MODULE 3

Communicate Ideas and Information

CESBA

Work Skills Manual

Contents

Communicate Ideas and Information

Welcome to work!

Communication comes in many forms. It can be written or verbal. It can be the tone you use or what your facial expression or body language tells someone. You can communicate with people in person, by letter, over the phone, by text, by email, in a presentation, or through a video. Filling out forms and documents can also communicate ideas to others.

As you found out in the introduction module, many jobs rely on good communication skills. This module will offer some advice, examples, and exercises to help with communication tasks that you may face in the workplace.

Lesson 1: Starting Your New Job

Key vocabulary in this lesson

Communication	**Confidentiality**	**Encouraging**	**Exaggerated**
Feedback	**Gossip**	**Impression**	**Interaction**
Negative	**Opinions**	**Participating**	**Privacy**

There are many things to consider when interacting (talking or doing things) with people in the workplace. Some of the toughest **interactions** will happen when you first start a new job. Speaking to new people, learning new rules or ways of doing things, and working alongside people that you have just met can be a bit worrisome.

When you start a new job, you will be asking questions and getting to know company rules (policies and procedures). You will need to ease your way into the job. This means not coming right out with new ideas or sharing **opinions** about the business right away. For example, as a barista, you may

have a new system for setting up the coffee bar at the café but getting to know the job well first will be the most important thing to do. Your boss will expect you to settle in and be there for a bit before you start **participating** (joining in) in staff meetings or making suggestions. Once you have learned your job well and are fully trained, you can make helpful suggestions if you would like.

In the beginning, introduce yourself to everyone. You should also check in with your supervisor and co-workers to ask how you are doing. Open **communication** is very important at a new job.

Privacy and Workplace Gossip

Many people **gossip** at work. When you start a job, try to avoid participating in this. Gossip is personal information spread around the workplace about a co-worker or boss. There is no doubt about it, workplace gossip can lead to low spirits and less success on the job. Gossip is a time waster and can be hurtful to your co-workers. If you respect **privacy**, then you will not give in to gossip. The information might be true, **exaggerated** (blown up) or false. Regardless, it is important to try to not be a part of anything that may cause problems in the workplace. It is difficult sometimes to not become frustrated with co-workers or feel a need to talk to people about co-workers, especially if it involves behaviour that you may disagree with, however, your co-workers also deserve privacy, and gossip breaches that trust.

Some comments could be made about you that could hurt your ability to do your job well. It is not always easy but try not to let gossip affect how you feel about your work. A way to do this is to focus on your workplace goals and not on negative talk. There is a difference between feedback with helpful opinions and gossip with **negative feedback;** learning the difference can help you keep your self-esteem at work. It might not seem fair, but some people are just like that, and the best way to deal with it is to do your job the best you can and be positive. Gossiping about where you work in general or saying bad things about your workplace to other

workers is also something to be avoided. Good suggestions help a business succeed more than complaints. Employers value loyal (reliable, dependable) employees.

Activity 1: Finding Key Points in an Article

Please open your browser and type in the following web address:

https://www.themuse.com/advice/4-realistic-ways-to-steer-clear-of-office-drama-without-being-a-goody-twoshoes

On the next page, in your own words, list and explain the four ways to avoid gossip at work suggested by the article.

1. _____
   _____
   _____
   _____

2. _____
   _____
   _____
   _____
   _____

3. _____
   _____
   _____
   _____
   _____

4. _____
   _____
   _____
   _____
   _____

Privacy is an important part of workplaces as well. Respecting the privacy of your customers, bosses, and co-workers shows that you are a loyal employee. Some places might have you sign **confidentiality** agreements that say you will not give away secret ingredients in food or products or that you will not discuss customers or clients outside of work. When outside of work, try not to gossip or discuss workplace gossip or information with people. This is true online as well.

The world is becoming more and more dependent on technology. With these changes, it is more important than ever to make sure students' privacy is protected. It is also important for anyone looking for work to understand that their online activity leaves a digital footprint. A digital footprint is the **impression** that you make or leave online. Employers often search online for information on people that they are thinking of hiring. This search can include social sites like Twitter, Instagram, and Facebook. When you are online, you are creating a brand for yourself. You are showing an employer who they are hiring and what kind of person they will be add to their team.

You should never share private workplace information on your social media accounts. Do not post negative comments about your business if you have a bad day or comments about co-workers you might be frustrated with. These posts can hurt a business and cost you your job.

Activity 2: Acceptable Workplace Communication

1. Read the examples in the table below and check whether you agree or disagree with the employee's communication.

Communication	Agree	Disagree
Ming is applying for a job in an office and has public pictures posted on Facebook of her at a party where she drank too much.		
Larry tells his sisters the top-secret recipe for his workplace's candy bar.		
Bethany sends pictures from the workplace iPad to her phone, so she can show her boyfriend everyone she works with.		
Sarah likes her coffee house's Facebook page to show support.		
Lana comes home and complains on her Twitter account about the other waitress she works with every day.		
Petra is in the food court telling everyone about her boss's money issues.		
Carlos posts a video of him and his co-workers doing funny impressions of their supervisors on YouTube.		

