

READING COMPREHENSION

*“Today a reader, tomorrow a leader.”
-Margaret Fuller*

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READING COMPREHENSION

MODULE SUMMARY

READING COMPREHENSION INSTRUCTOR'S SUMMARY

Title:	Reading Comprehension
Hours:	9 hours
Description:	<p>Reading comprehension is defined as the level of understanding of writing. It is the process of being able to extract and construct meaning through interaction and involvement with written language.</p> <p>Comprehension entails three elements:</p> <ul style="list-style-type: none">• The reader who is doing the comprehending• The text that is to be comprehended• The activity in which comprehension is a part. <p>This module offers a variety of writing examples designed to improve and verify each member's ability to comprehend words and language. This will assist in effective reading for main ideas and details, obtaining word meaning from context, reading between the lines and following written instructions.</p>
Objectives:	After completing this course, members will have improved or enhanced their existing reading comprehension skills, and learned how to apply those skills to business documents. They will also know the proper way to approach written instructions, business documents including procedure manuals, tables of contents and indexes, and to read a publicized job listing to determine the skills employers require for that job.
Materials:	Instructors will need a marker board or chalk board, a course outline handout, in-class exercises, blank paper and a course critique for each member.
Implementation:	The members read the materials independently and then participate in group or individual exercises. Therefore, the instructor must set a comfortable pace for the members to complete their reading. In addition, since members read at varying speeds, instructors must manage the classroom so that the members who read more quickly do not converse while other members are finishing. Talking can be a distraction to the slower reading members and can greatly inhibit their ability to comprehend what they are reading and affect their performance on the exercises. It is important to involve all members in the group in-class exercises, not just the members who volunteer.
Topics:	Reading for Main Idea Reading for Details-Highlighting, Summarizing, and Reviewing Word Meaning from Context-Vocabulary Building Reading Between the Lines Reading Business Stories/Articles Reading Business Letters and Memos Following Simple Instructions

Topics: Following Detailed Instructions
How Employers Interpret Resumes
Reading Procedure Manuals
Using a Table of Contents and Index

Certification Requirements: Score 80% or higher on the Reading Comprehension Online Quiz
Master all competencies for Reading Comprehension (see page RC6)
Score 80% or higher on the Work Certified™ Certification Exam

READING COMPREHENSION COMPETENCIES

RC-01. Member demonstrates knowledge and ability through the application of reading comprehension skills in reading for the main idea, reading for details, determining word meaning from context and reading between the lines as evidenced by observation of performance in this module and throughout this course.

RC-02. Member demonstrates ability to implement the use of reading comprehension skills effectively through application of exercises in reading business stories/articles, reading business letters and memos, following simple and complex instructions, and utilizing a procedure manual, table of contents and index. These skills are evidenced by the member answering a minimum of 4 questions during the instruction on this module.

RC-03. Member demonstrates ability to read effectively by understanding paragraph structure and the use of highlighting, summarizing and reviewing text for content and clarity by answering questions aloud in class as well as in exercises and worksheets.

RC-04. Member demonstrates ability to read out loud confidently and accurately in front of a group by reading a passage from a selected source as evidenced by observation of performance.

RC-05. Member demonstrates vocabulary building through use of resources in improving knowledge and skills of word research by participation in exercises and worksheets.

RC-06. Member demonstrates ability to effectively apply reading comprehension skills by achieving a score of 80% or higher on the **module online quiz**.

READING COMPREHENSION COURSE OUTLINE

LESSON 1

Course Outline & Competency Requirements
Fundamentals of Reading Comprehension
Reading a Business Story/Article
Reading a Business Story/Article
Following Simple Instructions

LESSON 2

How Employers Read Resumes
Job Search Role-Play
Vocabulary Building
Reading a Business Story/Article
Reading Business Documents

LESSON 3

Reading Business Documents
Comprehending Written Procedures
Reading and Comprehending a Procedure Manual

Reading Comprehension Module Online Quiz

READING COMPREHENSION TEACHING PLAN OVERVIEW LESSON 1

This lesson plan is for three hours. Take two 10-minute breaks at appropriate times.

TOPIC	TIME	COPIES REQUIRED as HANDOUTS
Course Outline & Competency Requirements	10 - 15 minutes	Course Competencies RC6 Course Outline RC7
Break the Ice	10 - 15 minutes	Just For Fun RC12
Reading Comprehension Fundamentals- <i>Competency</i>	25 - 30 minutes	Reading Comprehension Fundamentals Handout RC14-24
Reading a Business Story/Article (“ <i>Dealing With A Layoff</i> ”) - <i>Competency</i>	40 - 50 minutes	Handout- <u><i>Dealing With A Layoff</i></u> By Karen McHenry- pages RC25-26 Exercise-page RC27
Reading a Business Story/Article (“ <i>Rebuilding Your Confidence</i> ”) - <i>Competency</i>	40 - 50 minutes	Handout - <u><i>Rebuilding Your Confidence</i></u> By Kevin Sinclair- pages RC28-29 Exercise-page RC30
Reading a Business Story/Article (“ <i>Right volunteer job is out there waiting for you</i> ”) - <i>Competency</i>	40-50 minutes	Handout- <u><i>“Right volunteer job is out there waiting for you”</i></u> , By Judy Clausen, Bakersfield, California- pages RC31 Exercise-page RC32
Following Simple Instructions- <i>Competency</i>	15 - 20 minutes	Simple Instructions Exercise RC33

Note: There are opportunities throughout the Reading Comprehension materials for students to meet the requirements for mastering the competencies of this module in Lesson 1. The stories, articles, and news articles are optional. You do not have to use each one.

READING COMPREHENSION TEACHING PLAN LESSON 1 (continued)

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Course Outline & Competencies	Course Outline-page RC7 Competencies-page RC6	N/A	Review material on these documents.

INSTRUCTOR NOTES:

Make sure you go over all competency requirements for this module with the members.

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Break the Ice	Just For Fun - page RC12	Page RC13	Give members a few minutes to try them and then ask for volunteers.

INSTRUCTOR NOTE:

This does not count for any competency; it is just a fun exercise to get the members in the mood to talk and volunteer responses.

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Reading Comprehension Fundamentals <i>Competency</i>	Reading Comprehension Fundamentals Handout - page RC14-20	Page RC21-24	After reviewing the subject matter with the class, call on different members to answer the exercise questions. For the <u>Preconceptions Exercise</u> , record the members' responses on a board or flipchart. There are opportunities during this review of material that will count towards accomplishment of competency requirements.

INSTRUCTOR NOTES:

1. Review reading fast (skimming) and reading slow.
2. Review reading for main idea and reading for details.
3. Review obtaining word meaning from context.
4. Have everyone take notes and then share the notes they took with the class. Compare the notes to see if everyone is on the same page.
5. Review preconceptions. In the Preconceptions Exercise have the members perform all three exercises before discussing the answers. *Do not give any hints (i.e., that Robin is male).

READING COMPREHENSION TEACHING PLAN LESSON 1 (continued)

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Reading a Business Story/Article <u>Competency</u>	“Dealing With A Layoff”, pages RC25-26	N/A	Instructors may have students read aloud by assigning passages or silently read the passage. Upon completion, have the students read and answer the exercise questions that follow each story/article/document. Discuss answers and identify the differences the students have in their comprehension.

INSTRUCTOR NOTES:

1. You can use this story for the oral reading competency and to provide opportunities for members to meet their requirement for answering a minimum of 4 questions correctly during classroom discussions.
2. When reading a document at work they should be sure that they understand all the key points and ask questions as necessary.

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Reading a Business Story/Article <u>Competency</u>	“Rebuilding Your Confidence”, pages RC28-29	N/A	Instructors have students read aloud or silently . Upon completion, have the students read and answer the exercise questions that follow each story/article/ document. Discuss answers and identify the differences the students have in their comprehension.
Reading a Business Story/Article <u>Competency</u>	“How Volunteering Can Help You Get a Job”, pages RC31	N/A	Instructors have students read aloud or silently . Upon completion, have the students read and answer the exercise questions that follow each story/article/ document. Discuss answers and identify the differences the students have in their comprehension.

