

Student name: _____ Date: _____

Identify appropriate occupational safety practices and procedures.*

Objectives:

- A. Determine why job safety is important.
- B. List causes of job accidents.
- C. Determine safety hazards on your job and tell how to avoid them.

MODULE 13A: INFORMATION SHEET

TO THE STUDENT: Read and study this information sheet and complete the student activities at the end of this section.

What is safety on the job?

More than 90 million Americans spend the day on the job. These workers are our most valuable national resource. Yet, every year thousands of employees are injured, disabled, or killed while at work.

In terms of lost production and wages, medical expenses, and disability compensation, the burden on the nation's commerce is staggering. Human costs - the effects both physical and emotional on the workers and their families - are beyond calculation.

The worst part is that in many cases job-related accidents could be avoided by adhering to simple safety procedures. Ignoring these safety procedures or not being aware of them often leads to disaster.

Accidents can happen to anyone at any time, in any place. It is very important to understand why and how accidents occur and how to prevent them. For example:

Jack F., age 22, was changing the brake linings on a large pick-up. It was a fairly routine job; but instead of using the lift (which was already in use), he had jacked up the right rear. The jack slipped and wheel rim slammed to the ground severing Jack's right arm just below the shoulder.

**(This is also CAPS Module 8, used with permission.)*

Marsha L., while carrying a stack of bakery trays, slipped on some icing remaining from a previous spill, went down with the trays, and broke her leg in two places.

David M. was eating a candy bar while operating a forklift. The candy bar fell on the floor. When David hopped off to retrieve it, he didn't bother with the extra safety catch. The unthinkable happened - David was crushed, leaving a widow and three small children.

Why is safety important to you?

An accident can cost you money in terms of time lost from the job. This is one of the lighter consequences of work-related injuries. They also could cost you your job, your health, or even your life.

Consider for a moment the effect that a serious accident could have on your life plans and goals.

1. Your choice of career might have to be changed because you might not be able to perform the necessary tasks for your job.
2. You could go for an extended period of time without a paycheck.
3. Your lifestyle outside the workplace would also be greatly influenced, including a definite effect on the people around you—especially your family.

Imagine yourself and what your life would be like without a leg, a hand, or eyesight. Try to think of what it would be like to lie in a hospital for weeks or months while astronomical medical bills accumulate. Safety is important.

What causes accidents?

Accidents at the job site are caused by either human error or an unsafe environment. Human error is generally attributed to one of the following factors (examples follow each point):

1. A poor attitude toward practicing safety. (A worker says, "I don't need safety glasses - they bother my nose and they're worthless anyway.")
2. A lack of knowledge of the equipment used or the task performed. (A finger is lost to a table saw because the employee didn't know there was a safety guard to be put on.)

3. A lack of job skill. (A bulldozer operator decides to blast some rock himself instead of waiting - a job that he has observed but not been trained in. In the process, the worker destroys himself and the job site.)
4. A physical or mental limitation. (A 145-pound man injured his back hauling 70 pound bags of grain at the farm. The fuel oil explosion was caused by a delivery person who couldn't read the various intake pipes diagrammed in the manual.)
5. Fatigue or distraction that prevents an employee from paying close attention to the task at hand. (A chef stays out 24 hours partying then goes to work and is badly burned at the stove because he/she didn't pay attention when removing a pan.)
6. "Horseplay," or fooling around on the job is frequently the cause of accidents.

You, as an employee, have control over human error and can prevent these conditions by taking precautions.

An unsafe environment is another major cause of accidents. You do not have as much control over your environment as you do with the human error. A sudden ice storm is something a truck driver cannot prevent, but disposing of flammable rags in a body shop rather than leaving them lying around is something the worker can control.

Safety - Whose responsibility?

There are some laws that help enforce safety on the job (such as testing and licensing procedures to operate some equipment), but the ultimate responsibility is that of the employee and employer. This is especially true since most accidents are caused by unsafe behavior and are avoidable. The employee should follow all rules and take all necessary safety precautions while working. The role of the employer is to check and enforce the proper behavior.

Each particular type of work has its own unique set of procedures and precautions, but there are general guidelines common to all jobs that you, as an employee, would benefit from following. These procedures include:

1. Knowledge about the job and the equipment you may be using in order to avoid situations where you are unsure of yourself or unaware of dangerous conditions. Don't hesitate to ask questions of the boss or other employees.
2. Try to continually improve and perfect your skill so that your actions become a "sure thing."
3. Have a positive attitude toward safety. Follow set procedures and directions to the letter; don't take unsafe shortcuts. Use safety equipment that is provided.