2. Choose one communication example from the table and discuss why you checked disagree.

_____

_____

_____

_____

_____

Positive Language

When working with people, it is important to use positive language. Using the right word can make all the difference in a customer's experience with your business. Positive language shows that you care. The right words can make all the difference. Using negative language or being negative has a lot more of an effect than you think. Sometimes, the things you say or do can stay with someone all day. Smiling and using positive language can improve someone's day. If you get frustrated with a customer and use negative language, then you can make their day worse. Customers come back to places that have left them feeling good or happy. They might avoid places that leave them feeling bad. They might tell people they know about the bad experience they had. This might hurt business. Being positive can help you succeed quickly at a new job.

Here are some positive words that you can use at work:

Absolutely	Fantastic	Please
Appreciate	Friendly	Quickly
Can	Good	Recommend
Definitely	Great	Right away
Easily	Happy	Terrific
Enjoy	Help	Thank you
Exactly	Impressive	Understand
Excellent	Interesting	

Activity 3: Find the Right Word

Fill in the blanks below with a word from the positive language list above.

1. I am _____ to help you today.
2. I can get this done for you _____.
3. I can _____ fix this for you.
4. I _____ that you are upset, and I can help you.

5. That is _____ what we are going to do.
6. Can you _____ follow me?
7. I really _____ your patience.
8. _____! I can help you with that.
9. I am here to _____ you find what you are looking for.
10.   _____ _____ for waiting.

Activity 4: Finding Information from a Video

The following Ted Talk given by Alison Ledgerwood explains how coming back from negative words or attitudes can be very difficult. Watch Alison's video to see what she means by getting stuck in the negative.

To do this, open your browser and type:
https://www.youtube.com/watch?v=7XFLTDQ4JMk

or type **Getting stuck in the negatives (and how to get unstuck)** by Alison Ledgerwood in your YouTube search box.

1. What do you think about what Alison has to say about the way we word things with others?

   _____
   _____
   _____
   _____
   _____

2. Based on the video, what is a good way to keep ourselves and others from getting stuck in the negative?

   _____
   _____
   _____
   _____

Negative Language

Here are some examples of positive or negative language in the workplace.

Negative language might:

- say what cannot be done,
- include words like can't, won't, and closes further discussion,
- not focus on positive outcomes and not talk about what can be done, and
- shift blame onto others or from the person handling the situation.

Positive language should:

- talk about what can be done,
- suggest choices or helpful options that are available,
- sound helpful, friendly and **encouraging**, and
- keep the responsibility on the person doing the work or offering the service.

Activity 5: Turning a Negative into a Positive

Most people do not even realize they are using negative language. You may notice it more now that you have taken this course. There are many negative words and phrases people use every day. Below and on the next page, you will see examples of negative talk at work. Read the negative language and try to come up with a more positive way to say it, using what you have learned so far in this module.

1. I cannot show you where that item is right now. I am on break.

   _____
   _____
   _____
   _____

2. It isn't my fault we are out of Italian dressing for your salad. The manager did not reorder any.

_____
_____
_____

3. I am sorry you are upset, but there is nothing I can do to help you.

_____
_____
_____

4. I do not know. I am new here.

_____
_____
_____

Lesson 2: Communication and Personality Styles

Key vocabulary in this lesson

Aggressive	**Assertive**	**Balance**	**Directly**	**Distractions**
Passive Aggressive	**Passive**	**Personality**	**Underhanded**	**Undervalued**

Personality

There are four main types of personality styles.

Assertive   Aggressive   Passive Aggressive   Passive
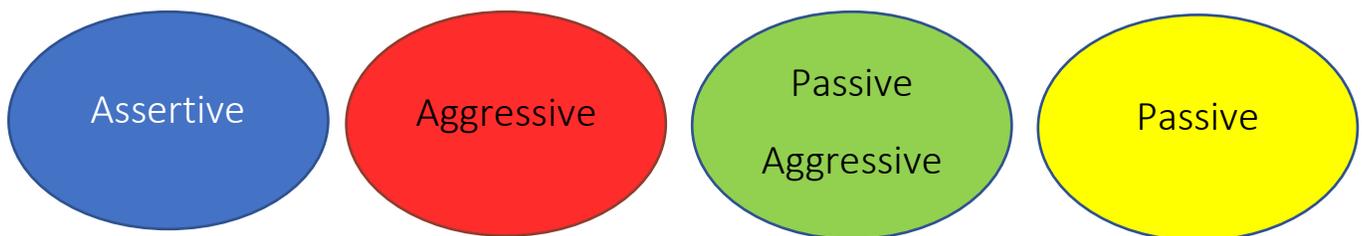
The best **personality** style to bring to work is an **assertive** personality. Assertive people not only look out for themselves but also try to respect the needs and opinions of others. Assertive people look for answers that make everyone happy. They do not let people take advantage of them, but they also do not take advantage of other people. They try to work with people to get the best result for everyone. They are okay and the people around them are okay. It helps them be happy at work and have the best workplace experience.

