acid</td>
</tr>
<tr>
<td>A substance that will cause another substance to burn.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLASS D: Poisonous and Infectious Material</td>
<td>![Symbol]</td>
<td>ammonia</td>
</tr>
<tr>
<td>1) Materials causing immediate and serious toxic effects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Materials causing other toxic effects (Cancer-causing materials are included here.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Biohazardous Infectious Material</td>
<td>![Symbol]</td>
<td>contaminated blood products</td>
</tr>
<tr>
<td>CLASS E: Corrosive Material</td>
<td>![Symbol]</td>
<td>hydrochloric acid</td>
</tr>
<tr>
<td>A substance that will erode steel or aluminum, or destroy animal tissue.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sodium hydroxide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class F: Dangerously Reactive Material</td>
<td>![Symbol]</td>
<td>acetylene</td>
</tr>
<tr>
<td>A material which will react with water to produce a poisonous gas or which will undergo a reaction if the container is heated, pressurized, or agitated.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Remember: Know these symbols. They could save your life!
Make sure you receive WHMIS (Workplace Hazardous Material Information System) training in the safe use, handling, storage and disposal of chemicals. You can take the course on computer, in a group with an instructor or by mail. Check with your literacy instructor to get information about courses available in your community.

Your employer must also provide WHMIS training on the specific hazardous products in your workplace.
WHMIS
Learning Activity #6

1. WHMIS stands for ____________________________

2. What are the three main areas of WHMIS?
   ____________________________
   ____________________________
   ____________________________

3. In WHMIS, what does a controlled product mean? Circle the correct answer.
   a. An item you can’t have
   b. A product, material, or substance that falls into one of the 6 hazard classes
   c. A product that is safe for anyone to handle, regardless of training

4. Fill in the blanks:
   Example: The skull and cross bones symbol tells me that the material is poisonous or infectious, and causes immediate and serious effects.
   a. The letter R symbol tells me that the material ____________________________
   b. The flame symbol tells me that the material ____________________________
   c. The flame and circle symbol tells me that the material ____________________________
d. The symbol that looks like a cross between a T and an exclamation mark (!) tells me that the material

_____________________________________________________

e. The symbol that has a bottle or container on it tells me that the material

_____________________________________________________

f. The symbol that has 3 semi-circles joined together tells me that the material

_____________________________________________________

g. The symbol that shows a hand and a piece of steel with two bottles dripping on them tells me that

_____________________________________________________

5. Why is it important to know the six hazardous materials symbols?

_____________________________________________________

6. What are four ways that chemicals or other hazardous materials can enter your body?

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

The following Essential Skills were used to complete this Learning Activity.

☐ Reading  ☐ Document Use  ☐ Numeracy  ☐ Writing

☐ Oral Communication  ☐ Working with Others  ☐ Computer Use  ☐ Continuous Learning

Thinking Skills

☐ Problem Solving  ☐ Decision Making  ☐ Critical Thinking  ☐ Finding Information

☐ Job Task Planning & Organizing  ☐ Significant Use of Memory
Learner Self-Assessment

Now that you have completed Module 5 – Health and Safety, assess your performance. In the comments section, write down thoughts you have about the module. Use a blank sheet of paper if you need more space.

I started this chapter on (date) _______________ and finished on (date) ___________. I think I worked through it in a reasonable time. □ yes □ no

**Printer:**
**Module 5 – Health and Safety**

**Unit 1 – Health Risks**
I understand that there are health risks in the printing industry as in all workplaces. □ yes □ I need more time to decide □ no

**Unit 2 – For New Employees**
I know the questions that I should ask about workplace hazards when I start a new job. □ yes □ yes but I need more practice □ no

**Unit 3 – Musculo-Skeletal Injury**
I learned about the causes of MSI and some ways to avoid injury. □ yes □ yes but I need more practice □ no

I know what I should do before I lift a heavy load and how to lift, carry and put down heavy loads. □ yes □ yes but I need more practice □ no

I know that there are many MSI hazards in the printing industry. I learned about some of these and how to possibly avoid them. I know about an eTool I can go to for information in the future. □ yes □ yes but I need more practice □ no

**Unit 4 – Falls**
I learned that slips, trips and falls are mostly caused by poor housekeeping, poor maintenance and bad weather. I can therefore prevent falling by taking precautions. □ yes □ yes but I need more practice □ no
## Module 5: Health and Safety

### Unit 5 – Other Hazards

I learned about seven other types of hazards that can be found in a print shop. □ yes □ yes but I need more practice □ no

### Unit 6 – Your Rights and Responsibilities

I learned which parts of safety on the job are the employer’s, the supervisor’s and the worker’s responsibility. □ yes □ yes but I need more practice □ no

### Unit 7 – WHMIS

I know what WHMIS stands for. □ yes □ yes but I need more practice □ no

I learned that I have a right to know what the hazards in my workplace are and that I should be trained on how to deal with them. □ yes □ yes but I need more practice □ no

I will investigate getting WHMIS training. □ yes □ yes but I need help finding a training □ no

**Comments:** (write down thoughts you have about the section. Use a blank sheet of paper if you need more space)

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________
Printing Machine Operator

Practitioner Guide
To the Practitioner:

Introduction

The job profile for Printing Machine Operator, on which this curriculum is based, covers mostly ES levels 1 to 2, with more complex tasks fitting into ES level 3. Further information regarding the Essential Skills profiles can be found at the following website: [http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml)

When working with this curriculum and presenting it to a learner or group of learners, it is important to understand and emphasize that the intent and focus is the acquisition of transferable Essential Skills.

We do not claim to have written the ‘ultimate tool’ for teaching your learners to be Printing Machine Operators. It is a start. The intention and the hope is that your learners will work through these pages of readings, learning activities and demonstrations, and then be able to enter the workforce in entry-level positions. Some students may work through it for interest only. Some may only want to do sections of it.

This curriculum will not provide by itself the sole method of instruction of the required Essential Skills for employment. Learners will still require your instruction and, possibly, other resources and activities to support this material. If you find that learners are struggling with a concept or idea, take them out of the curriculum and offer supplementary work until they understand it. Put them back into the curriculum when they are ready.

The curriculum, learning activities and demonstrations were written in a way that would allow for group work or one-on-one. A combination of the two is the ideal, with group work allowing for discussion and teamwork.

Most of the information you will need to know in order to teach this curriculum is found within the modules written for the learners. This guide gives additional information, as well as guidelines for evaluating the learning activities.

Many of the activities rely on you and the learner researching and downloading information from the Internet. Use the Internet as a tool. Use the Internet to supplement the material provided to create the best learning environment for your students.
Remember: Websites Change and Links are Lost

This curriculum contains many websites that you’ll be asked to visit. Please remember that websites are not permanently available. They change all the time. Web addresses change. Content changes.

Some of the links provided may not work. You may need to search for the appropriate site. Use key words. You may see a text box reminder like the one below.

Keyword Internet Search:

*Canada’s Labour Market Information*

Look for a website that is from the **Government of Canada**.

The Information You Find

**Remember:** Not all information on the Internet is true, current, or applicable to you. Look for dates on the website. Always check to see what the source is when researching information. Information from a site called Joe’s Print Shop Stuff might not be the best source. You might also find information from another province or the United States, which could have different policies and rules.

Take notes, and if need be, call a local print shop to confirm what you’ve read.

Favourites

If you are working on a computer that you are allowed to mark favourites on, it’s helpful to do so. You could possibly visit so many sites, that you’ll lose track of them. Be sure to ask your instructor if it’s permitted.
Learner

The Learner folder includes the Curriculum Cover page, Acknowledgements page and the Modules.

Modules (or Chapters) and numbered sequentially and each builds on the information from the previous. Within each Module are Units (Topics) which relate to a theme attached to the Module. The header of the content pages identifies the Module number and name (left side) and the Unit number and name (right side). The header for a Learner Activity identifies the Module number and name only.

Units may also have Sub Units (Sub Topics). These deal with more details of the Unit.

Learning Activities are tasks the learner is to complete. These are throughout each Module and refer to the material covered in the preceding Unit or Sub Unit. The Learning Activities allow the learner to practice the new skills and to identify the Essential Skills needed to complete the task (see Essential Skills Boxes for more information). The learner should pass completed Learning Activities to you to be evaluated using the Answer key provided.

Note: Some agencies copy the learning activities in advance to pass to the learner so the original stays clean.

The Learner Self Assessment is located at the end of most Modules. This tool allows the learner to reflect on the content of the Module and decide if more work on certain topics would be beneficial. The Learner Self Assessment is not scored but may be used as a tool for discussion with the learner (e.g. about progress or areas of difficulty).

Practitioner

This folder contains the Practitioner Guide and Answers (to the Learning Activities). It is recommended you read the Practitioner Guide before the learner begins the curriculum.

The Answers contain the suggested answers for all the Learning Activities. The completed Essential Skills boxes for the Learning Activities in the later Modules are also included in this file.
Learning Activities

The Answers file contains the answers to all the learning activities. Along with the specific answers, the objectives of the learning activity are included. (e.g.; the object of the question is to offer an opinion, no matter what that opinion is).

The developers of the curriculum discussed the issue of marking. There is no marking scheme with the training. You will decide what the questions will be worth. Just remember that a student working at a level 3 and a student at a level 5 will be graded differently. You, the instructor, know your student’s strengths and weaknesses. Mark accordingly. For example, if your student needs to work on spelling, then gradually change how you handle spelling mistakes. At the beginning of the material, underline the spelling mistakes. As that student progresses, require more self-editing. The most important thing to look for is answers that are complete and show that the student has considered the question carefully.

The choice is yours as to how to grade learners’ work. As the writers, we believe that it depends on the learner. Some may choose a percentage mark for each learning activity. Others feel that offering a grade of Excellent, Satisfactory, and Unfinished would be more meaningful than a numerical mark. Still others feel that a discussion of errors and steps to improvement is sufficient. The important thing to remember is that learning is a progression and the purpose is for the learner to acquire the skills before he/she receives a certificate. For example, a learner may not be able to read and answer questions in the first or second module but may have sufficiently acquired the skill by the fifth or sixth and therefore adequately “pass” the curriculum.