4. Avoid unsafe habits. Use the right equipment or tool for the job (a wrench is not a hammer and shouldn't be used as one). Keep your work area clean and as clutter-free as possible so that you, or others, don't trip or get hit by falling objects.
5. Be well-rested when you go to work. Not paying full attention to a job often results in a serious accident.
6. Accept the fact that you are not invincible. You may have some limitations that may prevent you from performing some physical tasks properly.
7. Report all potentially unsafe conditions to your supervisor so that you can prevent others (and yourself) from being injured. If you are involved in an accident, report it immediately.
8. Don't engage in "horseplay."

Another responsibility that your employer has is to provide a safe work environment for you. If he or she ignores proper safety standards and consequently employees are injured, he will be a loser, too, through decreased work production as well as increased safety insurance premiums. It is the responsibility of your employer to make sure you are informed of all hazardous plant or business conditions such as poor air quality, malfunctioning equipment, toxic materials, etc. (*Employee Right-to-Know.*)

Where can you turn for help?

If your employer refuses to correct safety problems at work, you can turn to the government for help. The Occupational Safety and Health Administration (OSHA) was created to assure safe working conditions for all employees. The main function of OSHA is to inspect businesses to assure that necessary safety equipment is available and adequate safety procedures are followed. OSHA also provides for research so that safety practices can be constantly upgraded.

In the event that you do find it necessary to report your business to OSHA for something you feel may be a hazard, an inspection and follow-up will be provided by OSHA and your name will be kept confidential.

On the other hand, if you, as an employee, refuse to use provided safety equipment, this could be grounds for your dismissal.

SAFETY ON THE JOB - IT'S THE WISEST AND BEST THING TO DO!!

MODULE 13A: STUDENT ACTIVITIES

TO THE STUDENT: After you have read and studied the information sheet, complete the following activities.

1. Answer the following questions in complete sentences.

1. What are the main causes of accidents?

A.

B.

2. Why should safety be important to you?

3. Why is a clean work area a safe work area?

4. Mark has hair down below his shoulders and loves to wear loose baggy clothes. Why would this be a problem when working around machinery?

5. Why do you think many employers have set written procedures for completing a certain task or job?

2. Answer these questions as they relate to YOUR personal job.

List five possible safety hazards that you might encounter at your place of work. For each one, explain how you could avoid or correct the problem.

<u>Possible Hazard</u>	<u>Possible Solution</u>
1.	
2.	
3.	
4.	
5.	

3. Consider how accidents affect your place of work. Name at least three safety rules or procedures that you follow on your job and explain their purposes.

1.

2.

3.

4. Answer the following questions.

1. Describe in a complete paragraph how the company or business you work for stresses safety?

2. If safety were lacking at your workstation, describe the steps you could take to fix the situation.

MODULE 13A: STANDARDS ADDRESSED IN THIS MODULE

Pennsylvania’s Academic Standards for Career Education and Work**13.2.11. Career Acquisition (Getting a Job)**

- E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:
- Commitment
 - Communication
 - Dependability
 - Health/safety
 - Laws and regulations (i.e. Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets)
 - Personal initiative
 - Scheduling/time management
 - Team building
 - Technical literacy
 - Technology

Pennsylvania’s Academic Standards for Reading, Writing, Speaking and Listening (RWSL)**1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.4.11. Types of Writing

- D. Maintain a written record of activities, course work, experience, honors and interests.

1.5.11. Quality of Writing

- A. Write with a sharp, distinct focus.
- Identify topic, task and audience.
 - Establish and maintain a single point of view.

- F. Edit writing using the conventions of language.
- Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

Student name: _____ Date: _____

List and define the specific vocabulary words that are specific to your job area

Objectives:

- A. Identify and define various general workplace vocabulary words.
- B. Develop a vocabulary list with definitions of “specific workplace terminology” directly related to a student’s co-op training station.

MODULE 13B: INFORMATION SHEET

TO THE STUDENT: Read the following information sheet and complete the two activities at the end.

Introduction

Communication is very important on the job. One aspect of any positive communication is a clear understanding of vocabulary. At the workplace, you will be introduced to a variety of words which may be totally new to you. Some of these words are used on just about any job. Others are limited to “specific” job fields. The purpose of this module is to familiarize you with some “general” and “specific” workplace vocabulary. For the “general vocabulary,” this will be done through the use of the information pages and the following general vocabulary identification Activity 1. For the “specific vocabulary,” you will complete Activity 2 which will involve your development of a list specifically related to your training station.