Aggressive personalities do what they want. They do what is best for themselves in a very direct way. They will do what they want without worrying about the needs and opinion of others. Aggressive personalities may be feared or avoided in the workplace, and they will not be popular or respected. They are okay but no one else is okay. This often leads to conflicts with people at work and can lead to them being fired because they

make others uncomfortable. If they are managers, they may have many upset employees or many employees that quit.

Passive-aggressive personalities do things in an **underhanded** and sneaky way. They use guilt or do things behind people's backs to get what they want. They may do this in an unintentional way (without planning it) when they do not want to take responsibility. When it's intentional (on purpose), they will get even with someone they are having issues with or try to get their own way without having to come right out and take it. This can lead to bad feelings about themselves later. They are not okay and no one else is okay. A passive aggressive person is often seen as not trustworthy in the workplace.

Passive people always put other people's needs first. They often feel like a victim in situations. They do not do what is best for themselves. They make choices that are not helpful to them and they try to be liked at any cost. They are not okay but everyone else is okay. This often leads to this personality type feeling **undervalued** in the workplace.

Activity 1: Choosing a Personality Style

Read the following workplace examples and pick which of the four personality styles the person in the example is showing.

1. Joe is getting frustrated that Kevin keeps taking extra-long breaks and lunches. It is cutting into his break times. He goes and tells the manager that he is worried about Kevin and feels he might be sick because he has been on his break so long.

    _____

2. Ming needs the office phone line to call a customer before 11am, but Ahmed tells her she cannot use it because he is waiting for a call from his mother. When Ming tells him that it is a work call, he tells her to come back later or use her cellphone.

    _____

3. Karen's boss asks her to stay late to finish his paperwork, so he can go out to dinner with his family. Karen has a doctor's appointment that she has been waiting to go to for three weeks but cancels it to stay and finish his work for him.

   _____

4. Carlos needs Saturday off for a friend's wedding. He asks Sarah to work for him. She says she can help but she would be missing her daughter's dance practice. He goes to see the manager and works out a way that he can leave early instead and go to the wedding from work. He thanks Sarah but tells her that her plans are just as important.

   _____

5. Melina forgets to order the hamburger meat for the restaurant for this week. When discussing it with her boss, she tells her that Joe, who has just left for a two-week vacation, is the one who forgot to order it.

   _____

6. Holly's boss tells her he needs her to do extra dishwashing shifts this week until he hires a new employee. She tells him she is happy to help but says she cannot work any weekend evenings after 7pm because she will not have a babysitter for her children.

   _____

7. Juan likes to make fun of his co-workers when they do not do things the way he thinks they should. When asked to stop, he responds with, "No, this is just the how I am."

   _____

Tips on Being Assertive

It is not easy to be assertive. Being assertive is all about **balance** and balancing most things in life is not easy. You need to consider your needs

and wants while also considering the needs of others. It might take some practice. It will not be always easy to stay calm and not let your feelings take over when trying to work things out. There will be times when it feels very difficult to make everything balance. Here are some tips to help you as you try to be more assertive. This will be even harder if you are the nice or passive personality at work.

When being assertive, try to do the following:

- Stay calm.
- Use "I" statements.
- Try to come up with solutions that are win-win for the people involved.
- Listen to what other people are saying.
- Don't feel bad or apologize for valuing yourself and your rights.
- Remember that you deserve to be treated well.
- Remember that others deserve to be treated well.
- Do not guilt the other person or bully them.
- Do not worry about winning every situation.

Aggressive personality types want to win. Assertive personalities want to find balance.

Using "I" Statements

"I" statements are a big part of good communication. The name says it all. When speaking about problems or feelings, start your communications by saying how you feel. This way you are not pointing fingers or placing blame on anyone. For example, one of your co-workers are not helping as much as you would like with a project that you are working on. If you say **directly** to a co-worker, "You are not helping enough," it will probably not lead to a win-win solution. If you say to your co-worker, "I am feeling a bit overwhelmed because of all this work; maybe we can make a plan to get it done together," then your co-worker will know how you feel and what they can do to help.

Some examples of ways to begin an "I" statement include the following:

"I feel..."
"I would like..."
"I need..."

Example:

Joe works every weekend and is upset with his boss for giving everyone else except him weekend days off through the month. Some of the staff that have been there longer and that have less hours are getting better shifts than he is. He could accuse his boss or directly complain, but that might be viewed as aggressive. He could say nothing and keep working every single weekend, but then he is being passive and not getting what he wants and needs. He works long hours and misses all social and family events in his life because of his job.

If Joe wants to be assertive, he can use this model for "I" statements to deal with his issue.