When learning activities ask for an opinion, then no matter what the opinion is, if the learner writes one, then the answer is correct. If, while marking it, you believe the information in the opinion is wrong, do not take marks away for being incorrect, but rather write a note to the learner or discuss with them a more suitable answer.

Wherever possible, learners are asked to write in their own words. If they do not follow that prompt, technically, the answer is wrong. Following written instructions is a large part of what is being taught.

Feel free to adapt or omit certain activities to suit the needs of your learners. But, please note that any certificate of recognition or completion awarded at the end should indicate these changes.
Learner Self-Assessment

At the end of each module is a learner self-assessment. This is meant as a tool for learners to self-assess the skills and tasks that they are guided to do in the curriculum. It can be useful for a practitioner to sit with a learner and go over the completed self-assessment with them, in order to help learners develop the skill of being able to honestly self-assess. It can be used as the basis for a verbal test of sorts (i.e., “I know that there are nine Essential Skills and can name at least two.”)

Demonstrations

Demonstrations are ‘chunky’ activities or tasks that require a number of Essential Skills to complete. They are based on topics from the curriculum. The learner can complete a demonstration to show the ability to complete the tasks while using the required Essential Skills. These may be the evidence needed to demonstrate a learner is ready to move on to the next phase (e.g. more training, employment). Demonstrations are a form of exit assessment. The demonstrations include matrices for evaluating the learner’s performance. Demonstrations include the Essential Skills and Complexity Levels required to complete the tasks. The learner and practitioner can discuss the demonstrations, timelines, etc. The demonstrations also include information for the practitioner and the learner.

Essential Skills Boxes

The Essential Skills boxes are found at the end of each Learning Activity.

The following Essential Skills were used to complete this Learning Activity.

- Reading
- Document Use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Computer Use
- Continuous Learning
- Problem Solving
- Decision Making
- Critical Thinking
- Finding Information
- Job Task Planning & Organizing
- Significant Use of Memory

The intention of the Essential Skills boxes is to get the learner thinking about the Essential Skills by placing them in a familiar context (such as completing an activity). It is also hoped that the learner will be able to identify the Essential Skills being used to complete tasks and come to understand that these skills are transferrable. The Essential Skills boxes also provide the opportunity for the learner and you to define the Essential Skills and how they are used.
In the early Modules, the Essential Skills the learner uses to complete the Learning Activity are identified by the checked box.
In the later Modules, the learner should identify the Essential Skills used to complete the Learning Activity by placing a check mark in the box next to the skill.

**The following Essential Skills were covered in this Learning Activity.**

- ✔ Reading
- ✔ Document Use
- ☐ Numeracy
- ☐ Writing
- ☐ Oral Communication
- ☐ Working with Others
- ✔ Computer Use
- ☐ Continuous Learning

**Thinking Skills**
- ☐ Problem Solving
- ☐ Decision Making
- ☐ Critical Thinking
- ✔ Finding Information
- ☐ Job Task Planning & Organizing
- ☐ Significant Use of Memory

**DISCLAIMER:**
The materials in this publication have been compiled from sources believed to be reliable and to represent the best current opinions on the subject, as of the publication date. Every effort has been made to ensure the validity of the material. Neither LLEO nor any quoted sources are responsible for any errors or omissions. They are also not liable for any loss, claim, or demand arising from any use, misuse, or reliance upon the information. This manual is intended to help practitioners provide basic guidelines for safe practices inside a literacy setting. Do not assume, therefore, that all necessary warnings, precautionary measures, and legal standards are contained in this document and that other or additional measures may not be required.
Printing Machine Operator

ANSWERS

Module 1: Essential Skills
Module 1: Essential Skills

Answers

LEARNING ACTIVITY #1
Answers will vary, as the question refers to the learner’s prior knowledge of printing and copying as well the world of work. However, the answer should show four “soft skills” that would be important for someone working in the printing field. “Soft skills” were defined in this module to include the following Essential Skills: Thinking Skills (Problem Solving, Decision-Making, Critical Thinking, Job Task Planning and Organizing, Significant Use of Memory and Finding Information), Working with Others and Continuous Learning.

LEARNING ACTIVITY #2
On the line in front of the problem, the learner should write the short form for the soft skill(s) that would need to be improved by the employee. The following is a list of the “soft” Essential Skills and the applicable codes: Working with Others (WO), Continuous Learning (CL), Problem Solving (PS), Decision-Making (DM), Critical thinking (CT), Job Task Planning and Organizing (PO), Significant Use of Memory (M), or Finding Information (FI). As this is an early look at the Essential Skills, learners are not expected to note all the possible choices. Discussion may need to take place to ensure that the learner has an understanding of the various Essential Skills.

   PO   Employee doesn’t show up for work on time or doesn’t call in when he/she are unable to get to work.
PO maybe DM  Employee takes too much time for breaks and lunch.
PO  Employee doesn’t follow the work schedule.
WO  Employee doesn’t get along with other workers.
WO  Employee talks back to the boss.
WO, PO, M  Employee doesn’t follow instructions.
DM, PO  Employee talks with friends instead of working.
PO, FI  Employee waits to be told what to do instead of looking for things that need to be done.
DM, CT, PO  Employee uses shortcuts that result in poor work quality.
PS, DM, PO  Employee lets personal problems cause poor performance on the job.
DM ______  Employee uses drugs or alcohol at work.
DM ______  Employee misuses company property.
WO, PS, DM, CT, PO  Employee hides work to get out of doing it.
PO ______  Employee makes or gets too many personal phone calls.
WO, PS, DM, PO  Employee takes too many days off from work without a good reason.
WO, PS, DM, CT  Employee swears and uses bad language around customers and other workers.

LEARNING ACTIVITY #3

1.  Document Use, Numeracy, Oral Communication, Decision Making
2.  Answers to this section will vary, as the learner has to choose only two examples of each of the nine Essential Skills out of the profile. You should print out the profile or refer to the learner’s copy to ensure that they have taken an example that was in the profile and that it was under the appropriate skill.

LEARNING ACTIVITY #4

1.  Answers to this activity will vary, depending on what the learner feels he/she is good at and what skills he/she can bring to the job. It would be beneficial if the learners can discuss their suggestions with someone else or in a group if this is possible.
## LEARNING ACTIVITY #5

<table>
<thead>
<tr>
<th>NOC Code and Title</th>
<th>Example Titles (Four)</th>
<th>Employment Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>9471 Printing Machine Operator</td>
<td>colour copier operator electronic sign maker operator laser printer operator printing and finishing machine operator printing machine operator quick print machine operator screen print operator silk-screening machine operator wallpaper printer</td>
<td>Completion of secondary school may be required. Completion of college or other courses in printing may be required. On-the-job training is provided.</td>
</tr>
<tr>
<td>9472 Camera Platemaking &amp; Other Pre-press Operations</td>
<td>camera operator – graphic arts cylinder preparer – printing dot etcher film stripper-assembler platemaker printing plate engraver proofmaker scanner operator screenmaker screenmaker studio-image-processing system operator</td>
<td>Completion of secondary school is required. Completion of a college program in graphic arts technology or A four- to five-year apprenticeship program in printing and graphic arts or A combination of on-the-job training and specialized college, industry or other courses is required. Trade certification for some occupations in this group is available, but not compulsory, in Ontario, Alberta, Nunavut and the Northwest Territories.</td>
</tr>
<tr>
<td>Code</td>
<td>Occupation</td>
<td>Tasks/Equipment</td>
</tr>
<tr>
<td>------</td>
<td>------------------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>9473</td>
<td>Cerlox binder operator</td>
<td>binder – printing&lt;br&gt;binder and finisher&lt;br&gt;bindery operator&lt;br&gt;bookbinder, machine&lt;br&gt;bookbinding machine operator&lt;br&gt;cutter operator – printing&lt;br&gt;finishing machine operator – printing&lt;br&gt;foil Stamper – printing&lt;br&gt;gathering machine set-up operator – printing&lt;br&gt;gold leaf Stamper&lt;br&gt;laminating machine operator&lt;br&gt;perforator operator – printing&lt;br&gt;stitcher operator – printing</td>
</tr>
</tbody>
</table>
| 9474 | Darkroom technician                 | film developer<br>film printing machine operator<br>film processor<br>photofinisher<br>photograph developer<br>photograph inspector<br>photographic processor | Completion of secondary school is usually required.<br><br>For employment in film processing laboratories, completion of a college or other specialized program<br><br>*or*<br><br>Extensive related experience is required.  
For employment as a film printing machine operator in retail outlets, on-the-job training is provided. |
2. Answers to this activity will vary.

3. Answers to this activity will vary.

**LEARNING ACTIVITY #6**

Answers to this activity will vary, depending on what occupation the learners are interested in and what they feel they need to learn or improve. It would be beneficial if the learners can discuss their suggestions with someone else or in a group, if this is possible.
Printing Machine Operator

ANSWERS

Module 2: Thinking Skills
Module 2: Thinking Skills

Answers

LEARNING ACTIVITY #1
1. Defining

2. Answers may vary. Examples are colour coding and position (adjacent and overlapping)

3. Answers may vary depending on which stage of the process is chosen. However, the learner should have been able to choose one stage and complete the chart for the Stage Title, Describing Question and Steps in Process.

LEARNING ACTIVITY #2
1. Ask, Read, Search

2. Someone with the expertise or authority to the answer such as an expert, supervisor or instructor.

3. Skim, scan and use the extra features such as table of contents, index, titles, etc.

4. Answers may vary but should relate to being able to find the information quickly, without reading all the text or flipping through the whole book.

5. Free Microsoft Word training

6. Answers should include all ten tips:
   - Use the advanced search field
   - Be specific
   - Search with a phrase
   - Use alternative search words
   - Insert a plus or minus sign
• Search domain name
• Explore “best of” sites
• Eliminate inappropriate content
• Save time with a search toolbar
• Specialize your search engine

LEARNING ACTIVITY #3

1. Answers may vary but should be one sentence reflecting that the main idea is a job listing for a permanent, full time, laser printer operator in Ottawa.