General vocabulary

There are many words from the workplace that represent a “general” application to several kinds, if not all jobs. Some of these words have to do with defining the type of worker.

Types of workers

A **Blue Collar Worker** has been traditionally thought of as someone in the trades or crafts, maintenance or production work. **White Collar Workers** have been traditionally looked upon as management, office, or sales employees. Some new twists have been the term “**Gray Collar Workers**” which signify the growing

number of retired workers returning to specific areas of the job market. To work in the trades (carpentry, electrical, plumbing, welding, etc.), this is called working in the **crafts**.

Payroll issues

There are some words that deal with payroll at work. **Gross Wages** signify your paycheck BEFORE any deductions. **Net Pay or Take Home Wages** represents that amount of income you take home AFTER deductions are made from your paycheck. When you are paid by the hour that is called a **Wage**. You are most likely to be paid overtime if you are paid by wage. If you are paid by an hourly wage, when you get just that hourly wage, that is called **straight time**. If you are paid \$7.00 an hour, that is your straight time. Anytime you get more than that an hour, that is called a **premium pay**. Two examples of premium pay are **overtime** (time and a half after 40 hours in a work week), or a **shift differential** which might pay you more to work a shift other than day shift. A **Salaried** employee is one who is paid a SET AMOUNT per year. That is divided up by the specific payroll periods. They are usually not paid overtime. They do not punch a clock like those paid by hourly wages. Sometimes, when you are given a raise and it is not based on time (**seniority**) but solely on your performance, this is called a **Merit Increase**. The least amount paid to a worker set by contract or law is a **Minimum Wage**.

When you are paid by a percent of what you sell, that is known as **Commission Sales**. An example might be a person in used car sales who will get a cash amount toward the sale or a percent of the sale price of the car. To be paid a **piece rate** means being paid a rate based on the number of products you process in a given amount of time. It could be added to a basic hourly rate. Someone may get \$7.00 an hour but also have so much added per hour or per day for what they produced.

A retirement plan for you at work is called a **pension**. You might have heard of a **401K**. Plans such as these at work allow employees to partner with their employers to contribute to a plan that will have money available to the workers for income upon retirement. Most people look to these plans as help in addition to what Social Security may provide.

Another payment issue involves when you are **laid-off**. That means, terminated through no fault of your own. It is not the same as being fired or **discharged**. It means the work has slacked off or is no longer available. If it is a permanent lay-off, meaning you will not be called back, your employer may give you **severance pay**. This is NOT the same as **unemployment compensation** which is wage replacement insurance that comes through a federal-state government partnership. You also have to be laid-off, or lose your job through “no-fault of your own.” Severance pay comes totally and directly from the employer. It is usually the equivalent of a pay period. If your boss has to let you go without notice, they may give you this extra pay as a courtesy. Sometimes, it might be built into a contract

as a fringe benefit. It can even be “accumulative” with weeks added with your seniority. Hopefully, anyone who is fired or discharged should be let go only for **just cause**. That means, for a valid reason. You should not be fired just because you were late once, but only in accordance with clearly established company rules. Just cause involves an obvious insubordinate act or a consistent disregarding of company policy. A **COLA** is not soda pop, but a “**Cost Of Living Adjustment**” that is made to your wage or retirement benefit usually because the cost of living has gone up. If you settle a contract long after the old one has expired, you may be entitled to **retroactive pay**. The employer will go back to the date of the end of the old contract and figure out the difference in pay you lost until the new contract was settled. Then you will get a retroactive paycheck to include that money that should have been paid if the contract was settled immediately.

Labor unions

Next, let’s look at some of the terminology that involves labor unions at the workplace. First, your dues might be taken right out of your paycheck. This is known as a **check-off**. It is a negotiated item in your contract. The employer has agreed with the union to take money out of each person’s pay and forward that money to the union each pay period. That is just part of the negotiated contract between a labor union and the employer. That contract is known as a **collective bargaining agreement**. The process they go through to arrive at that contract is known as **collective bargaining**. That process involves representatives of management (employer) and the union workers sitting down over a period of time to negotiate details of a contract. Issues like pay, fringe benefits, and other conditions of work are discussed here.

The union representative for a particular shop or area of the company is known as a **union steward**. Sometimes, you have to pay a certain initial amount of money to get into a union. This is known as an **initiation fee**. Sometimes, you cannot get into the union or get benefits until a certain period of time has passed. This is known as a **probationary period**. Employers look very closely at your performance during that time to determine whether they want to begin to carry you for benefits and have you represented by the union. Sometimes, you do not have a choice whether or not to join a union.