INSTRUCTOR NOTES:

You can use one or both of the above stories/articles for the oral reading competency and to provide opportunities for members to meet their requirement for answering a minimum of 4 questions correctly during classroom discussions.

NOTE: This exercise can be effective read aloud or silently as the instructor chooses.

READING COMPREHENSION TEACHING PLAN LESSON 1 (continued)

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Following Simple Instructions- <i>Competency</i>	Simple Instructions Exercise – page RC33	N/A	Distribute a blank piece of paper and the Simple Instructions Exercise. Ask the members to read and follow the instructions.

INSTRUCTOR NOTES:

1. Inform members that reading instructions is no different than reading a story. Note that simple is not the same as easy (it means straight-forward).
2. Let them know that at work if they are given instructions and do not know what the final outcome is supposed to be, they should ask rather than blindly following the instructions.

This is a competency that they must perform correctly.

**JUST FOR FUN
ANSWER KEY**

1. Space invaders
2. Downtown
3. Try two understand
4. Neon light
5. Circles under the eyes
6. Missing you
7. Tricycle
8. In between jobs
9. Long underwear
10. Crossroads
11. Reading between the lines
12. On cloud nine
13. Six feet underground

TOPIC 1A: READING COMPREHENSION FUNDAMENTALS

“The connection between reading speed and comprehension; a film is made up of still images flashed in rapid succession to simulate movement. Slow down the film, and the movement and meaning slows and the film’s impact is diminished. Viewers won’t learn as much about the film as if it were shown at normal speed. With reading the same thing can happen. When a person reads word by word, like frame by frame, they are not reading on the level of ideas. You need to read on some level that’s more conversational and allows things to coalesce into ideas themselves.”

- Doug Evans, Institute of Reading Development



Reading Slowly

A slow reader will read every word in a sentence, one at a time. If this describes the way that you read, notice how many times your eyes move as you proceed across a line of text. Reading every word and “fixing” your eyes on each word requires a considerable amount of time. Before you get to the end of a long sentence, chances are you have forgotten the beginning of that sentence, so you look back at the beginning – just to make sure that you got all of the information. The same process occurs with paragraphs, or with whole essays or textbook chapters.

Reading Quickly

If you train yourself to read quickly, rather than slowly, you will notice that several changes will occur in the way that you absorb and remember information from your reading.

TIPS

- You will move your eyes fewer times, so you get through a reading passage more quickly.
- Since you get through a reading passage more quickly, you will be more likely to remember what you have read without having to look back to the beginning of a long sentence. This ability to remember more happens when you begin to process ideas, rather than single words.
- You will finish reading assignments more quickly and remember what you have read more accurately.



Reading for Main Topic

The main idea is, most often, stated in a topic sentence of a paragraph. The topic sentence is usually the first sentence in the paragraph, but it may be any sentence including the last one! Sometimes it is only implied, or suggested. You must figure out what main idea connects all the sentences. The remaining sentences in the paragraph add supporting details to explain or tell more about the main idea. More than one paragraph may give supporting details about one main idea.

Read this paragraph from *The Power of Positive Attitude* by Jerry Lopper.

The Power of Positive Attitude

“Positive attitude, positive thinking, and optimism are now known to be a root cause of many positive life benefits—the good life and well-being. You’ll live longer and be healthier and happier with a positive attitude toward life. In addition, you’re more likely to be successful. Learn to use the power of thinking positive, adopting positive attitudes, and affirmations to gain important life benefits. What is Attitude? Attitude is a mental position relative to a way of thinking or being; a leaning toward that which you believe. A positive attitude is, therefore, the inclination to generally be in an optimistic, hopeful state of mind. A positive attitude and optimistic thinking early in life predict health and well-being in later years. Analysis of 99 Harvard graduates found a strong correlation between their optimistic thinking as college students and good health at age 40 and above. Even if you have been a pessimistic, negative thinker for many years, it’s not too late to change your way of thinking and reap the benefits of a positive attitude.”

One sentence tells how positive attitude, thinking, and optimism are the root cause of positive life benefits. Two other sentences describe the benefits of being positive and the definition of attitude. Additional sentences explain how a positive attitude can support better health overall in life. The last sentence states how it is not too late to change your way of thinking, even if you have been pessimistic, to achieve a positive attitude and to reap the benefits of that way of thinking. The implied main idea connecting all the sentences shows how a positive attitude will provide better health and overall well-being throughout life.

Reading for Details

There are two ways to read for details. The first is when you are reading to absorb all the information contained in the piece you are reading. The second is when you are trying to find the answer to a specific question.

Reading to Recognize all Information

When reading to recognize all information, you need to read the entire document, understand the main topic(s) and focus on the key characteristics for the topic(s). If the information is vital to your job, you can take notes as you read to help you remember the key points. The notes should be in the form of:

Topic	Specific item 1
	Specific item 2
	Specific item 3.

Using the story above, your notes could be:

How a positive attitude can help your overall health and well-being:

1. live longer, healthier and happier with a positive attitude toward life
2. more likely to be successful
3. positive attitude = an optimistic, hopeful state of mind
4. positive attitude and optimistic thinking early in life predict health and well-being in later years
5. even a pessimistic, negative thinker for years, not too late to change thinking and reap the benefits of a positive attitude

After taking notes, you can read and review your notes from time to time to help you remember what you read. Often you are reading for details but the information is not important enough to make notes. Remember that it has been proven that reading quickly helps with long-term memory more than reading slowly.

Note Taking Methods

One way to be sure that you get all the important details while you are reading is to take notes. If you own the material that you are reading, and will not have to make additional photocopies, you can use a highlighter to highlight key points. If you do not own the material, use "sticky" notes and write the key points on those and stick them to the appropriate page, or make notes on a separate piece of paper.



Reading to Find Specific Information

When reading to find specific information, you do not need to read the full text. You can skim to find the specific information you require. What is this story about below?

The Trench-Digger Story

An elderly couple retired to the countryside – to a small isolated cottage overlooking some rugged and rocky countryside. One early morning the woman saw from her window a young man dressed in working clothes walking on the land, about a hundred yards away. He was carrying a spade and a small case, and he disappeared from view behind an area of trees. The woman thought no more about it but around the same time the next day she saw the man again, carrying his spade and a small case, and again he disappeared behind the trees. The woman mentioned this to her husband, who said he was probably a farmer or gamekeeper setting traps, or performing some other country practice that would be perfectly normal, and so not to worry.

However after several more sightings of the young man with the spade over the next two weeks the woman persuaded her husband to take a stroll early, before the man tended to arrive, to the trees to investigate what he was doing. There they found a surprisingly long and deep trench, rough and uneven at one end, becoming much neater and tidier towards the other end. “How strange,” the old lady said, “Why dig a trench here and in such difficult rocky ground?” and her husband agreed. Just then the young man appeared earlier than his usual time. “You’re early,” said the old woman, making light of their obvious curiosity, “We wondered what you were doing and we also wondered what was in the case.”

“I’m digging a trench,” said the man, who continued, realizing a bigger explanation was appropriate, “I’m actually learning how to dig a good trench, because the job I’m being interviewed for later today says that experience is essential – so I’m getting the experience. And the case, it’s got my lunch in it.” He got the job.

As you can see, skimming quickly you determined that the young man got a job. As you read the story more closely, he was gaining experience in order to achieve a job.

What is the main idea of the story?

What does the story reveal about the young man?

Read the story and take notes to assist in coming to the conclusion that:

The young man demonstrated he had the initiative and self-development necessary to focus on career advancement and work toward obtaining a job requiring experience that he did not previously have.

READING COMPREHENSION FUNDAMENTALS

Determining Word Meaning from Content

Very often readers come across a word they do not know while reading. However, by the context in which the word is used, you can often figure out its meaning. Perform the following exercises to determine the meanings of the words, some of which may be unfamiliar to you.