2. NOC 9471

3. Completion of high school should be circled.

4. Education

5. No

6. 40

7. Hours

8. The Essential Skills section should be circled.

9. The following Essential Skills: Thinking Skills should be ticked off:
   ☑ Problem Solving            ☑ Decision Making
   ☑ Critical Thinking          ☑ Job Task Planning & Organizing
   ☐ Significant Use of Memory  ☐ Finding Information

10. Titles, headings and words in bold or colour.

11. Answers may vary depending on whether or not this type of job would be good for the learner.
LEARNING ACTIVITY #4

1. It snows more in Ontario than it does in Prince Edward Island.
   ✔ Fact  ❏ Opinion  *This one may trick them, but it can be proven.*

2. It’s all right to call your employer to say that you are sick when you want to keep a doctor’s appointment.
   ❏ Fact  ✔ Opinion

3. You do not need a university degree to work as a printing machine operator.
   ✔ Fact  ❏ Opinion

4. Andrea thinks the skiing is better in Quebec than British Columbia.
   ❏ Fact  ✔ Opinion

5. Ottawa is the capital of Canada.
   ✔ Fact  ❏ Opinion

6. Someone who is colour blind would not be able to run a colour copier.
   ❏ Fact  ✔ Opinion

7. Boys are better hockey players than girls.
   ❏ Fact  ✔ Opinion
LEARNING ACTIVITY #5

1, 2, and 4 are examples of Critical Thinking and should be circled.

LEARNING ACTIVITY #6

1. You arrive second. If you overtake the second person, you take his place.
2. You can’t overtake the LAST person.
3. The correct answer is 4100. Did you get 5000? Check with your calculator. The decimal sequence confuses our brain, which always jumps to the highest decimals (100s instead of 10s).
4. A square manhole cover can be turned and dropped down the diagonal of the manhole. A round manhole cannot be dropped down the manhole.
5. Yes, they have a 1st of July, but they don’t celebrate it.
6. One birthday - the day he was born, but he celebrates it yearly.
7. All of them (12) have at least 28 days.
8. Because he isn’t dead if he is LIVING in Canada.
9. The answer is 70. Thirty divided by 2 would have made the total 25, but 30 divided by $\frac{1}{2} = 60$, plus 10 = 70.
10. No. Since his wife is his widow, he would be dead.
11. You have 2 bananas, because YOU took 2 away.
12. Halfway, or to the middle, because after that she would be running out of the woods.
13. Nine are left, because he said all but 9 died.
14. He weighs meat.
15. A dozen of anything is still 12.
LEARNING ACTIVITY #7
Answers will vary, however the log should be completed and instructors should ensure that learners understand how they are “using” their time. Discussion should take place about which activities would not be appropriate time “users” in a business setting.

The learner should have assigned a “realistic” time estimate for each task and totalled these times to fit into the seven hour time frame they were to cover. Did the learner include a lunch break?

LEARNING ACTIVITY #8
1. Answers will vary but should be broken into the smart goal model.

SMART GOALS
SPECIFIC
MEASURABLE
ATTAINABLE
REWARDING
TIME-BASED

2. The goal board should relate to the learners choice of goal. The learner should have referred to [http://www.ehow.com/how_4678676_goal-board.html](http://www.ehow.com/how_4678676_goal-board.html) for information on goal boards or done a web search for goal boards.

LEARNING ACTIVITY #9
1. Answers will vary, however the learner should discuss the activity with a group or instructor and have an understanding of the following five points when setting daily goals:
• Break big tasks up into smaller, more manageable things to do.
• Prioritize your goals for the day and do the most important ones first.
• Stick to a policy of doing something now rather than later.
• Always think of how you can best use the present time.
• Do your best to make every day count.

2. Answers may vary. It is important that learners see the link between, and transferability of, the Essential Skills used in their home life, at school and at work.
LEARNING ACTIVITY #10

1. Answers may vary as the learner fills out the chart. Responses should be similar to the example below.

<table>
<thead>
<tr>
<th>Issue: Whether or not to take new job.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Decision Option 1</th>
<th>Decision Option 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Take new job</strong></td>
<td><strong>Stay in old job</strong></td>
</tr>
</tbody>
</table>

**Pros** | **Cons** | **Pros** | **Cons** |
---|---|---|---|
• Would have more independence | • Won’t be able to get a ride to work | • Able to get a ride to work | • Get bored |
• Better future | • Hours are longer | • Won’t have to worry about longer hours or harder work | • Won’t be able to afford a car |
• Raise in pay | • Work is harder | | • Stuck in same job without a good future |
• Hours are longer, so still more money | | | |
• Able to save for car faster |
2. Answers will vary. Example below. Learners should be thinking sensibly about the pros and cons of two decision choices.

**Issue:** Whether or not to go to work to cover for another employee.

<table>
<thead>
<tr>
<th>Decision Option 1</th>
<th>Say no and don't work today</th>
<th>Decision Option 2</th>
<th>Say yes and work today</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pros</strong></td>
<td></td>
<td><strong>Pros</strong></td>
<td></td>
</tr>
<tr>
<td>• Would be able to relax</td>
<td>• Could get things done at home</td>
<td>• Could earn an extra day's pay</td>
<td>• Wouldn't get my day off</td>
</tr>
<tr>
<td>• Could get things done at home</td>
<td>• Could go out with friends</td>
<td>• Manager would appreciate it</td>
<td>• Wouldn't get things done at home</td>
</tr>
<tr>
<td>• Could go out with friends</td>
<td>• Manager will remember that I didn't help</td>
<td>• Might help to get promotion or raise in future</td>
<td>• Couldn't meet with my friends until after work</td>
</tr>
<tr>
<td><strong>Cons</strong></td>
<td></td>
<td><strong>Cons</strong></td>
<td></td>
</tr>
<tr>
<td>• Manager will remember that I didn't help</td>
<td>• Might badly affect promotions or raises</td>
<td>• Could earn an extra day's pay</td>
<td>• Wouldn't get my day off</td>
</tr>
<tr>
<td>• Wouldn't get my day off</td>
<td>• Could get things done at home</td>
<td>• Manager would appreciate it</td>
<td>• Wouldn't get things done at home</td>
</tr>
<tr>
<td>• Couldn't meet with my friends until after work</td>
<td>• Manager will remember that I didn't help</td>
<td>• Might help to get promotion or raise in future</td>
<td>• Wouldn't get my day off</td>
</tr>
<tr>
<td>• Could earn an extra day's pay</td>
<td>• Manager would appreciate it</td>
<td>• Might help to get promotion or raise in future</td>
<td>• Couldn't meet with my friends until after work</td>
</tr>
</tbody>
</table>
LEARNING ACTIVITY #11
1. The learner should state the problem of damaging a telephone headset.
2. Answers may vary but should relate to finding facts. Examples could be: *Stretched headset cord too far and wires pulled out.*
3. Examples of Organize and List solutions are: *Don’t tell the co-worker, Lie, Replace the item, Tell your supervisor,* etc.
4. Answers may vary but should relate to evaluating the best solution for the problem. *Need to replace the item* or, probably the best, *Tell the supervisor.*

LEARNING ACTIVITY #12
1. Answers may vary as learners may write the important phrase, the first sentence or the whole paragraphs for the eight memory tips. The following are the important phrases, but the other versions are not wrong.
   - Repeat it.
   - Practise it.
   - Write the information down.
   - Visualize the information.
   - If you don’t understand, ask.
   - Create an acronym (a word using the first letter of each thing you want to remember).
   - Make up a little chant by saying the words in a rhythm
   - **highlighting important information**
Printing Machine Operator

ANSWERS

Module 3: In the Print Shop
Module 3: In the Print Shop

Answers

LEARNING ACTIVITY 1

1. Think about why you are reading.
   Preview or look over the text.
   Picture it while you read.
   Check your understanding.
   Slow down and try to find solutions.
   Apply what you’re learning.
   Use the graphics provided with the written information.

2. The learner should be able to follow the instructions to download the manual on-screen. If this manual is no longer available you may substitute another manual and have the learner complete the remainder of the questions using the replacement. Adjust the following answers accordingly.

3. The learner was to print the Table of Contents. It is found on page marked Table of Contents–1.

4. 1-9 to 1-13

5. 3-5

6. 9-2

7. Yes to all.

8. Answers will vary but learner should discuss this activity with their instructor. For the rest of the curriculum, the learner should consider which Essential Skills are used during each activity and complete the blue boxes.
LEARNING ACTIVITY #2
1. Yes, it is to all staff. – *Find information quickly*
2. Holiday hours. – *Find information quickly* (Just had to read the subject line)
3. Dec 25, 26 and 31 and on Jan 1st. – *Find information quickly* (just need to skim for the word closed, however a case could be made for *Understand and remember*).
4. When assigned work is finished. – *Find information quickly*

Which of the following Essential Skills were used to complete this Learning Activity?

- ✔ Reading
- ✔ Document Use
- ✗ Numeracy
- ✔ Writing
- ✗ Oral Communication
- ✗ Working with Others
- ✗ Computer Use
- ✗ Continuous Learning
- ✗ Thinking Skills
- ✗ Problem Solving
- ✔ Decision Making
- ✗ Critical Thinking
- ✔ Finding Information
- ✗ Job Task Planning & Organizing
- ✗ Significant Use of Memory

LEARNING ACTIVITY #3
1. Refer to the table on the next page for a, b.
   a. How many lists make up this table? 4
   b. What is the primary list? Asset No.
   c. What information does this table provide? Asset Records (including number, name, date purchased and cost).
   d. When was asset #1584161 purchased? 06/01/10
   e. What is asset #1587922? Binder
   f. What was the cost of asset #1578084? $11,575

Which of the following Essential Skills were used to complete this Learning Activity?

- ✗ Reading
- ✔ Document Use
- ✗ Numeracy
- ✔ Writing
- ✗ Oral Communication
- ✗ Working with Others
- ✗ Computer Use
- ✗ Continuous Learning
- ✔ Thinking Skills
- ✗ Problem Solving
- ✔ Decision Making
- ✗ Critical Thinking
- ✔ Finding Information
- ✗ Job Task Planning & Organizing
- ✗ Significant Use of Memory
LEARNING ACTIVITY #4

1. The learner may use his/her own words, but the general idea should be that when we don’t fill out forms properly, clearly and completely, communication is broken and information is lost or misinterpreted. There are consequences. If nothing else, people will waste time trying to get the correct information.