In a **union shop**, you **MUST** join the union within a certain period of time, or the employer must discharge you. Some states have outlawed this practice by passing **right-to-work** laws. Pennsylvania is **NOT** a right to work state. Union Shops are legal here, except in municipal or government work. There, they are allowed to have a **maintenance of membership clause** in a contract that states if you were in the union when the contract was negotiated, you must **STAY** in the union for the duration of that contract.

In some states where union shop is illegal, they have an **agency shop**. The agency shop allows workers the freedom not to join a union, but they must pay a specific amount of money to the union as recognition for their costs in their efforts to obtain better wages and working conditions. In a **closed shop**, you must be a union worker to get hired. This practice is illegal everywhere in the United States by federal law. A place where you do not have to join the union or pay anything as a condition of employment is called an **open shop**.

Seniority is your status based on time with the company. **Straight Seniority** is your status based on time alone and **Qualified Seniority** is your status based on and some combination with qualifications. Of course, seniority has a lot to do with job promotions and lay-offs.

Speaking of job promotions, when an employer publicizes openings so workers can **bid** on the job using their seniority status it is called **job posting**. If you have a formal complaint at work about something in your contract, you may file a **grievance**. Remember, that's not just complaining about a situation. In a grievance, you actually fill out paperwork and file it against your employer stating they violated the contract or their own policy.

Times you work

Considering some elements regarding the times you work, a **split shift** is a schedule that has you work for part of the day (example: 8AM to Noon), then leave and return later to complete the shift (come back at 6PM to 10PM). Obviously, this could be very inconvenient. A **swing shift** involves having your work shift change regularly. You might be day shift this week, but you will be night shift next week. You swing back and forth between different shifts. If you are holding a full-time job and working another full or part time, now you are said to be **moonlighting**.

Sometimes, an employer will list exactly what may NOT be covered by your insurance or the contract. Those things excluded are called **exclusions**. This is sometimes a better approach than just assuming it may not be covered because there is nothing in the contract about the circumstance.

So, there you have it. That's a lot of "general" workplace vocabulary. But, now you are better prepared to communicate and discuss these issues in the workplace anytime in the future!

MODULE 13B: STUDENT ACTIVITIES

TO THE STUDENT: Read the information sheet and complete the following student activities.

Activity 1: Match the following list of general workplace vocabulary words with the definitions that follow.

- A. White Collar Workers
- B. Blue Collar Workers
- C. Shop or Union Steward
- D. Pension
- E. Merit Increase
- F. Salary
- G. Craft
- H. Commission
- I. Wage
- J. Piece Rate

- ___ 1. These workers are usually employed in production, maintenance, or the crafts.
- ___ 2. These workers are usually office, sales, management, or professionals.
- ___ 3. Skilled trades.
- ___ 4. Paid by a “set amount” per year.
- ___ 5. Paid “by the hour.”
- ___ 6. Paid by a percentage of what was sold.
- ___ 7. Paid by the number of units you produce.
- ___ 8. A retirement plan at work.
- ___ 9. Your local union representative.
- ___ 10. A pay increase made solely on your performance.

-
- A. Premium Pay
 - B. Straight Time Pay
 - C. Retroactive
 - D. Severance Pay
 - E. Check-off
 - F. Shift Differential
 - G. COLA
 - H. Unemployment Compensation
 - I. Initiation Fee
 - J. Minimum Wage

- ___ 1. Higher pay to work other than day shift hours.
- ___ 2. Any pay rate that is BETTER than your regular, straight pay rate.
- ___ 3. Your REGULAR hourly rate of pay.
- ___ 4. This is paid directly to you by your employer when you are permanently laid off.
- ___ 5. When changes in wages and benefits are applicable to an earlier date.
- ___ 6. The lowest pay rate set by law or the contract.
- ___ 7. What a worker may collect if they are laid off through no fault of their own.
Comes from the government.
- ___ 8. Raising or lowering wages in accordance with the rise in the cost of living.
- ___ 9. What you may pay when you join a union.
- ___ 10. When union dues are automatically deducted from your pay checks.