Exercises

- Rosalyn is a successful writer. However, I don't think that her latest book, "My Story-An Autobiography, is likely to be too successful. Writing your own story may not serve to be interesting to others! A biography, books written by her about famous people, would be more popular!
 - a. Which word in the passage means "account of someone's life written by another person"?
 - b. Which word in the passage means "account of one's life written by that person"?
- Barbara is really an introvert. When asked to speak at Scott's retirement party, she quickly declined! After much coaxing, she finally said she would speak. The only reason she agreed to speak was I encouraged her that speaking in public would be helpful for her confidence. She sat in a corner without speaking to anyone, studying her speech notes during the party. Afterwards, she was much more comfortable and relaxed. She even enjoyed the party.



An introvert is usually ____.

- a. friendly
 - b. hungry
 - c. unclean
 - d. shy
- Jacqueline said, "Sylvia, why are you making such a big deal about the parking spaces? We each have an assigned space. Some are closer to the elevator than others. Mine is further away than yours. It's not exactly going to change the course of world history if you are not on the front row. It's really quite a trivial matter."

What does "trivial" mean?

- a. strange
- b. unimportant
- c. disgusting
- d. dangerous

- We have rather lofty expectations for you, son. You will attend college. You will become rich and famous. You will be elected president of the United States before you turn 40.



Which word is a synonym of “lofty”?

- a. high
- b. shaky
- c. small
- d. lowly

READING COMPREHENSION FUNDAMENTALS

Comprehension is based on:

1. knowledge that reading makes sense;
2. readers' prior knowledge;
3. information presented in the text;
4. use of context to assist recognition of words and meaning.

Preconceptions

Preconceptions, like presumptions, are ideas, opinions or biases formed beforehand; prejudice to someone or something. In reading, we use these ideas or opinions often without even realizing we have the ability or skill. With our developed reading skills, even at a young age, we are able to anticipate or “presume” the next word or “assume” the meaning or next word.....



Examples:

Being able to fill in the correct words in expressions such as the following:

“Open the d...”

“Tell me a st...”

Do the next three reading exercises:

1. Jack is a professional basketball player.

Without reading the exercise, what do you know about Jack?

2. Robin is a cheerleader.

Without reading the exercise, what do you know about Robin?

3. On his first day on the job, Stuart was nervous and shook hands with his boss using his left hand.

Did Stu do anything wrong?

Preconceptions can both help and hinder your reading. The writer assumes that the reader has a particular level of reading ability and comprehension. However, you should be open to the fact that your preconceptions and knowledge might be challenged by what you are reading.

READING COMPREHENSION FUNDAMENTALS ANSWER KEY

Determining Word Meaning from Content

Very often readers come across a word they do not know while reading. However, by the context in which the word is used, you can often figure out its meaning. Perform the following exercises to determine the meanings of the words, some of which may be unfamiliar to you.

Exercises

- Rosalyn is a successful writer. However, I don't think that her latest book, "My Story-An Autobiography, is likely to be too successful. Writing your own story may not serve to be interesting to others! A biography, books written by her about famous people, would be more popular!
 - a. Which word in the passage means "account of someone's life written by another person"?
 - b. Which word in the passage means "account of one's life written by that person"?
 - a. Autobiography
 - b. Biography

- Barbara is really an introvert. When asked to speak at Scott's retirement party, she quickly declined! After much coaxing, she finally said she would speak. The only reason she agreed to speak was I encouraged her that speaking in public would be helpful for her confidence and recognition of her skills. She sat in a corner without speaking to anyone studying her speech notes during the party. Afterwards, she was much more comfortable and relaxed. She even enjoyed the party.



An introvert is usually ____.

- d. shy
- Jacqueline said, "Sylvia, why are you making such a big deal about the parking spaces? We each have an assigned space. Some are closer to the elevator than others. Mine is further away than yours. It's not exactly going to change the course of world history if you are not on the front row. It's really quite a trivial matter."

What does "trivial" mean?

- b. unimportant

We have rather **lofty** expectations for you, son. You will attend college. You will become rich and famous. You will be elected president of the United States before you turn 40.



Which word is a synonym of “lofty”?

a. high

Comprehension is based on:

1. knowledge that reading makes sense;
2. readers’ prior knowledge;
3. information presented in the text;
4. use of context to assist recognition of words and meaning.

Preconceptions

Preconceptions, like presumptions, are an ideas, opinions or biases formed beforehand; prejudice to someone or something. In reading, we use these ideas or opinions often without even realizing we have the ability or skill. With our developed reading skills, even at a young age, we are able to anticipate or “presume” the next word or “assume” the meaning or next word.....



Examples:

Being able to fill in the correct words in expressions such as the following:

“Open the d...”

“Tell me a st...”

Do the next three reading exercises:

1. Jack is a professional basketball player.

Without reading the exercise, what do you know about Jack?

Now tell them that Jack plays professional basketball in the Continental Basketball Association (CBA).

He could not make the NBA because he was only 5'5".

He is an excellent point guard.

However, the CBA doesn't pay well because he has to hold down a second job to pay his bills.

2. Robin is a cheerleader.

Without reading the exercise, what do you know about Robin?

Now tell them that Robin goes to college at the University of Virginia.

He tried out for the cheerleader squad because it was a way to meet women.

His main role is to be at the bottom of the cheerleader pyramid, holding up the women who do gymnastics from the top of the pyramid.

He himself has no gymnastic or dance skills.

3. On his first day on the job, Stuart was nervous and shook hands with his boss using his left hand.

Did Stu do anything wrong?

While Stuart was nervous, he did not do anything wrong.

Stuart recently sprained his right shoulder so his right arm was in a sling up against his chest.

The only hand he had free to shake his boss's outstretched hand was his left hand.

Preconceptions can both help and hinder your reading. The writer assumes that the reader has a particular level of reading ability and comprehension. However, you should be open to the fact that your preconceptions and knowledge might be challenged by what you are reading.

READING A BUSINESS STORY/ARTICLE

Dealing with a Layoff

By Rita Trehan
Published: Jul 29, 2015
The Washington Post

READING A BUSINESS STORY/ARTICLE EXERCISE

DEALING WITH A LAYOFF

Answer the following questions, with direction from your instructor, either as an independent exercise or as a group activity, regarding the previous story/article.

1. What is the main idea of this story?
2. What are the supporting details?
3. What preconceptions did I make?
4. Do I need to reread so that I understand?
5. How does this story affect me? How do I feel about it?

READING A BUSINESS STORY/ARTICLE

Rebuilding Your Confidence



Kevin Sinclair is the publisher and editor of My-Personal-Growth.com, a site that provides information and articles for self-improvement and personal growth and development.

Article Source: http://EzineArticles.com/?expert=Kevin_Sinclair

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RC27

**Revision 8.1
Work Certified™ 1.2016**

READING A BUSINESS STORY/ARTICLE
How Volunteering Can Help You Get a Job

Pro bono work could help you land a good paying gig.

By [Alison Green](#) April 4, 2012

*Alison Green writes the popular [Ask a Manager](#) blog, where she dispenses advice on career, job search, and management issues. She's also the author of *Managing to Change the World: The Nonprofit Leader's Guide to Getting Results* and former chief of staff of a successful nonprofit organization, where she oversaw day-to-day staff management, hiring, firing, and employee development.*

COMPETENCY FOLLOWING SIMPLE INSTRUCTIONS EXERCISE

Can You Follow Directions?

1. Read everything before you do anything.
2. Put your name in the upper right hand corner of this page.
3. Circle the word 'name' in sentence two.
4. Draw five small squares in the top right-hand corner.
5. Put an X in each square you have just drawn.
6. Put a circle around each square.
7. Sign your name under the title of this page.
8. After the title write 'yes yes yes'.
9. Underline sentences number seven and eight.
10. Put an X in the lower left-hand corner of this page.
11. Draw a triangle around the X you have just made.
12. On the back of this page multiply seventy by thirty.
13. Draw a circle around the word 'top' on sentence four.
14. Loudly call out your first name when you reach this point in the test.
15. If you think you have carefully followed these directions, call out 'I have carefully followed the directions'.
16. On the reverse side of this paper add 107 and 278.
17. Count out in your normal speaking voice from one to ten.
18. If you are the first person to get this far, shout out loudly 'I am the first person to get this far following these instructions.
19. Punch three small holes in your paper with your pencil here . . .
20. Now that you have finished reading carefully, do only sentences one and two.