I feel _____

Because _____

when _____

What I need is _____
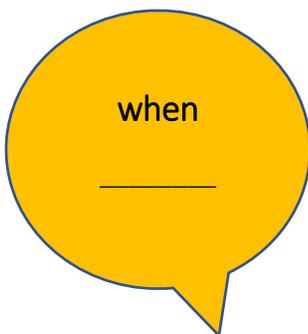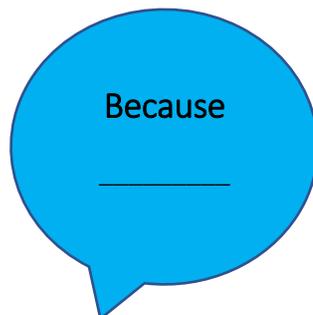
"I" Statements

Joe tells his boss:

"I feel sad because I am the only staff that never gets a weekend day off when I would really like one. What I want is to get a weekend or a weekend day off once a month."

There is still a chance that Joe's boss will say no, but at least he has asked in a way that is assertive and does not put any blame on his boss.

Activity 2: Using "I" Statements

Read the examples on the next page and help the people use "I" statements to deal with their issues at work.

1. Ming works with Karen who is always at least 30 minutes late. This makes it hard for her to get everything out and serve customers during the breakfast rush in the morning.

   I feel

   _____

   _____

2. Mary keeps making plans with Ahmed to do something after work, and then he always cancels them at the last minute.

   I feel

   _____

   _____

3. You really like and respect your co-worker, but you hear two people talking badly about him in the breakroom and know that what they are saying is not true.

   I feel

   _____

   _____

Being a Good Listener

There are many ways to be a good listener. We learn a lot by listening to others. Really listening helps when understanding other people's wants and needs and that can help when being assertive and looking for situations that work for everyone at work. When listening, try to make eye contact and avoid thinking of what you are going to say while the person is talking. Often, we do not fully listen to people because we know what we want to say next and are just waiting for them to stop talking to say it. Being focused on what you are trying to say can be distracting. **Distractions** are things that keep your focus off what you are trying to focus on. Limiting distractions when trying to listen is also good way to be a better listener.

Repeating information back to the person while using your own words can also help with listening. Look at the conversation below to see how Ming does this when talking to Sarah, her supervisor.

> Sarah: Ming, I want you to come in an hour early on Saturday.
>
> Ming: An hour early… so at 9am?
>
> Sarah: Yes, I need you to set up the backroom for a brunch and presentation that is happening at 10.
>
> Ming: So, the back room is rented and needs to be set-up?
>
> Sarah: Yes. It will be for thirty people, and they want the tables set up in groups of six.
>
> Ming: Ok, five tables with six chairs and you want the usual set up?
>
> Sarah: Yes. That would be good. I will get you the menu this afternoon.
>
> Ming: Ok. I will come in early to set up the backroom on Saturday.
>
> Sarah: That's great! Thank you, Ming.

Activity 3: Finding Information in a Conversation

Read the conversation between Ming and her boss above and answer the questions below.

1. What information does Ming repeat back in her own words to her boss?

   _____

   _____

   _____

   _____

   _____

2. What will Ming be getting this afternoon?

   _____

   _____

   _____

Activity 4: Practice Listening

Ask a classmate, your instructor, or a friend to tell you about what they did on the weekend. While they are asking, try to limit distractions (no cellphones!) and make eye contact. Repeat back some of the information in your own words. Do not think about what you want to say while they are talking.

1. Do you remember the details that they shared after this conversation? **Yes** or **No**

2. Did you feel these listening tips worked? Why or why not?

   _____

   _____

   _____

   _____

Lesson 3: Communication Barriers

Key vocabulary in this lesson

Barrier	**Body Language**	**Distance**
Observing	**Obstacle**	**Personal Space**

A **barrier** is a wall or **obstacle** that stops something from moving forward. There are barriers that stop communication from moving forward as well. Sometimes, without realizing it, people make the sharing of ideas and information more difficult. They put up walls when they are communicating with others. This lesson will discuss some of these barriers to communication.

Body Language

Your face and body communicate with others as well as your words. Have you ever had a conversation with someone when their **body language** told you that they were not interested? If so, try to think about what they were doing that made you feel that way.

Here are some examples of body language that can create communication barriers:

- **Crossing your arms** across your chest. Experts say this shows that you are closed to new ideas of information.
- **Looking down** and **not making any eye contact**. This can show that you are not interested in what someone is saying.
- **Standing too close** or **making too much eye contact** (staring). This can make the person you are speaking with feeling uncomfortable.

- **Unwelcome touching**, like a hand on the shoulder while talking. This is another gesture that could make a conversation uncomfortable.
- Poor posture, like **slouching in a chair**, shows that you are not ready to take the information seriously.
- **Being distracted**, like looking around the room or down at your phone, shows that you are looking for something more interesting than the person you are speaking with.

Here are some examples of reactions that can create communication barriers:

- **Not responding** to questions when asked can slow or end a communication quickly.
- **Being angry or too emotional** during a communication can put the other person or people on edge and keep a communication from being a good one.
- **Saying no** and not offering any positive feedback or additional information can stop a communication in its tracks. In fact, never use "No" as a reply as it will make whomever you are communicating with uncomfortable.
- **Interrupting** a person when they are still speaking can make you seem like do not care what they are saying.