-
- A. Laid-Off
 - B. Discharged
 - C. Grievance
 - D. Moonlighting
 - E. Probationary Period
 - F. Seniority
 - G. Job Description
 - H. Job Posting
 - I. Just Cause
 - J. 401K

- ___ 1. A type of retirement plan at work.
- ___ 2. Means an employer fired you for a good reason.
- ___ 3. Your status with the company based on time/experience.
- ___ 4. Written or oral explanation of your job duties.
- ___ 5. Promotions/openings for employees to BID on.
- ___ 6. Fired! The boss let you go because you did not perform well on your job.
- ___ 7. Terminated, but it is not your fault.
- ___ 8. When you file a formal complaint at work.
- ___ 9. Holding a full-time and another full or part-time job simultaneously.
- ___ 10. Time of trial & evaluation at work before you join union or are given benefits

-
- A. Closed Shop
 - B. Union Shop
 - C. Open Shop
 - D. Swing Shift
 - E. Split Shift
 - F. Qualified Seniority
 - G. Straight Seniority
 - H. Exclusions
 - I. Collective Bargaining
 - J. Collective Bargaining Agreement
 - K. Maintenance of Membership Clause
 - L. Agency Shop

- ___ 1. A workplace where you must join a union before you can be hired. This is illegal by federal law.
- ___ 2. A place of employment where you **MUST JOIN THE UNION** after a certain period of time. If you don't, you must be discharged according to the contract.
- ___ 3. A workplace where you do not have to join the union that is there, and you do not have to pay any fees for the union services.
- ___ 4. A workplace where you do not have to join the union, but you must pay a service fee.
- ___ 5. A workplace where you must remain a member of the union for the duration of the contract. While a new contract is negotiated, you have the freedom to drop out before a new contract is finalized.
- ___ 6. The agreement on wages, hours, benefits and working conditions is made through meetings between representatives of the owners/management and representatives of the labor union.
- ___ 7. This seniority is based only on time.
- ___ 8. This seniority is based on time AND/OR experience.
- ___ 9. A work schedule that involves two parts, such as 8AM to 12, and 4 to 8PM.
- ___ 10. A work schedule that involves regular changes in shifts.

Activity 2: List and define vocabulary words that are SPECIFIC to your job area or career.

Remember to:

- Be certain the assignment is typed.
- The definitions are COMPLETE and APPROPRIATE for your specific area.
- Be certain to have your list “SIGNED” by your on the job supervisor.
- The grading will be as follows:

✓ 10 words/definitions	50
✓ 15 words/definitions	60
✓ 20 words/definitions	70
✓ 25 words/definitions	80
✓ neatness/typing	5
✓ appropriateness of terms..	5
✓ supervisor’s signature	5
✓ handed in on time	5
(Minus 1 pt/day) _____	
	100 pts.

MODULE 13B: STANDARDS ADDRESSED IN THIS MODULE

Pennsylvania’s Academic Standards for Reading, Writing, Speaking and Listening (RWSL)

1.1.11. Learning to Read Independently

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

Student name: _____ Date: _____

Identify and list your occupational skills.

Objectives:

- A. Identify occupational abilities.
- B. Identify transferable occupational skills

MODULE 13C: INFORMATION SHEET

TO THE STUDENT: Read the following information sheet and complete the activities at the end of the module.

Introduction

In this module you will identify occupational skills needed in order to be successful in the workforce. The following activity is intended to serve as a guide in identifying skills to be expressed during a job interview in order to help an employer decide that you are right for the desired job opening.

Self-confidence

Self-confidence is a belief in yourself and in your abilities. It is vital for your success. All great leaders have this quality. It doesn't mean you won't have periods of doubt—particularly when you experience a failure. It does mean that you look within yourself to discover how to overcome failures. Keep in mind that you are special and unique. No one else is quite like you. No one can contribute the same qualities to a job that you can. Learn to appreciate who you are.

Identify your skills

Take an honest look at yourself. You may be surprised at the variety of skills you have to offer an employer. You develop skills from all your life experiences. Many of the exercises in this section are adapted from *Getting the Job You Really Want*, by J. Michael Farr. They're designed to help you become aware of your skills, which are divided into three categories: Self-management or adaptive skills; transferable skills; and job-related skills.

Self-management skills

Self-management skills are related to the control you have over your life: how you plan, implement, change, and evaluate the activities in your life. Some self-management skills are necessary to please your employer. You probably have some of these skills already. Your employer expects you to use these skills most of the time. While not all employers look for the same skills, the key self-management skills listed here are highly valued by all employers.

Transferable skills

Transferable skills can be used in many different jobs. A grocery store cashier needs to understand numbers, but so do bank tellers and accounting clerks. A nurse needs good people skills, as does a receptionist or a salesperson. Employers value some transferable skills over others. The key transferable skills listed here may help you get a higher-paying job or a more responsive position, or both.