2. Identifying information of the name of the form, who form is from and who the form is to; date of form; space for details or description of information required; and possibly a place to sign and date the signature.

3. a. Invoice
   b. The Printing Place
   c. Connie Carleton

Which of the following Essential Skills were used to complete this Learning Activity?

- Reading
- Document Use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Computer Use
- Continuous Learning
- Thinking Skills
- Problem Solving
- Decision Making
- Critical Thinking
- Finding Information
- Job Task Planning & Organizing
- Significant Use of Memory
LEARNING ACTIVITY #5

The purpose of this activity is for the learner to seek various web resources to find unknown information. This may be difficult at first and the learner may need some assistance in sorting through the various sources and resulting information.

1. Answers will vary, but the definitions should have the general idea expressed below:

   b. Bond – any strong, superior grade of paper used for documents, letterheads, etc.

   c. Proof – A test printing. Proofs are used for checking that all text, graphics and colours are correct before going to press.

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Means (Word or Phrase)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO</td>
<td>Sales Representative</td>
</tr>
<tr>
<td>ID</td>
<td>Purchase Order</td>
</tr>
<tr>
<td>Sales Rep</td>
<td>Invoice</td>
</tr>
<tr>
<td>shts</td>
<td>Identification</td>
</tr>
<tr>
<td>sig</td>
<td>package</td>
</tr>
<tr>
<td>Inv</td>
<td>Imprint</td>
</tr>
<tr>
<td>Qty</td>
<td>sheets</td>
</tr>
<tr>
<td>lb</td>
<td>signature</td>
</tr>
<tr>
<td>pkg</td>
<td>pound</td>
</tr>
<tr>
<td>Imp</td>
<td>Quantity</td>
</tr>
</tbody>
</table>
d. Waste – Planned spoilage. Some loss is expected during the printing and binding (cutting, folding and binding) stages. Printers print a percentage of extra copies to account for damage, quality loss, etc.

e. Bindery – 1) The department of a printing company that finishes printed products by trimming, binding, stamping, numbering, padding and performing other steps that need to be done after a product is printed, in order to make the product ready for delivery. 2) All the manufacturing operations that are performed after printing. They include punching, folding, scoring, foil stamping, die cutting and many other operations.

f. Signature – The collated pages of one folded and trimmed form, making up one section of a bound book. See also binding, form, imposition, trimming.
LEARNING ACTIVITY #6

1. Detailed information for a customer’s print order or print job.

2. See completed table below.

<table>
<thead>
<tr>
<th>Question</th>
<th>Keywords or keyphrases used:</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is the customer for the print job?</td>
<td>Customer</td>
<td>Literacy Link Eastern Ontario</td>
</tr>
<tr>
<td>Stock is the material that is being printed on. What type of paper is to be used?</td>
<td>Stock</td>
<td>20# Bond – X9 Smooth</td>
</tr>
<tr>
<td>A vendor is someone who sells or supplies something. Who is the vendor for the paper stock?</td>
<td>Vendor</td>
<td>Spicers</td>
</tr>
</tbody>
</table>

3. Production, Pre Press, Bindery

4. a) Report forms
   
   b) There will be 300 packages of 50 sheets per package.
   
   c) one side
   
   d) 50

5. They will print two per sheet and then cut the sheet in half.

6. a) 148 b) 35

7. In the Bindery section – 300 Shrink wrap in bundles of 50 and box in 4 Sr. Cartons

The following Essential Skills were used to complete this Learning Activity.

- Reading
- Document Use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Computer Use
- Continuous Learning
- Problem Solving
- Decision Making
- Critical Thinking
- Finding Information
- Job Task Planning & Organizing
- Significant Use of Memory
LEARNING ACTIVITY #7

1. The time sheet should be filled out similarly to that below.

<table>
<thead>
<tr>
<th>Date</th>
<th>START</th>
<th>BREAK</th>
<th>LUNCH</th>
<th>BREAK</th>
<th>OUT</th>
<th>Total Hours/day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday</td>
<td>10:00</td>
<td>½ hr</td>
<td>4:00</td>
<td>5.5 hrs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td>10:00</td>
<td>½ hr</td>
<td>4:00</td>
<td>5.5 hrs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>8:30</td>
<td>¼ hr</td>
<td>½ hr</td>
<td>¼ hr</td>
<td>5:30</td>
<td>8 hrs</td>
</tr>
<tr>
<td>Tuesday</td>
<td>8:30</td>
<td>¼ hr</td>
<td>½ hr</td>
<td>¼ hr</td>
<td>5:30</td>
<td>8 hrs</td>
</tr>
<tr>
<td>Wednesday</td>
<td>8:30</td>
<td>¼ hr</td>
<td>½ hr</td>
<td>¼ hr</td>
<td>5:30</td>
<td>8 hrs</td>
</tr>
<tr>
<td>Thursday</td>
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<tr>
<td>Friday</td>
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<td></td>
<td><strong>HOURS WEEK 1</strong> 35</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>START</th>
<th>BREAK</th>
<th>LUNCH</th>
<th>BREAK</th>
<th>OUT</th>
<th>Total Hours/day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday</td>
<td>10:00</td>
<td>½ hr</td>
<td>4:00</td>
<td>5.5 hrs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td>10:00</td>
<td>½ hr</td>
<td>4:00</td>
<td>5.5 hrs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>8:30</td>
<td>¼ hr</td>
<td>½ hr</td>
<td>¼ hr</td>
<td>5:30</td>
<td>8 hrs</td>
</tr>
<tr>
<td>Tuesday</td>
<td>8:30</td>
<td>¼ hr</td>
<td>½ hr</td>
<td>¼ hr</td>
<td>5:30</td>
<td>8 hrs</td>
</tr>
<tr>
<td>Wednesday</td>
<td>8:30</td>
<td>¼ hr</td>
<td>½ hr</td>
<td>¼ hr</td>
<td>5:30</td>
<td>8 hrs</td>
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<tr>
<td>Thursday</td>
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<td></td>
<td><strong>HOURS WEEK 2</strong> 35</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>TOTAL HOURS</strong> 70</td>
</tr>
</tbody>
</table>
2. The gross pay at $10.75/hr for 70 hours is $752.50.

3. At 4% the vacation pay is $30.10, which brings the total gross pay to $782.60.

**LEARNING ACTIVITY #8**

1. Learner should complete the employment application form with their own information. All sections of the form should be completed as much as possible. Extra time may be needed for the learner to gather information. This is a difficult form for most learners to complete. It is suggested that the learner get assistance from the instructor, as needed.

2. Answers may vary but should relate to what each word means.
   a. Applicant: Person filling out the form
   b. References: Individuals an employer can call who will say whether or not the applicant would be suitable for the job for which he or she is applying.
   c. Disclaimer: Something you sign stating everything you have answered is true and you understand what actions may be taken if found to be false.

**LEARNING ACTIVITY #9**

1. and 2. The order forms for these are completed on the next page. Some minor variances could occur, but they should be logical adjustments and no information should be missing.
Which of the following Essential Skills were used to complete this Learning Activity?

<table>
<thead>
<tr>
<th>Thinking Skills</th>
<th>Numeracy</th>
<th>Computer Use</th>
<th>Oral Communication</th>
<th>Working with Others</th>
<th>Writing</th>
<th>Continuous Learning</th>
<th>Problem Solving</th>
<th>Decision Making</th>
<th>Critical Thinking</th>
<th>Finding Information</th>
<th>Significant Use of Memory</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Reading</td>
<td></td>
<td></td>
<td>□</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>✓ Document Use</td>
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</tr>
</tbody>
</table>
LEARNING ACTIVITY #10

1. The learners should create a list of the Computer Use skills that they need to improve by assessing their current skills and comparing them to those provided in the Essential Skills Profile.

2. Learners should discuss this activity with their instructor after researching the possibilities of computer skills training. With assistance, the learner should create a personal plan to improve the skills. Changes to the learner’s training plan may be necessary in order to build the computer skills required.

Which of the following Essential Skills were used to complete this Learning Activity?

- ☑ Reading
- • Document Use
- • Numeracy
- • Writing
- • Oral Communication
- • Working with Others
- ☑ Computer Use
- • Continuous Learning
- • Problem Solving
- • Decision Making
- • Critical Thinking
- • Finding Information
- ☑ Job Task Planning & Organizing
- • Significant Use of Memory
LEARNING ACTIVITY #11

1. Suggested definitions are in the table below.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>control panel</td>
<td>A collection of lights, digital displays or switches used to monitor and control the operation of a machine.</td>
</tr>
<tr>
<td>sleep mode</td>
<td>To reduce power usage.</td>
</tr>
<tr>
<td>platen</td>
<td>The glass plate where you put a document to be copied.</td>
</tr>
<tr>
<td>multi-feed tray</td>
<td>A document feeder where you put documents to be copied.</td>
</tr>
<tr>
<td>letter-size paper</td>
<td>8 ½ X 11</td>
</tr>
<tr>
<td>legal-size paper</td>
<td>8 ½ X 14</td>
</tr>
<tr>
<td>duplex</td>
<td>Double sided copying – copies to both sides of the paper</td>
</tr>
<tr>
<td>collate</td>
<td>Copies are in groups with each group getting one copy of each page (1,2 and 3)</td>
</tr>
<tr>
<td>sort</td>
<td>Copies are printed in groups of all of the same pages ex:111, 222, 333</td>
</tr>
</tbody>
</table>

2. Answers for questions 2 and 3 will vary depending on what features the centre’s copier has.

Which of the following Essential Skills were used to complete this Learning Activity?

- [ ] Reading
- [x] Document Use
- [ ] Numeracy
- [x] Writing
- [x] Oral Communication
- [ ] Working with Others
- [ ] Computer Use
- [ ] Continuous Learning
- [ ] Problem Solving
- [ ] Decision Making
- [ ] Critical Thinking
- [x] Finding Information
- [ ] Job Task Planning & Organizing
- [ ] Significant Use of Memory

LEARNING ACTIVITY #12

1. The learner was required to watch a video demonstrating offset printing. If the learner has no experience watching YouTube videos, he or she may need help. If the suggested video is no longer available, the learner may need some assistance finding another suitable video. The purpose of watching the videos is to improve Oral Communication skills.