Activity 1: Discussing Communication Barriers

Choose two of the bolded barriers above and talk about times that you have been communicating with someone and this has happened to you. Describe the situations and how they made you feel.

Situation #1:

_____
_____
_____
_____
_____

Situation #2:

_____

_____

_____

_____

Personal Space
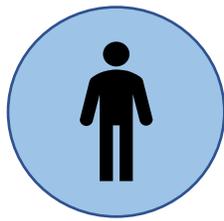
Everyone has their own personal bubble or area around their body that they think of as their space. This is called personal space. Having this area that is theirs makes people feel comfortable. For some people, this space is very small as they are comfortable having people close by. For others, this space is much larger because they prefer people at more of a distance. People might have family or friends who they do not mind having in their personal space because they know them so well. They might need more space for co-workers or people they do not as well or for as long.

Giving someone personal space helps them be more comfortable. Some places like restaurant kitchens might be more closed in or have less space to offer. Even in these places, do your best to offer a person as much personal space as you can. You may work in places where people give high fives, hugs, or put a hand on the shoulder. **Observing** (watching) how your co-workers are with each other when you first start a job will let you know what kind of personal space they need. If you do not like people close and in your personal space, then use your "I" statements to let staff know how you feel about it.

Activity 2: Reviewing "I" Statements

Ahmed has started a new job. At the end of the night, Tanya, his co-worker, hugs all the other employees goodbye. A couple of people do not like the hug but do it anyway. Ahmed does not want to hug. He likes his personal space. How should Ahmed use an "I" statement to let Tanya know he would rather not hug at the end of the night?

I _____

_____

Activity 3: Personal Space Exercise

STEP 1: Talk to someone that you have known for a long time and that you are comfortable with. Tell this person to say STOP when they feel like you have entered their space and he/she does not want you to come closer. Stand about ten feet apart and walk towards each other. Measure the **distance** when they say stop. Now try it again and you be the one who says stop. Decide who needed the larger personal space.

STEP 2: Talk to someone that you have met recently and do the same personal space exercise with them that you did in step 1.

Talk about what happened during these exercises on the lines below.

_____
_____
_____
_____
_____
_____
_____
_____

Lesson 4: Texting in the Workplace

Communication can also be written. The first module discussed proper ways to send emails and texts. You might have to use this in your job, and in that case, the rules you learned in that module will be important to follow. It is also important to be careful about using your phone for personal reasons during your work day.

People can get fired for personal texting or using their phones to go online at work. For some people, it is a hard rule to get used to because technology and using cellphones is such a huge and regular part of daily life now. You should never be texting while customers are present at work. A lot of workplaces will ask you to leave your cellphone somewhere off the workroom floor when you are working. Some businesses have a policy to end an employee's job if they are seen texting too often. Personal texting is a form of time stealing. It is time you are being paid to work that you are using for personal communications. If you are texting instead of working but still being paid, then you are taking that time from the company. The best times to check your phone are on breaks and lunch time. If you need to have your phone on you for an important reason, try to only use it for that reason.

Activity 1: Sharing Your Opinion

1. Do you text people throughout your day?

   _____

2. How much time a day do you think you spend texting or checking your emails and social media on your phone?

   _____

3. When do you think it would be acceptable to use your cellphone in the workplace?

_____

_____

4. How do you feel when you go to a store and see an employee on their phone instead of working?

_____

_____

_____

5. Do you think it is fair for an employer to ask the employees to not use their phone during working hours?

_____

_____

_____

_____

_____

Lesson 5: Speaking to a Group

Key vocabulary in this lesson

Audience	Attention	Practice	Public Speaking

Public speaking is a fear for a lot of people. Getting up to speak to groups, whether they be large or small, can be very hard to do. In Module 5, you will learn how to make a presentation using PowerPoint. This lesson will just give you tips to help you if you must address a group of people at your job.

Most importantly, remember that it is okay to be nervous. Most people are nervous when talking in front of people. It is a time when you have everyone's **attention** on you. Practice is the most important part of speaking to a group. If you can **practice**, do so. Do not worry about knowing everything off by heart. No one in the meeting will know exactly what you are going to say. Just know what you are talking about well enough that you can chat about it in case you forget part of your notes.

Activity 1: Taking Advice from a Video

Please open your browser and type the following website into your address bar:

https://www.youtube.com/watch?v=2ciJQ6yA9HE

Or go to YouTube.com and type **How to NOT Get Nervous Speaking in Front of People**.

Watch this video and answer the question below.

What five tips does the speaker give to help the **audience** with public speaking?

_____
_____
_____

_____

_____

_____

_____

_____

Activity 2: Speaking to Others

Choose one of the following topics and research it. You can seek out information online or watch videos about it. Write down some of your findings and prepare to present them to someone in your class. If you are not in a class where you can do this, discuss options with your instructor.