Job-related skills

You use job-related skills to do a particular job. For example, a truck driver must know how to drive a large truck and operate its gears. A paramedic must be able to take blood pressure and use a stethoscope. Some job-related skills are the result of years of training. Others may be learned in a short time.

If you are interested in a particular job, you probably have some skills necessary to do that job. These skills come from a variety of experiences including education, other jobs, volunteer work, hobbies, extracurricular activities and even family activities.

MODULE 13C: STUDENT ACTIVITIES

TO THE STUDENT: After reading the information sheet, complete the following activities.

Activity 1: Place a check mark in the appropriate column for each item in the Self-appraisal form below.

Self-Appraisal Form

This Self-appraisal is for the job of: _____

Abilities	Weak	Average	Strong
Mental Ability <ul style="list-style-type: none"> • Verbal Meaning (ability to understand ideas expressed in words) • Verbal Fluency (ability to write and talk easily) • Memory (ability to recall past experiences and information) • Spatial (ability to think about objects in two or three dimensions) • Numerical (ability to work with numbers rapidly and accurately) • Reasoning (ability to solve problems logically) 			
Physical Ability <ul style="list-style-type: none"> • Strength • Coordination • Manual Dexterity (hand and finger coordination) • Ability to Keyboard (accurately and rapidly) 			
Mechanical Ability			
Clerical Ability (speed and accuracy with detail include numbers, names)			
Leadership Ability			
Interpersonal Skills <ul style="list-style-type: none"> • Ability to get along with others • Ability to converse easily with others 			
Music and Artistic Skills			

Activity 3: Assess your transferable skills.

Transferable skills are not job specific. They can be used on any job. They are called transferable skills because you can take them with you from job to job throughout your career. Many times, they are the skills that get you hired or promoted. It is important to identify your transferable skills and to be sure that a potential employer knows about them. This form will help you assess your transferable skills.

Transferable Skills Assessment

Transferable Skills	Excellent	Good	Fair	Poor	Do Not Possess
Analyzing					
Being artistic					
Assessing					
Bargaining					
Coordinating activities or events					
Debating					
Making decisions					
Delegating					
Being tactful or diplomatic					
Editing					
Evaluating					
Implementing plans					
Getting along with others					
Investigating situations or issues					
Making judgments					
Being a leader					

Listening					
Managing people					
Using hands well					
Solving mechanical problems					
Managing money					
Reading music					
Observing					
Organizing					
Persuading others					
Reporting accurately					
Others:					

Activity 4: Answer the following questions.

1. List the skills related to this job that you have gained from school courses or technical training.

2. List the skills related to this job that you gained from other jobs or from volunteer work.

MODULE 13C: STANDARDS ADDRESSED IN THIS MODULE

Pennsylvania’s Academic Standards for Career Education and Work

13.1.11. Career Awareness and Preparation

- A. Analyze career options based on individual interests, abilities, aptitudes, achievements, and goals.

13.3.11. Career Retention and Advancement

- A. Evaluate personal attitudes and work habits that support career retention and advancement.

Pennsylvania’s Academic Standards for Reading, Writing, Speaking and Listening (RWSL)

1.1.11. Learning to Read Independently

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

Student name: _____ Date: _____

List the occupational requirements to maintain employment at your job site.

Objectives:

- A. Conduct Internet search of current occupation.
- B. List occupational requirements necessary for your chosen occupation.
- C. Identify weaknesses in your occupational skills.

MODULE 13D: INFORMATION SHEET

TO THE STUDENT: Read and study this information sheet and then complete the student activity at the end of this project.

Introduction

In this module you will see a sample summary listing from O* NET Online for the machinist occupation. Examine the information presented to you. Notice the *Tasks, Knowledge, Skills, Abilities, Work Activities and Job Zone* listed for this occupation. Are there any similarities to your occupation?

Tasks for the Machinist Occupation

Tasks

- Studies sample parts, blueprints, drawings, and engineering information to determine methods and sequence of operations to fabricate product.
- Operates metalworking machine tools, such as lathe, milling machine, shaper, or grinder to machine parts to specifications.
- Assembles parts into completed units, using jigs, fixtures, hand tools, and power tools.
- Fabricates, assembles, and modifies tooling, such as jigs, fixtures, templates, and molds or dies to produce parts and assemblies.
- Lays out and verifies dimensions of parts, using precision measuring and marking instruments and knowledge of trigonometry.

- Calculates and sets controls to regulate machining, or enters commands to retrieve, input, or edit computerized machine control media.
- Selects, aligns, and secures holding fixtures, cutting tools, attachments, accessories, and materials onto machines.
- Measures, examines, and tests completed units to detect defects and ensure conformance to specifications.
- Installs repaired part into equipment and operates equipment to verify operational efficiency.
- Operates brazing, heat-treating, and welding equipment to cut, solder, and braze metal.