2. Answers will vary and the learner is not expected to provide much detail. *The main idea is that the image area is chemically treated to be sensitive to or attract grease (oil) and repel water.* (The non-image area is in a material
that repels oil and is sensitive to, or attracts, water. Water and grease/oil do not mix well. As printing ink is greasy/oil-based, it sticks to the grease/oil receptive print area. The water wash system in the press keeps the non-image areas ink-free.) This is covered from 0:13 to 0:49 in the video.

3. It is called offset printing because the image is “offset” from the plate cylinder to the blanket cylinder and then “offset” again from the blanket cylinder to the paper (impression cylinder). This is covered from 0:50 to 1:18 on the video.

4. The paper is very abrasive and would scratch the aluminum and ink would be picked up where it shouldn’t be. The rubber on the blanket cylinder protects the plate cylinder. This is covered from 1:18 to 1:50 on the video.

5. As in #1, the learner was to watch a YouTube video. Less assistance should be provided. Again, the learner should use his or her Oral Communication listening skills to get information to answer the next two questions.

6. Cyan, Magenta, Yellow and BlacK. This is covered from 2:07 to 2:21 on the video.

7. There is a press for each of the four colours Cyan, Magenta, Yellow and BlacK. This is covered from 3:06 to 3:23 on the video.

8. PMS in printing stands for the Pantone Matching System. The learner may provide more information than this.

9. The learner was to watch a video about Printing Press Machine Operators and Tenders. The three videos in this activity should have provided the learner with an idea about the variety of types of printing operations and duties.

Which of the following Essential Skills were used to complete this Learning Activity?

- ✔ Reading
- ✔ Document Use
- ☐ Numeracy
- ✔ Writing
- ✔ Oral Communication
- ☐ Working with Others
- ✔ Computer Use
- ☐ Continuous Learning
- ☐ Problem Solving
- ☐ Decision Making
- ☐ Critical Thinking
- ✔ Finding Information
- ☐ Job Task Planning & Organizing
- ☐ Significant Use of Memory
LEARNING ACTIVITY #13

1. For small, multi-colour jobs, it would be more expensive to set up four different plates.

2. To coat paper, cardstock or other materials with a thin sheet of plastic (laminate). Laminating protects, strengthens or improves the look of documents or images.

3. Three common types of binding done in small print shops are spiral, comb and loose-leaf.

4. Crop marks are crossed lines placed at the corners of an image or a page to indicate where to trim it.

5. A die is a device used for cutting out, forming, or stamping material.

6. To ensure your card does not “crack” when folded, a channel is stamped on the fold line to give a perfect finish.

7. An example is a sheet of labels or stickers, where the top adhesive label layer is cut, but the bottom backing is not.

Which of the following Essential Skills were used to complete this Learning Activity?

- [ ] Reading
- [ ] Document Use
- [ ] Numeracy
- [x] Writing
- [ ] Oral Communication
- [ ] Working with Others
- [ ] Computer Use
- [ ] Continuous Learning
- [ ] Thinking Skills
- [ ] Problem Solving
- [ ] Decision Making
- [ ] Critical Thinking
- [x] Finding Information
- [ ] Job Task Planning & Organizing
- [ ] Significant Use of Memory
Printing Machine Operator

ANSWERS

Module 4: Working with Others
Module 4: Working with Others

Answers

LEARNING ACTIVITY #1

1. Answers to this activity will vary depending on the learners’ skills and personality. The purpose of the activity is to get the learners thinking about how they work with other people. They will also need to use some Critical Thinking and Decision Making skills to get an answer.

Which of the following Essential Skills were used to complete this Learning Activity?

- [ ] Reading
- [x] Document Use
- [ ] Numeracy
- [x] Writing
- [ ] Oral Communication
- [ ] Working with Others
- [ ] Computer Use
- [ ] Continuous Learning

Thinking Skills

- [ ] Problem Solving
- [ ] Decision Making
- [x] Critical Thinking
- [ ] Finding Information
- [ ] Job Task Planning & Organizing
- [ ] Significant Use of Memory

LEARNING ACTIVITY #2

1. Answers will vary depending on which of the Getting Started tips were chosen. (Attitude, Plan Ahead, Prepare, Be On Time, Be Reliable, Smile, Be Friendly, Ask Questions, Take Notes, Get Feedback). The learner should understand how this tip can help and why it is important to follow.

Which of the following Essential Skills were used to complete this Learning Activity?

- [ ] Reading
- [x] Document Use
- [ ] Numeracy
- [x] Writing
- [ ] Oral Communication
- [ ] Working with Others
- [ ] Computer Use
- [ ] Continuous Learning

Thinking Skills

- [ ] Problem Solving
- [x] Decision Making
- [x] Critical Thinking
- [x] Finding Information
- [ ] Job Task Planning & Organizing
- [ ] Significant Use of Memory
LEARNING ACTIVITY #3

1. Puzzle solution.

```
Z T X V A A T A J V R Q K T U J I L Z
Z E D R R T R E B M E M M A E T H U X
G F G G L C S C B U C L A A T C G F V
Q P U P W N Y W M O R B S R R F M T T
Y E O O X W V U M T S O U D G E Q X D
S Z Y U M L Y P X G O S S I P U S Z N
H U R S F U L K B Y T S Q S P Q E T T
Q A J T I A D C O F M Y F R N K L U L
B K H G I N N H U H I Z A I G T F O V
J I R N I J E L B A E E R G A B I U S
L W S K K S I Y U D X W F C E I S V N
X C T L Z E R D E E H G N I R A H S M
D A H E L P F U L S L U F T R U H X J
A B G C M I L L A T I W O N K G F H Q
D S I R D R T A K E S A D V I C E I D
O T F B M G N I R A C X D N I K N O H
```

Which of the following Essential Skills were used to complete this Learning Activity?

- [ ] Reading
- [x] Document Use
- [ ] Numeracy
- [ ] Writing
- [ ] Oral Communication
- [ ] Working with Others
- [ ] Computer Use
- [ ] Continuous Learning
- [ ] Thinking Skills
- [x] Problem Solving
- [x] Decision Making
- [ ] Critical Thinking
- [ ] Finding Information
- [ ] Job Task Planning & Organizing
- [ ] Significant Use of Memory
LEARNING ACTIVITY #4

1. Answers may vary, but should cover that the worker was doing his job well, was always on time and was seldom sick.

2. Answers may vary, but should relate to worker not working well with others, having a bad attitude and having no respect for fellow workers.

3. Answers should include “communicate positively” and “treat others with respect.”

4. This is a discussion with the group or instructor about Mike’s behaviour and attitude toward others that may have affected his job. The learner should be able to discuss the issues, provide opinions, and respect other people’s right to speak/have opinions. The learner should have a general understanding that how you treat others and how you communicate with them affects your employment as much as your other work ethics.

The following Essential Skills were used to complete this Learning Activity.

☑️ Reading ☑️ Document Use ☐ Numeracy ☑️ Writing
☑️ Oral Communication ☐ Working with Others ☐ Computer Use ☐ Continuous Learning

Thinking Skills
☑️ Problem Solving ☐ Decision Making ☑️ Critical Thinking ☐ Finding Information
☐ Job Task Planning & Organizing ☐ Significant Use of Memory
LEARNING ACTIVITY #5

The following are the most obvious answers. If learner answers vary, the learner should be able to defend their position with Critical Thinking and Working with Others skills.

1. a)
2. b)
3. b)
4. a)
5. a)

The following Essential Skills were used to complete this Learning Activity.
- [x] Reading
- [x] Document Use
- [ ] Numeracy
- [ ] Writing
- [ ] Oral Communication
- [ ] Working with Others
- [ ] Computer Use
- [ ] Continuous Learning
- [x] Critical Thinking
- [ ] Problem Solving
- [ ] Decision Making
- [ ] Finding Information
- [ ] Job Task Planning & Organizing
- [ ] Significant Use of Memory
LEARNING ACTIVITY #6
1. Answers will vary for this activity but should use the SOLVE method of problem solving and their Thinking skills to come to a reasonable solution. They should be able to “verify” their solution. Solutions should be discussed with the instructor.

2. Again, answers will vary, but learners should be able to defend their solution with the pros and cons of their decision.

The following Essential Skills were used to complete this Learning Activity.
- Reading
- Document Use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Computer Use
- Continuous Learning

Thinking Skills
- Problem Solving
- Decision Making
- Critical Thinking
- Finding Information
- Job Task Planning & Organizing
- Significant Use of Memory

LEARNING ACTIVITY #7
1. a)

2. b)

3. a) or c) Learner should know the difference would depend on the job and the time constraints of other jobs the boss has given. It is the boss’ job to determine priorities.

4. a)

5. c)

6. b)

7. a)

8. a)

The following Essential Skills were used to complete this Learning Activity.
- Reading
- Document Use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Computer Use
- Continuous Learning

Thinking Skills
- Problem Solving
- Decision Making
- Critical Thinking
- Finding Information
- Job Task Planning & Organizing
- Significant Use of Memory
LEARNING ACTIVITY #8

Answers will vary for this activity, but learner should be able to back up their choices using their Thinking Skills.

The following Essential Skills were used to complete this Learning Activity.

- ✔ Reading
- ✔ Document Use
- ✔ Numeracy
- ✔ Writing
- ✔ Oral Communication
- ✔ Working with Others
- ✔ Computer Use
- ✔ Continuous Learning

Thinking Skills

- ✔ Problem Solving
- ✔ Decision Making
- ✔ Critical Thinking
- ✔ Finding Information
- ✔ Job Task Planning & Organizing
- ✔ Significant Use of Memory

LEARNING ACTIVITY #9

Answers will vary for this activity, but responses should be appropriate for a positive situation and the learner should use his/her Essential Skills.

The following Essential Skills were used to complete this Learning Activity.