1. What are the most important skills to have in the workplace?
2. What is Safe Food Handling and Smart Serve and why are they important when working in restaurants?
3. What is a personal brand? What does it have to do with employment?
4. How can you be safer online? What is it important for people to do to improve their online safety?

_____

_____

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Lesson 6: Written Communication

Key vocabulary in this lesson

Assumptions	Column	Compensation	Concise	Documents	Forms
Incident	Mock	Objective	Organize	Par	Priority
Professional	Relevant	Row	Sarcasm	Table	Urgency

At work, you may need to fill out **forms**, safety **documents**, or keep track of information in communication logbooks. With technology being so important in the workplace, you could become part of texting groups, be sent emails, or be a part of a social media group that is important for your workplace. This lesson will discuss some of the documents and texts you might need to use at work.

Advice for Written Communication

There are helpful tips that can apply to any writing you will do for work.

When communicating in writing or text at work, remember these helpful tips:

- Keep it **concise** (short and to the point).
- Be **objective** (say what happened, not your feelings about what happened).
- Do not make **assumptions** (make sure your communication is based on facts).
- If you are upset, do not write anything. Take time to calm down and never write anything when you are annoyed, overtired or angry.
- Keep it **professional** (about the business).
- Make sure it is **relevant** (important to the business) and necessary (something that should be discussed).

- Use professional language (do not write in short forms, etc.).
- Complaints—for example, talking to an employee about something he/she has done incorrectly or something you are not pleased with is always better discussed in person.
- Do not use **sarcasm**, **mock** (tease) the person, or use personal jokes in your messages.
- Be positive and assertive.

Activity 1: Responding to Messages

You are a server at a restaurant. You are part of a private Facebook group where all employees share information with each other. At the start of your lunch shift, you see these three messages that have been posted on the group's page:

Message 1: Can all the night cooks start a list for the food order on Tuesday and post it on here by Thursday afternoon?

Message 2: We are closing the restaurant and having an appreciation night for all staff on August 14th at 7pm. There will be food and entertainment provided. Can everyone let me know whether they will be able to come and whether they will be bringing a guest by Sunday?

Message 3: All servers, we have extra ingredients left over, so we will be offering eggplant lasagna again instead of the chicken fettucine as one of tonight's specialty menu items. Can the server on the lunch shift please change this on the special board before leaving?

1. Which message(s) should you answer?

_____

_____

_____

_____

2. Write your response(s) to the message(s) on the lines below using the tips you have been given.

_____

_____

_____

_____

_____

_____

_____

Activity 2: Thinking About Communication

Mary Winter works at the Mountain Candy Factory. She is having a rough day at home. It has been a very hectic week, and she is very tired, but she decides to check her email before bed. There is an email from her shift supervisor telling her that all employees need to start wearing hairnets the following week. The email also says that her supervisor was hoping that Mary could volunteer for some extra shifts during the month to help the company reach its line targets.

1. What advice would you give Mary before she answers this email?

_____

_____

_____

_____

2. Mary gets frustrated and responds to her supervisor's email like this:

    I really do not want to wear a hairnet. They do not look good on people, and I do not know if I can work more because I am very tired right now. I guess if you are making me do it then I can work Tuesdays. I am going to bed now. Thanks for writing me on my time off. Mary

Help Mary by rewriting this email in a way that better suits the tips you have learned in this lesson.

_____

_____

_____

_____

_____

_____

Using Forms

Forms can often seem simple. All the information is asked for, and it is your job to just write your information down in the box or area given. For this reason, many people tend to speed-read forms (read them too fast). Reading as you go along and reading too quickly can make it easy to miss information on forms. When starting a form, take the time to read the entire form and what it is asking for before writing anything. This will help you catch everything needed on the form.

It is also important to be sure that you understand everything on the form. If you are not sure, ask someone for help. After you have finished the form, read it again quickly and double-check dates and information. If it needs a signature (your name signed at the end), make sure you have signed it.

Filling out a form may require you to place an X or a checkmark in some areas. A form may use pictures or short forms when asking for information. Even though it is a document, many of the tips you learned about writing in the workplace from the last lesson still apply.

Employee Number: _____

Employee Name: _____

Date: _____

Casual ☐ Part-time ☐ Full-time ☐

Employee Medical Information

It is the right of the employee to not disclose any medical information to the company. All information provided however, helps Mountain Candy create a safer and healthier workplace environment.

Allergies

_____

Medical Conditions

_____

Family Doctor: _____ Phone Number: _____

Emergency Contact: _____ Relationship: _____

Home phone: _____ Work Phone: _____

Other: _____

I give permission to the management to Mountain Candy to contact emergency response, my contact and/or family doctor if deemed necessary in case of injury, incident or illness.

Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Activity 3: Filling Out an Employee Medical Form

Fill out the form above for Mary Winter on June 10th, 2019, using the following information. Before you do, read the form over completely. Remember, if there is something you do not understand on the form, ask your instructor for help.