Knowledge and definitions for the Machinist Occupation

<u>Knowledge</u>	<u>Knowledge Definitions</u>
Mechanical	Knowledge of machines and tools, including their designs, uses, repair, and maintenance.
Design	Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models.
Engineering and Technology	Knowledge of the practical application of engineering science and technology. This includes applying principles, techniques, procedures, and equipment to the design and production of various goods and services.
Mathematics	Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.
Production and Processing	Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods.

Skills and definitions for the Machinist Occupation

<u>Skills</u>	<u>Skills Definitions</u>
Quality Control Analysis	Conducting tests and inspections of products, services, or processes to evaluate quality or performance.
Operation and Control	Controlling operations of equipment or systems.
Mathematics	Using mathematics to solve problems.
Operations Analysis	Analyzing needs and product requirements to create a design.
Equipment Selection	Determining the kind of tools and equipment needed to do a job.
Operation Monitoring	Watching gauges, dials, or other indicators to make sure a machine is working properly.

Critical Thinking	Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
Science	Using scientific rules and methods to solve problems.
Troubleshooting	Determining causes of operating errors and deciding what to do about it.
Installation	Installing equipment, machines, wiring, or programs to meet specifications.

Abilities and definitions for the Machinist Occupation

<u>Abilities</u>	<u>Abilities Definitions</u>
Visualization	The ability to imagine how something will look after it is moved around or when its parts are moved or rearranged.
Control Precision	The ability to quickly and repeatedly adjust the controls of a machine or a vehicle to exact positions.
Near Vision	The ability to see details at close range (within a few feet of the observer).
Written Comprehension	The ability to read and understand information and ideas presented in writing.
Manual Dexterity	The ability to quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects.
Information Ordering	The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
Number Facility	The ability to add, subtract, multiply, or divide quickly and correctly.
Arm-Hand Steadiness	The ability to keep your hand and arm steady while moving your arm or while holding your arm and hand in one position.
Problem Sensitivity	The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
Deductive Reasoning	The ability to apply general rules to specific problems to produce answers that make sense.

Work Activities for the Machinist Occupation

<u>Work Activities</u>	<u>Work Activities Definitions</u>
Handling and Moving Objects	Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things.
Getting Information	Observing, receiving, and otherwise obtaining information from all relevant sources.
Controlling Machines and Processes	Using either control mechanisms or direct physical activity to operate machines or processes (not including computers or vehicles).
Inspecting Equipment, Structures, or Material	Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.
Monitor Processes, Materials, or Surroundings	Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
Repairing and Maintaining Mechanical Equipment	Servicing, repairing, adjusting, and testing machines, devices, moving parts, and equipment that operate primarily on the basis of mechanical (not electronic) principles.
Drafting, Laying Out, and Specifying Technical Devices, Parts, and Equipment	Providing documentation, detailed instructions, drawings, or specifications to tell others about how devices, parts, equipment, or structures are to be fabricated, constructed, assembled, modified, maintained, or used.
Analyzing Data or Information	Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
Updating and Using Relevant Knowledge	Keeping up-to-date technically and applying new knowledge to your job.
Evaluating Information to Determine Compliance with Standards	Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.

Job Zone — Education, Training, & Experience for the Machinist Occupation

<u>Job Zone Component</u>	<u>Job Zone Component Definitions</u>
Title	Job Zone Four: Considerable Preparation Needed
Overall Experience	A minimum of two to four years of work-related skill, knowledge, or experience is needed for these occupations. For example, an accountant must complete four years of college and work for several years in accounting to be considered qualified.
Job Training	Employees in these occupations usually need several years of work-related experience, on-the-job training, and/or vocational training.

Job Zone Examples

Many of these occupations involve coordinating, supervising, managing, or training others. Examples include accountants, chefs and head cooks, computer programmers, historians, pharmacists, and police detectives.

SVP Range

(7.0 to < 8.0)

Education

Most of these occupations require a four - year bachelor's degree, but some do not.

MODULE 13D: STUDENT ACTIVITIES

***TO THE STUDENT:** After you have read and studied the information sheet, complete the following activities.*

Activity 1: Internet search for your occupation.

For this activity you will need access to the Internet.

Conduct an Internet search of your occupation on O* Net Online at the following:

http://online.onetcenter.org/gen_search_page

Print out and attach the Tasks, Knowledge, Skills, Abilities, Work Activities and Job Zone Components identified for your occupation.