NOTE - Simple instructions does not necessarily mean easy instructions, just straight-forward instructions.

COMPETENCY
FOLLOWING SIMPLE INSTRUCTIONS EXERCISE ANSWER KEY

Students should have a piece of paper with only their name written in the upper right corner.

READING COMPREHENSION TEACHING PLAN OVERVIEW LESSON 2

This lesson plan is for three hours. Take two 10-minute breaks at appropriate times.

TOPIC	TIME	COPIES REQUIRED as HANDOUTS
Reading Resumes	25 - 30 minutes	Handout- Resume exercise - page RC38. Four sample resumes - pages RC39-RC42
How Employers Read Resumes Job Search Role-play- <i>Competency</i>	25 - 30 minutes	Job Search Role-play - page RC44-45
Reading A Business Story/Article (“Details Matter when Seeking New Employment”) - <i>Competency</i>	35 - 45 minutes	Handout-“ <u>Details Matter when Seeking New Employment</u> ” by Susan Reynolds- pages RC46-47 Exercise-page RC48
Reading a Letter from a Customer	35 - 45 minutes	Custom Rental, Inc. /Southside Equipment, Inc. Letter - page RC49 Exercise - page RC50-51 <u>NOTE:</u> Use for reading comprehension only, solved in Customer Service.

READING COMPRENSION TEACHING PLAN LESSON 2

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Reading Resumes	Handouts- Resume exercise - page RC38. Four sample resumes - pages RC39-RC42	Page RC43	Distribute the Resume Exercise. Ask the members to read the resumes themselves. Call on different members to answer the exercise questions.

INSTRUCTOR NOTES:

Be sure to let the class know that these resumes are simplified for the purpose of this class. More detail would be required for actual resumes. Inform them that they will learn more about resumes in the Pre-Employment module.

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
How Employers Read Resumes Job Search Role-Play <u>Competency</u>	Job Search Role-play - page RC44	Page RC45	Break the class into three groups. Assign each group to be the management team for one of the three companies on the Job Search role play. Then ask each group to review the four resumes from the prior assignment and select two individuals to interview. Then ask each group to explain why they selected the two people they did, and why they eliminated the other two. Finally, ask them if either of the two individuals they selected has an inside track on the job before the interview even takes place.

INSTRUCTOR NOTES:

After the role play is over, inform the class that this is a simplified but true-to-life example of how businesses select individuals to be interviewed. Therefore, it is important to read the job posting so that you can concentrate on sending resumes to jobs for which you have a good chance of being interviewed, and it is important to have an effective and well-represented resume so that employers will bring you in for an interview. Getting an interview is the first step toward getting a job.

This is a competency that students must perform correctly.

READING COMPRENSION TEACHING PLAN LESSON 2

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Reading A Business Story/Article (“ <i>Details Matter when Seeking New Employment</i> ”) <u>Competency</u>	Handout-“ <u>Details Matter when Seeking New Employment</u> ” by Susan Reynolds- pages RC46-47 Exercise-page RC48	N/A	Instructors may have students read aloud by assigning passages or silently read the passage. Upon completion, have the students read and answer the exercise questions that follow each story, article, or document. Discuss answers and identify the differences the students have in their comprehension.

INSTRUCTOR NOTES:

You can use this story for the reading out loud competency and to provide opportunities for members to meet their requirement for answering a minimum of 4 questions correctly during classroom discussions.

TOPIC	TOOL	ANS KEY	LECTURE FLOW
Reading a Letter from a Customer <u>Competency</u>	Custom Rental, Inc. /Southside Equipment, Inc. Letter- pageRC49 Exercise - page RC50 <u>NOTE:</u> Use for reading comprehension only, solved in Customer Service.	Page RC51	Custom Rental, Inc. /Southside Equipment, Inc. Exercise and, after reading the customer letter, ask the members to write down answers to the questions individually. Then call on different members for their answers. After an answer is offered, ask the rest of the class if they agree by a show of hands.

INSTRUCTOR NOTES:

You can use this story for the reading out loud competency and to provide opportunities for members to meet their requirement for answering a minimum of 4 questions correctly during classroom discussions. This story also counts toward the business documents competency.

NOTE - Be sure not to extend this exercise into potential solutions for the client’s problems. This exercise is used again in the Customer Service module where solutions to these problems are reviewed after a lecture on customer service.

RESUME EXERCISE

Read the four resumes that follow and answer the following questions for each job candidate:

1. Reading between the lines, what are each job candidate's strengths?
2. Reading between the lines, what are each job candidate's weaknesses?

Wanda Sue White
126 Money Road
Williston, Georgia 12355
(772) 691-8444 robertcurtis@compweb.com

SKILLS

- Over 2 years' experience in customer service with promotion
- Responsible, innovative and cooperative person that loves working with people.

WORK EXPERIENCE

Hostess

2012 - Present Kline's Family Place Williston, Georgia Carolina

- Began as a bus girl in a family-style restaurant
- Promoted to a waitress and waited on customers
- Promoted to hostess and was responsible for greeting and seating customers
- Developed and implemented a Birthday Club and Frequent Diner Program which was acknowledged as a success for the restaurant

Assistant Manager

2010 - 2012 Johnson's Hardware Store Goldsboro, North Carolina

- Assisted customers with returned merchandise
- Ordered and stocked merchandise
- Managed a staff of three employees
- Trained new staff on policies and procedures

Counter Assistant

2007 - 2009 Yodel's Family Restaurant Goldsboro, North Carolina

- Take and fulfill customer orders for carry out dining
- Operate the cash register and correctly collect money and give change
- Maintain the cleanliness of the counter and work area

EDUCATION

2007 Received High School Diploma from Beach High School, Goldsboro, North Carolina

Jackie Wright
2222 Second Street
Kalamazoo, Michigan 49007
(269) 555-1222 jakiewright16@compweb.com

SKILLS/ABILITIES

Computer Skills

- Experienced in all Microsoft Office Software Applications
- Prepared weekly inventory reports using office database and spreadsheet software and submitted to supervisor for *Custom Sub*
- Served as treasurer of high school Drill Team for two years and tracked all financials using MoneyTracker software

Customer Relations

- Assisted restaurant customers in taking and filling orders
- Submitted orders to chef and delivered orders to customers
- Responsible for opening and closing the store on the weekends at *Custom Subs*

Communications

- Communicated all orders to chefs with accuracy to minimize waste
- Wrote articles about Drill Team for high school newspaper

WORK HISTORY

Counter Assistant <i>Custom Subs</i> , Kalamazoo, MI Summers and after school	June 2014-present
Counter Assistant <i>Pizza on the Go</i> , Kalamazoo, MI Summers	June 2012-June 2014

EDUCATION

Graduate <i>Oak High School</i> , Kalamazoo, MI	June 2014
Student <i>Kalamazoo University</i> , Kalamazoo, MI August 2014 - Present	

Frank Jackson Riddles

455 Fifth Street, Apt. 12

Atlanta, MO 45983

(713) 555-1333 frankthejoker@compweb.com

OBJECTIVE

To obtain a position that offers career growth and utilizes my business and sales experience and proven abilities as a diligent, responsible and competent employee.

WORK EXPERIENCE

2007 – Present Wyndham Brothers Funeral Services Atlanta, MO

Comfort Care® Customer Service Representative

- Phone Representative salesman in the Customer Service Department
- Contact potential customers provided by the company, to discuss their needs and sell cemetery plots
- Contact clients who have recently purchased funeral plots and sell product upgrades and service add-ons
- Assist families in final decisions and inquiries
- Trained in National Funeral Home Services Comfort Care® Representative Training for Certification for helping families during pre-planning and at time of bereavement

2012 – Present Laughing Fish Exotic Aquariums, Inc. Corpus Christi, Texas

Owner/ Manager

- Sell salt water fish tanks to restaurants, corporate offices and individuals
- Contract with service providers for the maintenance of sold tanks on a timely basis for customer service and satisfaction

EDUCATION

August 2012-Present Corpus Christi Community College Corpus Christi, Texas
Pursuing Associate Degrees in Business Management and Communications with anticipated graduation date of May 2015

May 2012 High School Diploma, Midway High School Corpus Christi, Texas

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Marqus Jones Jr.
457 Apple Street
White House, GA 754893
(815) 555-1444 Mjones@compweb.com

PROFESSIONAL SUMMARY

Accomplished and results oriented professional with over 10 years of management experience. A proven ability to work under pressure with attention to detail and meeting critical deadlines.