- ✔ Reading
- ✔ Document Use
- ✔ Numeracy
- ✔ Writing
- ✔ Oral Communication
- ✔ Working with Others
- ✔ Computer Use
- ✔ Continuous Learning

Thinking Skills

- ✔ Problem Solving
- ✔ Decision Making
- ✔ Critical Thinking
- ✔ Finding Information
- ✔ Job Task Planning & Organizing
- ✔ Significant Use of Memory
# LEARNING ACTIVITY #10

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Offering a firm handshake makes a good first impression.</td>
<td>✔</td>
<td>☐</td>
</tr>
<tr>
<td>2.</td>
<td>Facing the interviewer “square-on” will make you appear aggressive and pushy.</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>3.</td>
<td>Fidgeting (shifting in your chair, moving your hands and legs constantly) shows that you are nervous.</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>4.</td>
<td>Keeping steady eye-contact makes people uncomfortable because they feel you are invading their personal space.</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>5.</td>
<td>Hand gestures that keep your palms up indicate openness and friendliness.</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>6.</td>
<td>When you relax your shoulders, it shows that you are depressed.</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>7.</td>
<td>A smile shows warmth, welcome, confidence and relaxation.</td>
<td>✔</td>
<td>☐</td>
</tr>
</tbody>
</table>

---

**Which of the following Essential Skills were used to complete this Learning Activity?**

- [ ] Reading
- [x] Document Use
- [ ] Numeracy
- [ ] Writing
- [ ] Oral Communication
- [ ] Working with Others
- [ ] Computer Use
- [ ] Continuous Learning
- [ ] Thinking Skills
- [ ] Problem Solving
- [x] Decision Making
- [ ] Critical Thinking
- [x] Finding Information
- [ ] Job Task Planning & Organizing
- [ ] Significant Use of Memory
LEARNING ACTIVITY #11

1. This question included an answer as an example.

2. c) Answer may vary but should relate to giving a positive message and responding to the other person.

3. a) Answer may vary. Student should know that eye contact shows interest in the other person and what is being said.

4. b) Nodding your head occasionally shows you understand and are interested in what is being said.

5. b) Answers may vary, but should be related to a person’s personal space. 1 \( \frac{1}{2} \) to 3 metres is a good personal space for personal and social interactions.

6. c) Answer may vary, but should be related to paying attention, yet being non-aggressive.

Which of the following Essential Skills were used to complete this Learning Activity?

- Reading
- Document Use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Computer Use
- Continuous Learning
- Thinking Skills
- Problem Solving
- Decision Making
- Critical Thinking
- Finding Information
- Job Task Planning & Organizing
- Significant Use of Memory
LEARNING ACTIVITY #12

1. The learners should discuss their choices and reasons with each other or their instructor. The purpose of the activity is to gain a better understanding of both verbal and non-verbal communication. It should provide some opportunity for the learners to consider their own verbal and non-verbal communication and to observe others’.

<table>
<thead>
<tr>
<th>Item</th>
<th>Verbal</th>
<th>Non-Verbal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not disturb sign</td>
<td>✔</td>
<td>☐</td>
</tr>
<tr>
<td>A hug</td>
<td>☐</td>
<td>✔</td>
</tr>
<tr>
<td>A ringing phone</td>
<td>☐</td>
<td>✔</td>
</tr>
<tr>
<td>Signing to a deaf friend</td>
<td>✔</td>
<td>☐</td>
</tr>
<tr>
<td>Whistling or humming</td>
<td>☐</td>
<td>✔</td>
</tr>
<tr>
<td>A birthday card</td>
<td>✔</td>
<td>☐</td>
</tr>
<tr>
<td>Singing a song</td>
<td>✔</td>
<td>☐</td>
</tr>
<tr>
<td>A wink</td>
<td>☐</td>
<td>✔</td>
</tr>
<tr>
<td>Message on an answering machine</td>
<td>✔</td>
<td>☐</td>
</tr>
<tr>
<td>A handshake</td>
<td>☐</td>
<td>✔</td>
</tr>
</tbody>
</table>

The following Essential Skills were used to complete this Learning Activity.

- Reading
- Oral Communication
- Problem Solving
- Decision Making
- Job Task Planning & Organizing
- Document Use
- Numeracy
- Critical Thinking
- Significant Use of Memory
- Writing
- Working with Others
- Computer Use
- Continuous Learning
- Finding Information
- Continuous Learning
LEARNING ACTIVITY #13

1. Answers may vary, but should cover "The better your writing skills are, the better the impression you will make. Clear writing gets your message across better."

2. Swearing, poor grammar, using slang and putting in extra words, such as like, um, eh, etc.

3. Don’t mumble. Speak clearly using simple, easy to understand words. Speak loudly enough to be heard, but don’t shout.

Don’t speak too quickly. Talk at a comfortable speed so your words aren’t slurred or running together.

- Use simple, complete sentences so the message is easier to understand.
- Pause between sentences and ideas to give the listener some time to think, and to understand what you are saying.
- Connect your ideas or arguments and present them in a logical manner. This makes it easier for the listener to follow what you are saying.
- Make sure you don’t chew gum or eat while you’re talking.

4. Write details of orders placed by telephone; write notes to yourself to remember and record information such as the date of an order, problems encountered or special requirements; complete order forms, invoices, bills of sale and production forms; write care and shipping labels; write notes to technicians about problems with printing presses, copiers and other equipment; write notes or email messages to co-workers to describe problems with machines or work to be done.

5. Answers may vary, but skills would include all the non-verbal hints and speaking hints.

6. Answers may vary, but should cover “time isn’t wasted trying to figure out the information being written.”

The following Essential Skills were used to complete this Learning Activity.

- Reading
- Document Use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Computer Use
- Continuous Learning
- Problem Solving
- Decision Making
- Critical Thinking
- Finding Information
- Job Task Planning & Organizing
- Significant Use of Memory
LEARNING ACTIVITY #14

1. Answers will vary for this activity, but should they should have the same message as the original statement, be appropriate for a business setting and not include slang.

The following Essential Skills were used to complete this Learning Activity.

- Reading
- Document Use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Computer Use
- Continuous Learning
- Thinking Skills
- Problem Solving
- Decision Making
- Critical Thinking
- Finding Information
- Job Task Planning & Organizing
- Significant Use of Memory

LEARNING ACTIVITY #15

1. Answers may vary, but we have provided what we feel is the best response.
   a. Distractions. Stress may have also played a part.
   b. You may miss the appointment and not get the job.
   c. Turn off the radio and write down the information so you don’t forget.

2. Answers may vary, but we have provided what we feel is the best response.
   a. Beliefs and experiences.
   b. Your supervisor will think poorly of you and you may lose your job.
   c. Listen to the supervisor, put aside your bias and dress as you are told.

3. Answers may vary, but we have provided what we feel is the best response.
   a. Interpretation.
   b. Your manager will think poorly of you and you may lose your job.
   c. You should get the message straight from your manager.

The following Essential Skills were used to complete this Learning Activity.

- Reading
- Document Use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Computer Use
- Continuous Learning
- Thinking Skills
- Problem Solving
- Decision Making
- Critical Thinking
- Finding Information
- Job Task Planning & Organizing
- Significant Use of Memory
LEARNING ACTIVITY #16

1. to 4. Answers may vary. The purpose of this activity is to allow the learner build upon their past experience as a customer in order to build more positive customer service. Use of Thinking Skills and Working With Others skills should be noted.

The following Essential Skills were used to complete this Learning Activity.

<table>
<thead>
<tr>
<th>Essential Skills</th>
<th>Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>✔</td>
</tr>
<tr>
<td>Document Use</td>
<td>✔</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>✔</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>✔</td>
</tr>
<tr>
<td>Working with Others</td>
<td></td>
</tr>
<tr>
<td>Computer Use</td>
<td></td>
</tr>
<tr>
<td>Continuous Learning</td>
<td></td>
</tr>
<tr>
<td>Problem Solving</td>
<td></td>
</tr>
<tr>
<td>Decision Making</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td></td>
</tr>
<tr>
<td>Finding Information</td>
<td></td>
</tr>
<tr>
<td>Job Task Planning &amp; Organizing</td>
<td>✔</td>
</tr>
<tr>
<td>Significant Use of Memory</td>
<td>✔</td>
</tr>
</tbody>
</table>
Module 5: Health and Safety

Answers

LEARNING ACTIVITY #1

1. Answers will vary, along with the learner’s opinion. The learner should use Critical Thinking skills and be able to defend choices.

2. Who is responsible for answering safety related questions?
   Is job safety training available?
   What are the potential hazards of the job?
   What do I do in case of an emergency?
   What are my responsibilities regarding health and safety?
   What do I do if I am injured or have an accident while on the job?

3. Answers may vary but learner should use at least one memory tip from the end of the Thinking Skills module (listed below) to help remember Workplace Hazards questions that need to be asked.
   - Repeat it.
   - Practise it.
   - Write the information down.
   - Visualize the information.
   - If you don’t understand, ask.
   - Create an acronym (a word using the first letter of each thing you want to remember)
     - Make up a little chant by saying the words in a rhythm
     - Highlighting important information

4. So you know the dangers and risks that you will be working with, which will help avoid accidents.
5. What safety equipment do I need for my job?
   What about fire extinguishers, first aid kits, first aid rooms and emergency assistance?

Which of the following Essential Skills were used to complete this Learning Activity?
- ☑️ Reading
- ☑️ Document Use
- ☑️ Writing
- ⬜️ Oral Communication
- ⬜️ Working with Others
- ⬜️ Numeracy
- ⬜️ Computer Use
- ⬜️ Continuous Learning

LEARNING ACTIVITY #2

1. The following are the steps in order.

   Prepare to lift by warming up your muscles. Stretch your legs and back before you lift anything.
   Stand close to the load and face the way you intend to move.
   Use a wide stance (feet spread apart) to gain balance.
   Be sure you have a good grip on the load.
   Keep your arms straight.
   Tighten your abdominal muscles.
   Tuck your chin into your chest.
   Lift the load as close to your body as possible.

2. No answer is required. The learner should have been able to open the OSHA website and find the printing eTools. Instructor may want to look at the website.