Mary has a family doctor named Dr. Patel. His office number is 546-333-1200. Mary's employee number at the factory is 6321.

Mary is a part-time employee at Mountain Candy. She has an anaphylactic allergy. She is allergic to bees. She keeps an EpiPen in the main office at the factory. She also sometimes gets migraines that make her feel dizzy and

makes her vision blurry. She takes medication called Imitrex for her migraines. Her closest adult relative in the area is her aunt Sofie. Sofie is retired but has a home phone and a cellphone. Sophie's home number is 546-333-5551 and her cell is 546-334-6789.

Mary wishes to share all her medical information with the company.

Activity 4: Examining a Form

Pat O'Grady has hurt himself at work. When employees are hurt at work, an injury or accident form needs to be filled out to record the **incident**. This information will help the workplace be safer and start a file in case the employee needs to miss work and get workers' **compensation** for those missed days.

Pat O'Grady was transported by ambulance to the hospital after he was injured. Human Resources Manager, Gustava Stavros needs to file paperwork about the incident at the factory. Please read her report and the follow up with Pat O'Grady on the next page, then answer the questions about her incident form.

The incident	
Reported by Gustava Stavros	**Department** Human Resources
Email Gustava.Stavros@mountaincandy.com	**Phone** 543-552-8972 **Ext** 3
Date of occurrence August 31, 2018	**Time** 2:33 PM
Exact location Machine #2, Candy corn manufacturing line	

Accident ☑   Incident ☐   Near miss ☐   Violence ☐   Ill health ☐   Safety ☐

What happened? Report any details that may have contributed to the incident (i.e., poor lighting). Use additional paper as necessary and attach to form.

Factory worker, Pat O'Grady burned his hand on the candy corn processing machine .Mr. O'Grady stated he burned his hand while pulling product out that had been stuck in the machine. Pat O'Grady was taken to the first aid center on site. Burn was cooled, blisters were avoided, lotion applied and hand was wrapped. Employee said he was in a great deal of pain. Ambulance and emergency contact were called.

Describe the outcome: harm/health effects/damage.

Pat O'Grady called work and will be off for 30 days due to injury. Skin graphing was needed on hand. Paperwork has been submitted to Workplace Health Insurance Board.

Describe corrective measures taken to address immediate hazards related to incident.

Maintenance crew under advisement of shift supervisor have added extra guards to area to prevent future injury. Extra signs have been placed around machine to warn against putting hands in machine while it is operating. Human resources held workplace safety meeting to discuss incident and safety measures,

The affected person	
Worker ☑ other: (i.e., visitor, contractor) ☐	Name **O'Grady, Pat**
Address 5 Whistling Rd, Sampletown, ON	Date of birth 24-12-1992
Email—work: pat.ogrady@mountaincandy.com	Email—home patsmail@mail.com

Employer's name if other than worker	Address	Phone

Witness details	
Names(s) and contact information Cho, Micheal co-worker 543-552-6712 (cellphone) micheal.cho@mountaincandy.com	Names(s) and contact information Richards, David shift supervisor 543-552-8972 ext 10 david.richards@mountaincandy.com

First aid
First aid provided: Yes ☑   No ☐   N/A ☐   Time of attendance: 2:35pm
By whom: David Richards   Contact information: 543-552-8972 ext 10
Details of provision: wound cooled, blisters avoided. lotion given, hand bandaged, ambulance contacted

Post incident
Where did the person involved in the incident go next?
To the hospital ☑   home ☐   returned to work ☐   other ☐
Was a member of the joint health and safety committee notified of the incident?   Yes ☑   No ☐
Name: Rodrigo Hernandez

1. What was the incident at Mountain Candy?

   _____
   _____
   _____
   _____

2. Who was the person involved?

   _____
   _____

3. What date and time did this happen?

   _____
   _____

4. What extra safety measures has the company taken to avoid this problem in the future?

   _____
   _____
   _____
   _____

5. The Human Resource Manager filled out this form. Did she fill everything out? Did she follow the advice that you learned in this lesson? Please explain your answer.

   _____
   _____
   _____
   _____

Lesson 7: Using Lists and Tables

At work you may need to make lists to help you remember things. These lists are usually called "To-Do" lists. You might have to make a list of items or tasks. You may need to write down a recipe (list of ingredients, list of directions) or take a customer's order (list of food or beverages). Lists can be point form. They are less formal than writing emails or memos. If you are writing a list, the list should be done in order of priority. Creating a list in order of **priority** or based on a sense of **urgency** means that the list starts with the most important jobs and goes down to the ones that do not need to be done as soon.

When writing a list, keep it simple and be specific. Do not be afraid to include everything. Do not get overwhelmed by the size of your list; just take it one task at a time. Putting a check beside each task as it is finished will help you to feel on top of things and show your progress.

Activity 1: Putting a List in Order

Creek from Starlight Gifts is scheduled to come into the store early to open. She has several tasks she needs to do when she arrives. Look at the list and rearrange it in the order in which you think she should complete each task. Put each task in order of priority.