WORK EXPERIENCE

Assistant Manager

2013– Present

Great County Savings Bank and Trust Company

Great County, Illinois

- Started as a Phone Representative in the Customer Service Department
- Supervises all phone representatives
- Responsible for training new and incumbent employees
- Manages a \$200,000+ budget
- Writing a procedure manual to coordinate 200 phone representatives throughout all offices of the bank

Phone Representative

2012-2013

ABC Plastics

Great County, Illinois

- Assigned to Customer Service Department
- Assisted callers to resolve all phone inquiries
- Wrote and submitted all orders
- Tracked orders en route to customer's designated address

EDUCATION

Leadership Training Program, Great County Savings Bank and Trust Company

AAS, Business Management, Great County Junior College, Great County, IL June 2012

High School Diploma - Jackson High School, White House, GA May 1999

RESUME EXERCISE ANSWER KEY

NAME	STRENGTHS	WEAKNESSES
Wanda	Seems to be good working with people and shows initiative developing customer loyalty program. More full time work experience than Cathy and Henry.	Job-hops. Reading between the lines, why did she move from an assistant manager's job back to an entry-level job between Johnson's Hardware position and the Kline's Family Place position? Was there another issue after her Yodel's Family Restaurant job since there is a time gap? Why is her email address robertcurtis@compweb.com?
Jackie	Hard worker, worked summers during high school. Used her work during the summers to get a job in the same industry but with more responsibilities. Flexible, worked with management to fulfill need on summer job. Good computer skills. Continuing her education.	She has more responsibility in her current job, but she does not have a supervisory title. Maybe she is a little timid. Will have to see during interview.
Frank	Has a sense of humor (look at his e-mail address). Appears to have people and sales skills. Did not have to mention the selling part of his phone representative job, so mentioning it may indicate an affinity for selling. Also, in his own business he does the selling while someone else does the on-going maintenance.	Has a sense of humor. Is it appropriate or could it be misplaced in the work environment? Will have to interview to see. How much of a distraction will his part-time business be? If it takes off, will he go into it full time? Should not be objective.
Marqus	Shows career growth. Used his first job at ABC Plastics to get a job at the bank and in one year was promoted to assistant manager. Now working on projects that will continue to get him noticed and continue to help him grow. Knows budgeting.	Have to see if his expectations and career growth goals are in line with the position being offered. If promotions are not as fast as he would like, will he leave the company to find better opportunities elsewhere? Will need to interview to find out.

COMPETENCY JOB SEARCH ROLE~PLAY

Read the classified ads below and wait for instructions from your instructor.

Classified ad #1:

Looking for an opportunity to make good money? Join us at HouseFirst Security Systems. We sell home alarm systems. Our salespeople earn between \$30,000 and \$50,000 their first year. No salary, sales commissions only. Leads provided.

Classified ad #2:

Small, family-run business, Cooke's Auto Parts Kingdom has an opening for Customer Service Manager. We will train the right person. Excellent starting salary plus benefits.

Classified ad #3:

Enter Cooking Good's management training program. Cooking Good is the largest and fastest growing fast food chain in this area. If you get accepted into our program, you get three months training at our corporate headquarters in your area, with pay. Send us your resume for the opportunity of your life.

**COMPETENCY
JOB SEARCH ROLE~PLAY
ANSWER KEY**

NAME	HouseFirst Security Systems	Cooke's Auto Parts Kingdom	Cooking Good Restaurants
Wanda	Maybe, she is looking for more and there is no risk since she does not make any money unless she sells products.	No, nothing in her work background indicates she would be right for this job.	No, not a stable enough work background to justify a significant investment in training.
Jackie	Not really, she is more of a worker for pay and someone to help out in a work environment than a person that could be driven by sales. She also may be a little too timid for sales.	Yes, bring her in for an interview. May be perfect for a small, family-run business.	Maybe, she could do well or could get swallowed up by the job.
Frank	Yes, he may do very well in sales.	Maybe, he appears to have some skills that would work. However, his sense of humor would have to be measured during his interview.	Maybe, he appears to have some skills that would work. However, his sense of humor would have to be measured during his interview.
Marqus	Maybe, he is very goal oriented. If this job fits into his career goals and he wants the job, he may very well succeed and make everyone happy. But it depends upon his career objectives.	No, it appears he would want to work for a larger company. He may not be happy in a smaller, family-run business environment.	Yes, this could be the perfect career opportunity for him.

READING A BUSINESS STORY/ARTICLE

DETAILS MATTER WHEN SEEKING NEW EMPLOYMENT

By Susan Reynolds

Retrieved from “http://www.articlecity.com/articles/business_and_finance/article_11095.shtml”

About the Author:

Susan Reynolds is a senior partner at Newmarket Careers, a Los Angeles career counseling firm. Susan enjoys helping top level professionals with Santa Clarita resume writing, employment search assistance, and career coaching.

READING A BUSINESS STORY/ARTICLE EXERCISE

DETAILS MATTER WHEN SEEKING NEW EMPLOYMENT

Answer the following questions, with direction from your instructor, either as an independent exercise or as a group activity, regarding the previous story/article.

1. What is the main idea of this story?
2. What are the supporting details?
3. What preconceptions did I make?
4. Do I need to reread so that I understand?
5. How does this story affect me? How do I feel about it?



November30, 2015

Mr. R. Wilson
Sales Director
Southside Equipment, Inc.
Johnson Industrial Park
Atlanta, TX 30001

Dear Mr. Wilson:

On October 16, 2015 we received from you a MaxWise Driller 3101 which, to date, has managed to make only one day's rental without breaking down. This machine has given us problems from the very beginning. When it was delivered, it had to be actually dragged off the trailer (at your representative's instructions), because of a mechanical jam.

We have dealt with a number of Southside Equipment, Inc. representatives at different levels of seniority in an attempt to resolve the loading/unloading problem with the MaxWise Driller 3101. They have all attempted to be helpful, though I am disappointed that it took 30 days to get one of your people to our yard. After telephone calls did not solve the problem, someone should have been on a plane to us. We made that suggestion more than once, but no such action was taken until this whole matter was taken to a senior level.

Given that the MaxWise Driller 3101 is still broken and no one seems to know what to do to repair it, I am convinced that we have received a lemon.

Though I know warranty will cover the costs, we have suffered significant lost revenue and a damaged image in the eyes of our customers who have tried to rent this machine.

Please send us a replacement MaxWise Driller 3101 and pick this one up so I can start to realize a return of my investment, which would also allow me to regain my previous belief that Southside Equipment, Inc. is an excellent organization with which to do business.

I hope we can soon put this problem behind us. I look forward to hearing from you.

Sincerely,

Maurice Dunn

Maurice Dunn
Regional Manager

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CUSTOM RENTAL, INC. EXERCISE

A. Reading for main ideas.

1. What is the main idea of this letter?
 - A. That Custom Rental, Inc. deals with Southside Equipment, Inc. because they believe they have the best MaxWise Driller 3101 for the rental market.
 - B. No one at Southside Equipment, Inc. knows how to repair the MaxWise Driller 3101.
 - C. That Custom Rental, Inc. is very dissatisfied with the MaxWise Driller 3101 provided by Southside Equipment, Inc.
 - D. That Custom Rental, Inc. wants to start making a profit on their MaxWise Driller 3101.
2. If you were Southside Equipment, Inc., would this situation alarm you? Why or why not?

Reading for details.