3. The following answers relate to the lithography eTool.

   - Prolonged periods of awkward body postures (i.e., tilting the head back, down, or side-to-side) (Figure 1).
   - Repeated motions (i.e., reaching to a mouse). (Figure 1).
   - Contact trauma to the legs or arms from desk surfaces or chair fronts.
   - Glare or monitor washout from poor placement of monitor in relation to windows and other bright light sources (Figure 2).
b. The top of the monitor should be at or just below *eye* level.

   Head and neck balanced and *in line* with torso.

   Shoulders *relaxed*.

   Elbows *close to body* and supported.

   Lower back *supported*.

   *Wrists* and *hands* in-line with forearms.

   Adequate room for *keyboard* and *mouse*.

   Feet *flat on the floor*.

c. Answers may vary but both the hazard and solution should be from those listed in the lithography eTool. The solution should relate directly with the hazard chosen.

4. This question refers to the flexography eTool. The learner should complete the chart with potential hazards and applicable possible solutions. Answers may vary but solution should relate directly with the hazard chosen.

<table>
<thead>
<tr>
<th>Printing Process</th>
<th>Potential Hazard</th>
<th>Possible Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-press</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Computer Use</strong></td>
<td>Example: Repetitive motions (i.e., frequent reaching to a mouse, clicking and dragging)</td>
<td>Example: Ensure keyboard and mouse are at proper height and position.</td>
</tr>
<tr>
<td><strong>Platemaking</strong></td>
<td>Lift and carry the plate between workstations.</td>
<td>Design work area to reduce the distance and time necessary to hand-carry film and plates around the prepress area.</td>
</tr>
<tr>
<td><strong>Press</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handling Anilox Roll, Sleeve and Printing Plates</td>
<td>Rolls, sleeves or plates may be too heavy for individuals to manually lift.</td>
<td>Use carts or integrated systems to minimize manual handling of sleeves or rolls.</td>
</tr>
<tr>
<td>Ink Preparation and Dispensing</td>
<td>Forward bending to reach low locations or reaching</td>
<td>Order supplies or repackage ink in the smallest</td>
</tr>
</tbody>
</table>
Module 5: Health and Safety

<table>
<thead>
<tr>
<th>Substrate/Material Roll Handling</th>
<th>Forceful and repetitive gripping is used to grasp and remove finished rolls for further processing.</th>
<th>Use a lift or other mechanical assistance to remove rolls from turrets, conveyer belts and pallets.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrugated Sheet Handling</td>
<td>Use of extended reaches (which may be above shoulder or head level) to retrieve or place stock from tall piles.</td>
<td>Minimize elevated reaches (which may be above shoulder or head level) to stock, controls or feed area by using platforms to raise employees to proper height.</td>
</tr>
<tr>
<td>Post-press Palletizing/Packing</td>
<td>Bundles transported between press and pallet may be too heavy or too bulky to lift.</td>
<td>Optimize load size and weight for one-person lifting. Generally, a load should not weigh in excess of 40 pounds.</td>
</tr>
</tbody>
</table>

5. This question refers to the screen printing eTool. The learner should complete the chart with potential hazards and applicable possible solutions. Answers may vary but solution should relate directly with the hazard chosen.

<table>
<thead>
<tr>
<th>Printing Process</th>
<th>Potential Hazard</th>
<th>Possible Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-press</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleaning Mesh/</td>
<td>Example:</td>
<td>Example:</td>
</tr>
<tr>
<td>Reclaiming Screens</td>
<td>Repetitive motions and finger force performed on high-volume jobs.</td>
<td>Use tools that minimize force and awkward postures. For example, a long-handled brush for cleaning tasks would reduce forward reaches.</td>
</tr>
<tr>
<td><strong>Ink Preparation</strong></td>
<td>Significant force used to lift heavy ink containers and move drums.</td>
<td>Order supplies in smaller volumes such as gallon bottles rather than 5-gallon pails, to reduce heavy manual lifting.</td>
</tr>
<tr>
<td>Press</td>
<td>Potential Hazard</td>
<td>Possible Solution</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Automatic Printing</td>
<td>Manual lifting and carrying heavy or bulky substrate or finished product from supply areas to packing areas.</td>
<td>Use carts to move material from storage to work area, then to packing areas.</td>
</tr>
<tr>
<td>Post Press</td>
<td>Elevated elbow postures when working on work surfaces that are too tall.</td>
<td>Provide an adjustable height and tilt workstation so that most work may be done slightly below elbow height.</td>
</tr>
<tr>
<td>Folding Textiles</td>
<td>Repetitive reaching and twisting to place items into boxes.</td>
<td>Place product and/or boxes at about waist height to eliminate extended reaching, torso and neck bending and to keep arms close to the body.</td>
</tr>
<tr>
<td>Materials Handling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Packaging Product</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following Essential Skills were used to complete this Learning Activity.

- **✓ Reading**
- **✓ Document Use**
- **☐ Numeracy**
- **✓ Writing**
- **☐ Oral Communication**
- **☐ Working with Others**
- **✓ Computer Use**
- **☐ Continuous Learning**
- **☐ Problem Solving**
- **☐ Decision Making**
- **☐ Critical Thinking**
- **✓ Finding Information**
- **☐ Job Task Planning & Organizing**
- **☐ Significant Use of Memory**
LEARNING ACTIVITY #3

1. Hazards are marked with yellow triangles in the picture below. The chart is filled in with example answers. The learner should use Critical Thinking and Problem Solving skills to work out a recommended correction.

<table>
<thead>
<tr>
<th>Hazard</th>
<th>Type of Hazard</th>
<th>Recommendation to Correct Hazard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standing on a swivel chair</td>
<td>Unobservant and inattentive employees</td>
<td>Use a stepladder not a chair</td>
</tr>
<tr>
<td>The kettle</td>
<td>Burning, cutting and pinching hazards</td>
<td>Needs to be moved to a safe area to reduce the risk of serious scalding and trailing electrical wires</td>
</tr>
<tr>
<td>Open electric bar fires</td>
<td>Dangerous electrical wiring</td>
<td>Get rid of heater. This is old equipment and should not be used. The trailing, tangled wires could trip someone up or make the heater topple over.</td>
</tr>
<tr>
<td>Box with papers piled too high</td>
<td>Improper lifting and handling techniques</td>
<td>Never carry anything you can’t see over.</td>
</tr>
</tbody>
</table>
LEARNING ACTIVITY #4

1. Answers may vary. The learner should have used Critical Thinking skills to determine what may have caused the injury. Causes should relate to work in the Printing Industry. See table on next page for suggested answers.
<table>
<thead>
<tr>
<th>Injury</th>
<th>Causes/Possible Causes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burns and scalds</td>
<td>Example: Touching a hot part on a piece of machinery/equipment.</td>
</tr>
<tr>
<td>Cuts</td>
<td>Example: Sharp edges on a variety of equipment/tools</td>
</tr>
<tr>
<td>Electric Shock, electrocution</td>
<td>Example: A variety of equipment/tools with faulty plugs or ground wires.</td>
</tr>
<tr>
<td>Slips and falls</td>
<td>Example: Tripping over boxes, drawers and other objects; inadequate lighting, and wet or greasy work areas.</td>
</tr>
<tr>
<td>Soreness and loss of use of wrists and arms</td>
<td>Example: Doing repetitive tasks like loading and unloading boxes.</td>
</tr>
<tr>
<td>Back pain</td>
<td>Example: Lifting improperly, improper seating.</td>
</tr>
</tbody>
</table>
LEARNING ACTIVITY #5

1. d. All of the above

2. d. Everybody

3. • Know and follow all of the health and safety requirements affecting your job. (Who is your safety representative? Where are the safety requirements and regulations that apply to your job posted?)
   • If you don’t know how to do something safely, ask for training before you begin work. Work safely, and encourage your co-workers to do the same.
   • Correct any unsafe conditions that you come across or immediately report them to your supervisor.
   • Immediately report any injury to a first aid attendant or supervisor.
   • Take the initiative. Make suggestions to improve health and safety.

The following Essential Skills were used to complete this Learning Activity.

- Reading
- Oral Communication
- Numeracy
- Computer Use
- Continuous Learning
- Document Use
- Working with Others
- Writing
- Problem Solving
- Decision Making
- Critical Thinking
- Finding Information
- Job Task Planning & Organizing
- Significant Use of Memory
LEARNING ACTIVITY #6

1. Workplace Hazardous Materials Information System

2. **Warning labels** on containers of hazardous materials
   - **Material safety data sheets** (MSDS) providing further, detailed information
   - **Worker training** on how to use the information contained on the labels and MSDS

3. b

4. 
   a. Is a dangerously reactive material, which will react with water to produce a poisonous gas or which will undergo a reaction if the container is heated, pressurized or agitated
   b. Is flammable and combustible and will ignite and continue to burn if exposed to flame.
   c. Is an oxidizing material. A substance that will cause another substance to burn.
   d. Causes other toxic effects (including cancer causing).
   e. Is a compressed gas. A substance that at room temperature is in a gaseous state and kept under pressure.
   f. Is a biohazardous infectious material
   g. The material is a corrosive material. A substance that will erode steel or aluminum, or destroy animal tissue

5. They could prevent injury and save your health and life.

6. The information on hazardous chemicals was found at the beginning of Unit 5: Other Hazards. Chemicals and other hazardous materials can enter your body through:
   - Your lungs, if you breathe fumes, mist, dust or gas.
   - Your skin, if liquid or dust touches you, spills on you or splashes you.
   - Your mouth, if you eat after handling chemicals or if you accidentally swallow chemicals.
   - Your eyes, if chemicals splash on you or are in the air.
The following Essential Skills were used to complete this Learning Activity.