Creek's Tasks:

- Open store.
- Use key to come in through the back entrance.
- Take $400.00 from safe and put a $200.00 float of coins and bills in each of the cash registers.
- Make sure registers have receipt rolls.
- Make sure bathrooms are tidy and paper towel dispensers are full.
- Choose an item to display by the cash for last-minute sales.
- Wipe down front counters and cash counters.

- Turn radio on.
- Turn on Open sign.
- Check phone in office for messages.

Creek's List (in order of highest priority to lowest):

☐ _____
☐ _____
☐ _____
☐ _____
☐ _____
☐ _____
☐ _____
☐ _____
☐ _____
☐ _____

Activity 2: Make a To-Do List

Make a list below of things you would like to do this weekend. Start the list with things that are most important to you.

☐ _____
☐ _____
☐ _____
☐ _____
☐ _____
☐ _____
☐ _____
☐ _____

Milestone Stop

Ask your instructor about Milestone 28

STOP

Working with Tables

Tables are a good way to **organize** information. They are sometimes part of forms and show up a lot in workplace documents. A lot of information is put into tables, for example, payroll spreadsheets, shift schedules, inventory lists, order forms, and data reports.

Tables have headings to help you search for information in them. These headings are at the top of columns or at the side of rows. A **column** is vertical (up and down) and a **row** is horizontal (side to side). The boxes in a table are called cells. You look at the headings to decide what information should be put in a cell.

In the following activity, you will be asked to count stock by looking at the pictures provided. **Par** is the level (number) that the stock should always be at. If your amount of that item is below par, then you will need to order more of it for the store.

Activity 3: Counting Stock

Look at the items one the next page and count them. Fill your count into the table below the picture. Write how many items will need to be ordered to meet par in the order columns.
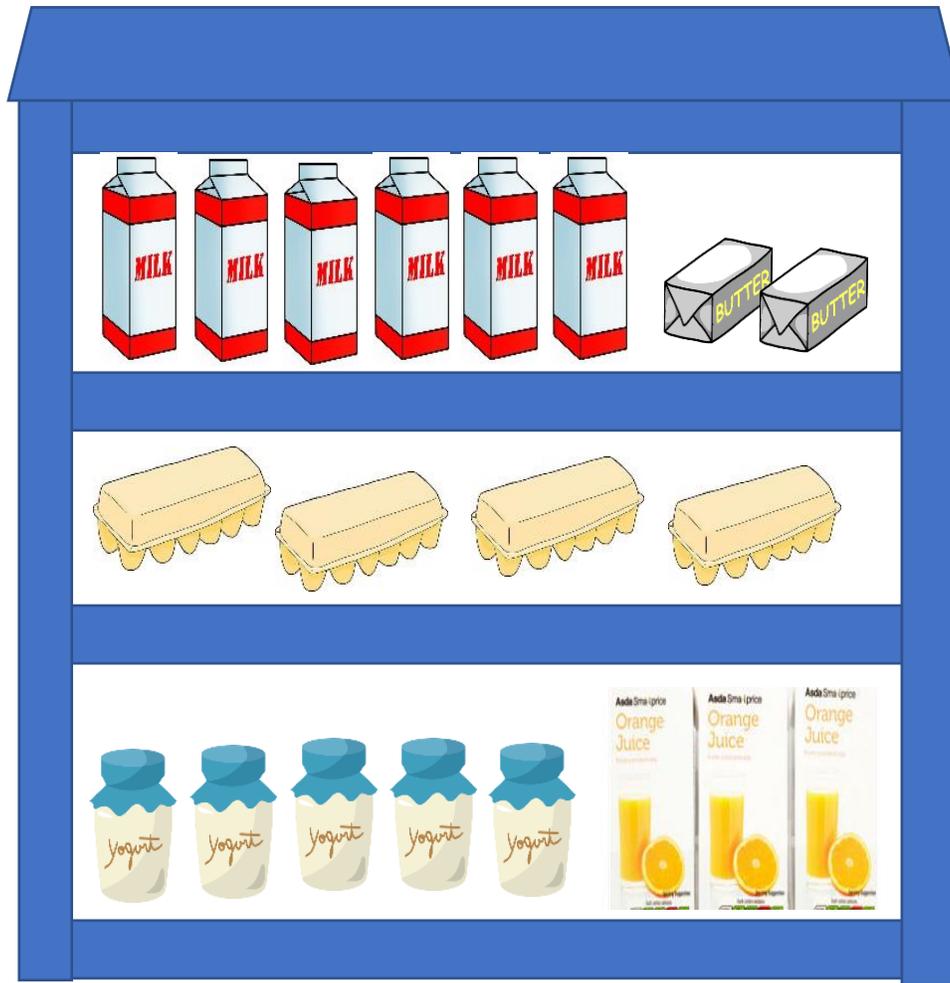
Date: July 14th 2019			
Item	**Par**	**In Stock**	**Order**
Butter	8		
Eggs	12		
Milk	14		
Orange juice	10		
Yogurt	10		