1. Check all the problems that Custom Rental, Inc. is having:
 - Custom Rental needs someone from Southside Equipment, Inc. to address their problem in a timely fashion.
 - Custom Rental, Inc. now believes they made a wrong choice in the machine they chose.
 - Custom Rental, Inc. believes they have suffered more monetary damages than the warranty covers.
 - The staff at Southside Equipment, Inc. has tried to be helpful.
 - Custom Rental, Inc. is asking Southside Equipment, Inc. to refund their money for the MaxWise Driller 3101 they bought.
 - Custom Rental, Inc. is having a problem loading and unloading the MaxWise Driller 3101.
2. If you were Custom Rental, Inc. would you consider conducting business with a company other than Southside Equipment, Inc.? Why or why not?

CUSTOM RENTAL, INC. EXERCISE ANSWER KEY

A. Reading for main ideas.

1. What is the main idea of this letter?

C. That Custom Rental, Inc. is very dissatisfied with the MaxWise Driller 3101 provided by Southside Equipment, Inc.

2. If you were Southside Equipment, Inc., would this situation alarm you? Why or why not?

Yes, this situation would alarm me. First, I could lose the client. Second, my MaxWise Driller 3101 could get a bad reputation in the industry, which could affect future sales.

B. Reading for details.

1. Check all the problems that Custom Rental, Inc. is having:

Yes Custom Rental needs someone from Southside Equipment, Inc. to address their problem in a timely fashion.

No Custom Rental, Inc. now believes they made a wrong choice in the MaxWise Driller 3101 they choose.

Yes Custom Rental, Inc. believes they have suffered more monetary damages than the warranty covers.

Yes The staff at Southside Equipment, Inc. has tried to be helpful.

No Custom Rental, Inc. is asking Southside Equipment, Inc. to refund their money for the MaxWise Driller 3101 they bought.

Yes Custom Rental, Inc. is having a problem loading and unloading the MaxWise Driller 3101.

2. If you were Custom Rental, Inc. would you consider conducting business with a company other than Southside Equipment, Inc.? Why or why not?

I would consider moving my business to another company. These are serious problems. However, I would consider staying if the problems could be resolved to my satisfaction.

READING COMPREHENSION TEACHING PLAN OVERVIEW LESSON 3

This lesson plan is for three hours. Take two 10-minute breaks at appropriate times.

TOPIC	TIME	COPIES REQUIRED as HANDOUTS
Reading a Business Document <i>Competency</i>	45 - 60 minutes	Business Memo Exercise - pages RC55-56 Exercise - pages RC57-58
Using an Index and Table of Contents with a Procedure Manual <i>Competency</i>	45 - 60 minutes	Procedure Manual Handout - page RC62 Sample Procedure Manual with Table of Contents - pages RC63-70 Sample of Procedure Manual-Index-page RC71 Procedure Manual Individual Exercise - page RC72
Reading Comprehension Quiz <i>Competency</i>	35 - 45 minutes	Reading Comprehension Module Online Quiz

READING COMPREHENSION TEACHING PLAN

LESSON 3

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Reading a Business Document	Business Memo- page RC56-57 Exercise - pages RC58-59	Page RC60-61	Instructors may have students read aloud by assigning passages or silently read the passage. Upon completion, have the students read and answer the exercise questions that follow each story, article, or document. Discuss answers and identify the differences the students have in their comprehension. Distribute the Business Memo Exercise. Have the members read and perform the assignment individually. Then call on different members to answer the exercise questions. After an answer is given ask the rest of the class if they agree by a show of hands.

INSTRUCTOR NOTES:

You can use this story to provide opportunities for members to meet their requirement for answering a minimum of 4 questions correctly during classroom discussions. Explain the format for the business memos including abbreviations such as RE (subject) and cc (carbon copy). Also review note taking. Go back over the memo and show what items you would highlight or what notes you would jot down.

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Using an Index and Table of Contents with a Procedure Manual- <i>Competency</i>	Procedure Manual Handout - page RC62 Sample Procedure Manual with Table of Contents - pages RC63-70 Sample of Procedure Manual- Index-page RC71 Procedure Manual Individual Exercise - page RC72	Page RC73	Distribute the Procedure Manual Handouts and go over the material with the class. Then distribute the Procedure Manual Individual Exercise. Have the members complete the exercise and then review the answers by calling on different members. After an answer is given ask the rest of the class if they agree by a show of hands.

INSTRUCTOR NOTES:

The main points of this exercise are to teach the members what a procedure manual is (use real life examples such as an employee handbook, a manual on how to use a computer system, a manual on how to fill out paperwork, etc.), how to use an index and how to use a table of contents.

This is a competency that students must perform correctly.

READING COMPREHENSION TEACHING PLAN LESSON 3

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
<u>Competency-</u> Reading Comprehension Quiz-	<u>Competency-</u> Reading Comprehension Module Online Quiz	Online Scoring Paper/Pen Quiz- See Chapter 3	Distribute the Member Program Evaluation Form (see Chapter 2) just prior to handing out this quiz and be sure to fill out your Instructor Program Critique Form (see Chapter 2). Members must score 80% or higher on this online quiz to be eligible for certification. LMS Database/Program Website- www.workcertified.org

This is a competency that students must perform correctly.

BUSINESS MEMO EXERCISE

To: All Staff

From: Robert Owens, President

RE: Recent problems in our Customer Service Department

Date: August 15, 2009

As you are all aware, we have been getting a lot of complaints from our customers regarding our telephone service. To determine if these complaints were the exception or the rule, we sent out surveys to all customers that used our Phone Center in the last three months. The response from our customers was overwhelming. Our response rate from the surveys was 35%, well above the industry average of 20%.

While our response rate for the surveys was good, the results showed that we need a lot of improvement in how our Phone Center performs its customer service functions. The survey results clearly showed that the complaints we were getting from our customers were the rule, not the exception.

Some of the more alarming complaints from our customers were:

- our phone representatives are sometimes rude to our customers;
- our phone representatives often lack the knowledge to solve our customers' problems;
- our customers often wait a long time before their calls are answered or get busy signals;
- when our customers do get through to a phone representative, they are often placed on hold for long intervals.

This is unacceptable! We are implementing a comprehensive plan to correct our poor service. However, to make the plan work we will need the commitment and understanding of our entire staff, especially our phone representatives.

The company will make a significant capital investment in both equipment and staff to correct the problems. But we will also expect more from our phone representatives.

To correct our capacity problem (long wait times before calls are answered and busy signals) we are purchasing a new phone system that will allow us to have more phone lines. We also plan to hire 10 additional phone representatives. We are making this investment to both help our customers and ease the work burden on our staff. However, we are also asking for a commitment from our phone representatives. We are implementing a strict policy for time logged into our new phone system. Tardiness will no longer be accepted. If you are supposed to be at your work station and logged into the phone system at 8:00 am, you must be there at precisely 8:00. 8:01 or 8:02 will not do! In addition, we will track every phone representative's talk time. Your goal should be an average talk time of two minutes. Remember, if you spend ten minutes with a customer you are giving that customer great service, but if three other customers have to wait five minutes before they speak to a phone representative because of that call, we are providing poor service to those three customers. Great service for one and poor service for three is unacceptable. Therefore, manage your talk time.

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To correct the other issues that are directly related to the performance of our phone representatives, we plan to implement a comprehensive training program. The training program will cover topics like correct hold procedures, how to remain courteous even when dealing with angry or rude customers and problem resolution knowledge. The training will be held during your off hours, when you are not scheduled to be on the phone. However, we will pay you double time for attending the training sessions. Once again, this is a situation where we are working together to solve our customers' problems. We are making a financial commitment both in terms of paying trainers and paying our phone representatives for additional work hours at twice your normal pay, but we need a commitment from our phone representatives to give up some of their free time and to take our training sessions seriously.

Finally, since we are a business we need to be sure that our expenditures are worthwhile. Towards that end we will continue to survey our customers and will start a test call and phone monitoring program.

Last but not least, we are implementing a Phone Representative of the Month award. Each month we will give a \$500 check to the Phone Representative of the Month. The award will go to the phone representative with the highest score on our test call and phone monitoring programs who also has an average talk time of two minutes or less and has not been late logging into the phone system all month.

Let's continue to work together to improve the service we provide to our customers so we can remain the best company in our industry.

Thank you.