- **Reading**
- **Document Use**
- **Numeracy**
- **Writing**
- **Oral Communication**
- **Working with Others**
- **Computer Use**
- **Continuous Learning**
- **Thinking Skills**
- **Problem Solving**
- **Decision Making**
- **Critical Thinking**
- **Finding Information**
- **Job Task Planning & Organizing**
- **Significant Use of Memory**
### Demonstration Activity:
**Job Bank Research Demonstration**

<table>
<thead>
<tr>
<th>Learner:</th>
<th>Practitioner:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Learner Goal:</th>
<th>Purpose of Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>employment</td>
<td>Ongoing</td>
</tr>
<tr>
<td>education/training</td>
<td></td>
</tr>
<tr>
<td>independence</td>
<td></td>
</tr>
</tbody>
</table>

**Description:** The learner will do Internet research on Canada’s Job Bank to gather and use information on six jobs. For each job, the learner will decide if it would be suitable for his or her skills and interests. The learner will also consider skills needing to be developed. The learner will use computer, document use and reading skills to research employment interests and use writing skills to summarize information and thoughts for others to read.

**Guidelines:**
As this is the first demonstration of the curriculum, it is extremely important that the learner understands the value of demonstrating acquired skills in a holistic activity.

The learner should complete the following steps:

2. Search the Job Bank to find and print out six jobs in the printing field from across Canada.
3. Review each of these jobs and decide whether you would be interested in doing it. For each job write out why you would or wouldn’t be interested.
4. For those jobs that you would be interested in doing, write what skills you think you still need to develop before you could apply for a similar job.
5. Organize your writing, so that it is easy for someone else to read and understand. Include information about the jobs that you have learned from the job ads and your own opinions about the job and your skills.
6. You should use correct spelling. Point form is acceptable. You may use a word processing program, including spell checker.
7. As in any job, it is important that you keep yourself on task, organize yourself and manage your time.

**Resources:**
- Computer with Internet access
- Computer with a word processing program (spell checker)

**Assistance Allowed:**
- Ensure that the learner has had training in computer and Internet use.
- This may be the learner’s first experience with self-assessing so the learner may need you to walk through the process.

---

**The following Essential Skills were used to complete this Demonstration Activity:**
- Reading
- Document Use
- Numeracy
- Computer Use
- Continuous Learning
- Writing
- Oral Communication
- Working with Others
- Critical Thinking
- Finding Information
- Problem Solving
- Decision Making
- Job Task Planning & Organizing
- Significant Use of Memory
Evaluation Method:

- The instructor and the learner should discuss and agree on an appropriate length of time to complete the demonstration.
- The learner should complete a self-assessment (attached) of his/her work before handing it in to the practitioner.
- The learner and instructor should review and discuss the results of the demonstration, self-reflection and Essential Skill areas that need to be improved.

Results:

The learner achieved the following Essential in this Demonstration Activity:

- Reading
- Document Use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Computer Use
- Continuous Learning
- Thinking Skills
- Problem Solving
- Decision Making
- Critical Thinking
- Finding Information
- Job Task Planning & Organizing
- Significant Use of Memory

Comments:

Learner’s Signature

Practitioner’s Signature
# Job Bank Research Demonstration

## Learner’s Self-Reflection

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have the skills to use the internet for research.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was able to find Job Bank ads for work in the printing industry.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was able to read what skills were needed for each job.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was able to decide if I would like to do each job or not.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know some skills I will need to learn for the jobs I liked.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I organized my writing so it would be clear and easy to read.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I checked for spelling, punctuation and grammar mistakes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I looked over my work to “self-assess” it before showing it to my instructor.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Demonstration Activity:  Printing Work Order Demonstration

<table>
<thead>
<tr>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Learner:</th>
<th>Practitioner:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Learner Goal:</th>
<th>Purpose of Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Employment</td>
<td>□ Ongoing</td>
</tr>
<tr>
<td>□ Education/Training</td>
<td></td>
</tr>
<tr>
<td>□ Independence</td>
<td>□ Exit</td>
</tr>
</tbody>
</table>

**Description:** Small printing businesses often do not have a separate customer service representative to take customer orders. The people who work at the business running the copiers, printers and bindery equipment are also the people who get information from the customers through emails, telephone calls or face-to-face.

This demonstration is a role-play where the learner is working for The Printing Place, a small print and copy shop. The learner will perform customer service by taking a printing order in-person across a counter or desk.

The following Essential Skills were used to complete this Demonstration Activity:
- Reading
- Document Use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Computer Use
- Continuous Learning
- Problem Solving
- Decision Making
- Critical Thinking
- Finding Information
- Job Task Planning & Organizing
- Significant Use of Memory

**Guidelines:**
1. The learner will greet the customer and take the order from the customer over a counter or across a desk.
2. The customer’s role is to be acted out by another learner, a tutor or an instructor. The person taking the role of the customer should receive the attached instruction sheet.
3. It is up to the learner to get, from the customer, all the information that would be needed to complete the print order. This information is to be printed onto the attached blank job/work order.
4. To see if the job can be completed during the time required by the customer, the learner would have to refer to a supervisor, who is off on lunch.
5. It is important that the learner uses his or her Essential Skills to complete the task and provide good customer service.
6. The role-play should be videotaped or, if this is not possible, observed by an instructor for assessment purposes.
7. The learner may review all the forms except the Customer Information Sheet before hand.

**Resources:**
- Counter or desk for the role-play.
- Attached Printing Work Order Form and Customer Instruction Sheet.
- Videotaping and playback equipment.

**Assistance Allowed:**
- Person to act out part of customer.
- Practitioner observer to ensure that neither person involved in the role-play is having difficulty which would bring about a negative experience.
Evaluation Method:
The following are general guidelines for evaluation.

The instructor and the learner should discuss and agree on an evaluation process. A suggested method is the cut score rubric attached. The evaluation should include:

- Writing and Document Use skills should be evaluated on how legible, complete and accurate the information on the form is.
- Oral Communication and Working with Others Skills should be evaluated for both the ability to ask clear, specific questions in a friendly, helpful professional manner; and how carefully the learner listened, maintaining eye contact and asking appropriate questions for clarification.
- Thinking Skills evaluation should include Decision-making and Job Task Planning around the scheduling of the printing job.

By replaying the video of the demonstration, the learner can observe his or her own actions. The learner should then complete a self-assessment of the customer service experience and the filling-in of the document.

The learner and instructor should review and discuss the results of the demonstration, concentrating on Essential Skill areas that need to be improved and learner self-reflection.

Results:

<table>
<thead>
<tr>
<th>The learner achieved the following Essential in this Demonstration Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Reading          ☐ Document Use     ☐ Numeracy          ☐ Writing</td>
</tr>
<tr>
<td>☐ Oral Communication ☐ Working with Others ☐ Computer Use   ☐ Continuous Learning</td>
</tr>
<tr>
<td>Thinking Skills</td>
</tr>
<tr>
<td>☐ Problem Solving  ☐ Decision Making ☐ Critical Thinking ☐ Finding Information</td>
</tr>
<tr>
<td>☐ Job Task Planning &amp; Organizing ☐ Significant Use of Memory</td>
</tr>
</tbody>
</table>

Comments:

__________________________________________________________________________________

Learner’s Signature ___________________________  Practitioner’s Signature ___________________________
THE PRINTING PLACE

<table>
<thead>
<tr>
<th>Description (include stock type, weight and colour)</th>
<th>Work Required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Originals</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bindery</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Folding</td>
<td>Cerlox Comb</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Instructions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Order Taken By:                                      |               |
|                                                     |               |

Customer:
Attn: Phone:
Date: Address:
Date Required: Email:

# Originals # Copies 1-sided 2-sided Colour B/W

Bindery
Folding Cerlox Comb
Stapling Spiral
Trimming Loose-leaf

order Taken By:
The Printing Place Work Order: Customer Information

You are pretending to be a customer of The Printing Place, who wishes to place an order for printing. You are acting out this role to help a learner with his or her demonstration of learning. He or she will be pretending to be a printing machine operator working for The Printing Place and will be taking your order.

The “printing machine operator” will need to get information from you to fill out an order form. Below, you will find the information you need to give. Do not volunteer all the information without being asked. The printing machine operator may ask for information not here. Make it up, but make sense. You can always say, “I’m not sure.” The printing machine operator should be able to help you when you aren’t sure of something, just like in a real company.

Your Information:

Your name is Chris Brown and you are the manager of Grandma’s Bakery. Your business card is on the next page. You may cut it out and present it to the printing machine operator to make it easier for him/her to write your information on the order, if you like.

Order Information:

You want two different print/copy jobs:

1. You want 30 copies of the bakery’s price list.

The price list consists of 12 pages. You want it printed double-sided. You want it printed in black and white, not colour. It should be printed on letter paper (8 ½ x 11), with a blue front and back cover in heavy cover paper. You don’t want it bound, but you do want the top left corner stapled.

2. You want 500 copies of your coloured flyer on glossy 24lb 8 ½ x 11, shrink wrapped in bundles of 50.

You have a copy of both the price list and the flyers on a CD. The proofs can be emailed to you.

You want them ready for pick-up tomorrow afternoon around 1:00 p.m. (you may negotiate to between 1:00 and 6:00 p.m.).
Grandma’s Bakery

Chris Brown
Manager

12 Cookie Lane
Hometown, ON
K0H 2P0

Phone (613) 555-4562
Fax (613) 555-2022

Email: chrisbrown@grandmasbakery.ca
## Printing Work Order Demonstration

### Learner’s Self-Reflection

<table>
<thead>
<tr>
<th>I was able to greet and serve the customer using good speaking, listening and customer service skills.</th>
<th>Yes ☐ No ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was able to understand the language and terms on The Printing Place order form.</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>I was able to get the information, from the customer, which I needed to complete the order form.</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>I found it difficult to:</td>
<td></td>
</tr>
<tr>
<td>I looked over my work to “self-assess” it before showing it to my instructor.</td>
<td>Yes ☐ No ☐</td>
</tr>
</tbody>
</table>

### Comments:

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
# Taking a Printing Order Demonstration Evaluation

<table>
<thead>
<tr>
<th>Needs improvement</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication (Module 4)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses good speaking skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks for clarification when required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses appropriate non-verbal communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses active listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses the Customer Service Top Ten (appearance, attitude, friendliness, impression, response-ability, commitment, team thinking, communication, service and personal excellence)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Document Use (Module 3)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used document features, such as headings to ensure information is in the correct place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contains key points needed by document users</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing is legible</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Thinking Skills (Module 2)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses a variety of Thinking Skills to provide positive customer service.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performs basic math operations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OVERALL PERFORMANCE</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>