Activity 2: Compare summaries.

In this activity you will need your O*NET Online Summary and the one in this Module.

Compare the two summaries and list on a separate sheet of paper any tasks, knowledge, skills, abilities or work activities that show up on both summaries.

Activity 3: Suggestions for implementation.

In this activity you will again need to refer to your occupational summary. Study the occupational requirements and assess your own abilities. List the areas you feel you need to improve on and suggestions for implementation to improve your occupational requirements.

MODULE 13D: STANDARDS ADDRESSED IN THIS MODULE

Pennsylvania’s Academic Standards for Career Education and Work

13.1.11. Career Awareness and Preparation

- A. Analyze career options based on individual interests, abilities, aptitudes, achievements, and goals.

13.2.11. Career Acquisition (Getting a Job)

- B. Apply research skills in searching for a job.
 - CareerLinks
 - Internet (i.e. O-NET)
 - Networking
 - Newspapers
 - Professional associations
 - Resource books (i.e. Occupational Outlook Handbook, PA Career Guide)

Pennsylvania’s Academic Standards for Reading, Writing, Speaking and Listening (RWSL)

1.1.11. Learning to Read Independently

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

Student name: _____ Date: _____

Describe the policies and procedures used by your cooperating employer.

Objectives:

- A. Identify your employer's policies and procedures.
- B. Develop an employee responsibilities check list.

MODULE 13E: INFORMATION SHEET

TO THE STUDENT: Read and study this information sheet and complete the student activities at the end of this module.

Introduction

Every employer has policies and procedures they expect all of their employees to follow. In fact, failure to follow said policies and procedures could, and often does lead to the dismissal of an employee. Depending on the size of the employer you work for they may, or may not have a “New Employee Manual or Handbook for New Employees”. Should your employer provide you with one, then there are three things you must do. First, read it! Second, be sure to understand all of the information presented to you in the manual. If there is something you do not understand, ask your employer for clarification. Third, follow all policies and procedures as defined in the manual.

In the event your employer does not have a manual of policies and procedures to offer new employees you have a bit more work cut out for you. First, you must gather information regarding the policies and procedures of your employer. Then you must organize it in a manner so the information can be quickly located for reference regarding questions you might have about policies and procedures. It will serve as your employee guide to be used in the event your employer does not provide you with one.

MODULE 13E: STUDENT ACTIVITY

TO THE STUDENT: Assemble an “Employee Handbook.” You will need to research the information on policies and procedures of your employer. Using a 3-ring binder, use the following categories as your Table of Contents. All information should be typed and checked for accuracy.

EMPLOYEE HANDBOOK

Table of Contents

I. Basic Information

- A. Name of Company
- B. Address
- C. Phone Number
- D. Owner's or Manager's Name
- E. Immediate Supervisor's Name
- F. Your Employee ID #
- G. Start Time
- H. End Time
- I. Lunch Schedule
- J. Break Schedule

II. Duties and Responsibilities

- A. Make a complete listing of your duties and responsibilities.

III. Working Policies and Procedures

- A. Introductory Period
- B. Probation
- C. Attendance
- D. Personal Appearance/Dress Code
- E. Overtime
- F. Time Sheets/ Payday
- G. Telephone use
- H. Safety and Accidents
- I. Smoking
- J. Employee Conduct
- K. Performance Reviews
- L. Seniority
- M. Wage Adjustments
- N. Termination of Employment

IV. Employee Benefits

As a Diversified Occupations Student you may or may not be entitled to employee benefits. Regardless if you are entitled or not, list your employer's policy on the following:

- A. Medical
- B. Prescription Drug Coverage
- C. Dental
- D. Life Insurance
- E. 401(k) Plan
- F. Paid Holidays
- G. Paid Vacation
- H. Personal Days
- I. Sick Days
- J. Time off for Bereavement (Death in the Family)
- K. Education Assistance Program

MODULE 13E: STANDARDS ADDRESSED IN THIS MODULE

Pennsylvania’s Academic Standards for Career Education and Work

13.2.11. Career Acquisition (Getting a Job)

- E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:
- Commitment
 - Communication
 - Dependability
 - Health/safety
 - Laws and regulations (i.e. Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets)
 - Personal initiative
 - Scheduling/time management
 - Team building
 - Technical literacy
 - Technology

Pennsylvania’s Academic Standards for Reading, Writing, Speaking and Listening (RWSL)

1.1.11. Learning to Read Independently

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.5.11. Quality of Writing

- F. Edit writing using the conventions of language.
- Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).