BUSINESS MEMO EXERCISE

A. Reading for main ideas.

1. What is the main idea of this business memo?
 - A. The company is going to start to track phone representatives more closely.
 - B. The company is implementing new programs to improve phone service.
 - C. The company is buying a new phone system.
 - D. Current service is unacceptable.
2. If you were a phone representative, how would you react to this memo?

B. Reading for details.

1. Without referring back to the memo, answer the following questions, True or False:
 - The response rate for the company's survey was at industry standards.
 - Phone representatives now had to log into the phone system in a timely manner. If they were scheduled to log in at 8:00, they could log in at 8:01 or 8:02 but no later.
 - The company is making a financial commitment to help solve the problem.
 - The company is hiring 10 new employees who, in addition to helping with normal phone coverage, will be especially helpful covering for phone representatives that are attending training classes.
 - The only goal for the test calls and phone monitoring is to help decide who wins the Phone Representative of the Month award.
 - Based on this letter, I would like to work for this company because it appears that it is important to the president that he explains why he is implementing programs that affect employees.

BUSINESS MEMO EXERCISE

2. Based on the solutions to the problems, what may be some additional problems that are going on at the company that the president did not spell out in his memo?

BUSINESS MEMO EXERCISE ANSWER KEY

A. Reading for main ideas.

1. What is the main idea of this business memo?

B. The company is implementing new programs to improve phone service.

2. If you were a phone representative, how would you react to this memo?

Depends upon each individual. As long as the answer is supported with facts from the memo, it is acceptable.

B. Reading for details.

1. Without referring back to the memo, respond to the following questions as True or False:

___ The response rate for the company's survey was at industry standards.
FALSE, it was above industry standards.

___ Phone representatives now had to log into the phone system in a timely manner. If they were scheduled to log in at 8:00, they could log in at 8:01 or 8:02 but no later.
FALSE, they had to log in exactly on time.

___ The company is making a financial commitment to help solve the problem.
TRUE, phone equipment, new staff and training.

___ The company is hiring 10 new employees who, in addition to helping with normal phone coverage, will be especially helpful covering for phone representatives who are attending training classes.
FALSE, they are hiring 10 new employees but training takes place when the phone representatives are not scheduled to be on the phones.

___ The only goal for the test calls and phone monitoring is to help decide who wins the Phone Representative of the Month award.
FALSE, it is also to determine if the training is working.

___ Based on this letter, I would like to work for this company because it appears that it is important to the president that he explains why he is implementing programs that affect employees.
TRUE or FALSE, depending upon the opinion of the member regarding the memo (may depend upon actual work experience of the member). However, most should answer **TRUE** because the president could have just implemented the new programs without informing the staff of the reasons.

BUSINESS MEMO EXERCISE ANSWER KEY

2. Based on the solutions to the problems, what may be some additional problems that are going on at the company that the president did not spell out in his memo?

Some might be:

Too much time spent on the phone with customers not related to work (high talk time).

Personal calls.

Long lunches, leaving early (time logged in means lunch, breaks, sign-off as well).

Phone representatives providing incorrect solutions to problems (training, lack of knowledge).

Not concentrating on learning required information (test calls, asked them to take training seriously, leaving customers on hold long times while finding out correct answers).

TOPIC 1B: PROCEDURE MANUAL HANDOUT

Procedure manuals are books written to help employees perform tasks required of them in their jobs. Not all companies have procedure manuals and companies that have procedure manuals do not always have manuals for every job function.

If there is a procedure manual for your job function, it is a very helpful tool to use to ensure that you are doing your job correctly. However, your goal is to become as familiar with the procedure manual as quickly as possible so that it becomes a tool you use to complete tasks that are not everyday tasks and not a book you use all the time.

Relying too much on a procedure manual can slow you down. Therefore, employers know that new employees need and use procedure manuals often but as they get experienced, they should learn their job functions and rely on the procedure manual less and less.

When presented with a procedure manual, read it completely to get an idea of what will be expected of you on the job and to understand how the procedure manual is laid out so you can determine how to find specific information in the manual quickly.

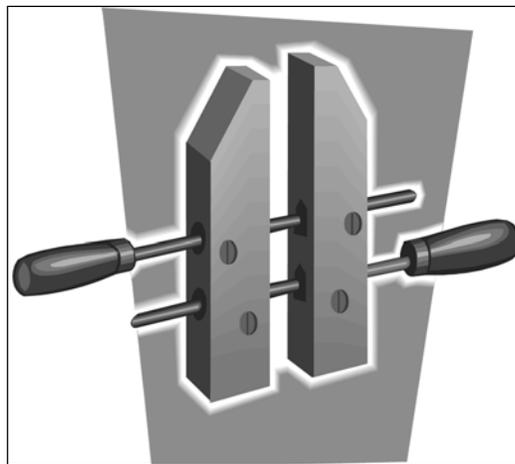
After you have worked for a couple of days and are starting to get a feel for the job, reread the procedure manual to start absorbing how to perform the tasks that will be required of you. By doing this after you have a couple of days of experience, the procedures should make more sense to you.

When studying how to find information in a procedure manual, know the sections and layout of the book. For example, some will have a Table of Contents in the front of the manual, some will have an Index by topic in the back of the manual, some will have both and some will have neither. If there is a Table of Contents, it can be used to get you to the general area of the manual that will cover the specific topic you are interested in. If there is an Index, it will take you to specific pages covering the topic of interest to you.

But what if there is no Table of Contents or Index? Then it is your task to see how the book is laid out. Some common ways are by the order in which tasks are completed or grouped together by similar tasks or grouped together by the type of employee that works on a set of procedures or by type of customer problem or by you get the idea! Look at the book and use your reading comprehension skills to determine how the book is organized (think of it as the main topic of the manual) and the overall flow of the book (think of each section as the specific details).

SAMPLE OF PROCEDURE MANUAL WITH TABLE OF CONTENTS

TOPNOTCH CONSTRUCTION, INC.



Employee Safety Manual

May 2015

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Revision 8.1
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SAFETY AND HEALTH POLICY FOR Topnotch Construction, Inc.

The purpose of this policy is to develop a high standard of safety throughout all operations of Topnotch Construction, Inc.

We believe that each employee has the right to derive personal satisfaction from his/her job and the prevention of occupational injury or illness is of such consequence to this belief that it will be given top priority at all times.

It is our intention here at Topnotch Construction, Inc. to initiate and maintain complete accident prevention and safety training programs. Each individual from top management to the employee in the field is responsible for the safety and health of those persons in their charge and coworkers around them. By accepting mutual responsibility to operate safely, we will all contribute to the well-being of all personnel.

John J. Topnotch

John J. Topnotch
President and CEO

Safety Program Outline

Element 1 - Safety Orientation: Each employee will be given a safety orientation by *(Add name or title of person who will provide the initial safety orientation)* when first hired. The orientation will cover the following items:

A description of the accident prevention program:

- We have a formal written accident prevention program as described in WISHA regulations (WAC 296-155-110). It consists of this safety orientation, safety meetings as described in Element 2, and self-inspections as outlined in Element 3.
- We also have basic safety rules that all employees must follow. They are:
- Never do anything that is unsafe in order to get the job done. If a job is unsafe, report it to your supervisor or foreman. We will find a safer way to do that job.
- Do not remove or disable any safety device! Keep guards in place at all times on operating machinery.
- Never operate a piece of equipment unless you have been trained and are authorized.
- Use your personal protective equipment whenever it is required.
- Obey all safety warning signs.
- Working under the influence of alcohol or illegal drugs or using them at work is prohibited.
- Do not bring firearms or explosives onto company property.
- Horseplay, running and fighting are prohibited
- Clean up spills immediately. Replace all tools and supplies after use. Do not allow scraps to accumulate where they will become a hazard. Good housekeeping helps prevent accidents.
- *(Add any other basic safety rules that apply to your company. Delete any from the above list that do not apply to your business.)*

How and when to report injuries, including first aid kits and their locations:

- If you are injured or become ill on the job, report this to *your supervisor or designated person.*
- We require all supervisors and/or foremen to have first-aid/CPR training.
- We have first aid qualified workers here but we do not have “designated” first-aiders. First aid at the job site is done on a Good Samaritan basis.
- If first aid trained personnel are involved in a situation involving blood, they should:
 - Avoid skin contact with blood or other potentially infectious materials by letting the victim help as much as possible, and by using gloves provided in the first aid kit.
 - Remove clothing, etc. with blood on it after rendering help.
 - Wash thoroughly with soap and water to remove blood. A 10% chlorine bleach solution is good for disinfecting areas contaminated with blood (spills, etc.).
 - Report such first aid incidents within the shift to supervisors (time, date, blood presence, exposure, names of others helping).

LOWER AND UPPER FOYERS AND NEXT TO ALL TIME STAMP DEVICES

Temperature Extremes

Workers subjected to temperature extremes, radiant heat, humidity, or air velocity combinations, which, over a period of time may produce physical illness, must ensure their protection by use of adequate controls, methods or procedures, or use of protective clothing. These materials and guidelines will be provided to employees working in these conditions. Excessive exposure to heat is referred to as heat stress and excessive exposure to cold is referred to as cold stress.

Heat related illness (HRI) and cold-induced illnesses (Hypothermia/frostbite) are well known, recognized workplace hazards. All work operations involving exposure to temperature extremes, either humidity/heat extremes or cold extremes have the potential for inducing heat stress and heat related illnesses or cold stress resulting in frostbite or hypothermia. Therefore, Topnotch Construction, Inc., has developed a policy to address these issues. All employees will receive training relating to the causes and effects, as well as the personal and environmental factors that may lead to temperature extreme related illnesses.

Each employee will be provided with training and materials that include but are not limited to:

- The chosen method or methods to assess the risk for HRI or cold stress.
- A section covering training elements to provide employees information on what the employer will do when working in extreme weather conditions.
- A section on first aid including how to identify HRI symptoms and cold stress systems. The proper first aid application for an individual that is suffering from HRI or cold weather illness, and procedures for summoning medical aid personnel.
- A section identifying where and how adequate drinking water will be supplied.

What to do in an emergency including how to exit the workplace:

An evacuation map for the building is posted (*Add location of evacuation map if you have one or delete this sentence*). It shows the location of exits, fire extinguishers, first aid kits, and where to assemble outside.

Fire Emergency

- A fire extinguisher or fire extinguishers will be covered as part of this orientation. *(Add information about how fire emergencies will be handled in your business.)*
- If you discover a fire: ² Tell another person immediately. Call or have them call 911 and a supervisor.
- If the fire is small (such as a wastebasket fire) and there is minimal smoke, you may try to put it out with a fire extinguisher.
- If the fire grows or there is thick smoke, do not continue to fight the fire.
- Tell other employees in the area to evacuate.
- Go to the designated assembly point outside the building.

Identification of hazardous chemicals used at this location:

- We use a limited number of chemicals. You will receive a separate orientation as part of our chemical hazard communication program on the hazards of these chemicals before you work with them or work in an area where they are used.

Use and care of required personal protective equipment (PPE):

- Some tasks in our company require an employee to wear PPE to protect against injury. All employees are required to wear PPE will be instructed by *(Add name or title of person who will instruct employees in the use and care of PPE)* using the manufacturer's instructions on how to use and care for these PPE.

On-the-job training about what you need to know to perform the job safely:

- Before you are first assigned a task, *(Add name or title of person who will conduct on-the-job training for new employees)* will show you what to do along with safety instructions and required PPE.
- We have established safety rules and personal protective equipment (PPE) requirements based upon a hazard assessment for each task.
- Do not use equipment or attempt to do any of these tasks until you have received the required training and PPE.

Safety Meetings and Self-Inspections

- **Element 2 - Employee Safety Meetings**

- To be held at the beginning of each job and at least weekly thereafter.
- Review of any walk-around safety inspections conducted since the last safety meeting.
- Review of any citation to assist in correction of hazards.
- Evaluation of any accident investigations conducted since the last meeting to determine if the cause of the unsafe acts or unsafe conditions involved were properly identified and corrected.
- Document attendance and other subjects discussed.
- *Maintain records for one year.*

- **Element 3 – Self-inspections**

- To be held at the beginning of each job, and at least weekly thereafter.
- Include one member of management and one employee, elected by the employees, as their authorized representative.
- Document walk-around safety inspection.
- *Maintain records until the completion of the job.*

Safety Disciplinary Policy

Topnotch Construction, Inc., believes that a safety and health Accident Prevention Program is unenforceable without some type of disciplinary policy. Our company believes that in order to maintain a safe and healthful workplace, the employees must be cognizant and aware of all company, State, and Federal safety and health regulations as they apply to the specific job duties required. The following disciplinary policy is in effect and will be applied to all safety and health violations.

The following steps will be followed unless the seriousness of the violation would dictate going directly to Step 2 or Step 3.

1. A first-time violation will be discussed orally between company supervision and the employee. This will be done as soon as possible.
2. A second-time offense will be followed up in written form and a copy of this written documentation will be entered into the employee's personnel folder. Employee will receive time off without pay (3 day minimum).
3. A third-time violation will result in termination.

NOTE:

If an employee of this company knowingly and willingly violates any of the safety rules or procedures, or puts his/herself in an imminent danger situation, the employee will be immediately discharged.

General Safe Work Practices for Construction

Personal Protective Equipment

- Suitable clothing must be worn: long pants, at least short-sleeved shirts and adequate foot wear.
- Hard hats, safety glasses or goggles must be used when a potential hazard exists. (Safety glasses must be ANSI Z87 or Z87.1 approved).
- Hearing protection (earplugs or earmuffs) must be used in high noise areas.
- Gloves should be worn when appropriate for the particular job duty.

Housekeeping

- Always store materials in a safe manner. Tie down or support materials if necessary to prevent falling, rolling, or shifting.
- Shavings, dust scraps, oil or grease should not be allowed to accumulate. Good housekeeping is a part of the job.
- Trash piles must be removed as soon as possible. Trash is a safety and fire hazard.
- Immediately remove all loose materials from stairs, walkways, ramps, platforms, etc.
- Do not block aisles, traffic lanes, fire exits, gangways, or stairs.

Other general safe work practices

- Avoid shortcuts – use ramps, stairs, walkways, ladders, etc.

Do not remove, deface or destroy any warning sign, danger sign, or barricade, or interfere with any form of accident prevention device or practice in any work area.

For other rules and regulations regarding trenching and excavating, please refer to Part N of the Construction Safety Standard, WAC 296-155.

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COMPETENCY PROCEDURE MANUAL INDIVIDUAL EXERCISE

1. How is this procedure manual organized (what is the layout)?
2. Use the table of contents to find the page number for the section of the procedure manual that deals with ladder safety.
3. Use the index to find the specific page number where you can find an example of the historical view of an industry.
4. Read and answer the following questions TRUE or FALSE.

T	F	The intention at <u>Topnotch Construction, Inc.</u> is to initiate and maintain complete accident prevention and safety training programs.
T	F	We do not have first aid qualified workers here but we do have “designated” Good Samaritans.
T	F	Employee safety meetings are held at the beginning of each job and at least weekly thereafter.
T	F	The statistics of industry is not available in the manual according to the index listed here.
T	F	Avoid shortcuts – use ramps, stairs, walkways, ladders, etc.

COMPETENCY PROCEDURE MANUAL INDIVIDUAL EXERCISE

1. How is this procedure manual organized (what is the layout)?
Two sections, Subject and Appendix

2. Use the table of contents to find the page number for the section of the procedure manual that deals with ladder safety.
Page 8

3. Use the index to find the specific page number where you can find an example of the historical view of an industry.
Page 54

4. Read and answer the following questions TRUE or FALSE.

<u>T</u>	F	The intention at <u>Topnotch Construction, Inc.</u> is to initiate and maintain complete accident prevention and safety training programs.
T	<u>F</u>	We do not have first aid qualified workers here but we do have “designated” Good Samaritans.
<u>T</u>	F	Employee safety meetings are held at the beginning of each job and at least weekly thereafter.
T	<u>F</u>	The statistics of industry is not available in the manual according to the index listed here.
<u>T</u>	F	Avoid shortcuts – use ramps, stairs, walkways, ladders, etc.