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ABSTRACT

This document consists of the woodyard skills handbook and an employee handbook for woodyard employees of Boise Cascade. The handbooks are products of a National Workplace Literacy project conducted by Alabama Southern Community College. The woodyard skills handbook contains information needed by employees to improve math, measurement, vocabulary, and comprehension skills to reach the level required to move onto the woodyard training program on the computer. Section I discusses reasons for the handbook. Section II lists all words from the woodyard that are necessary to complete the computerized technical training. Section III is a general review of rules for dealing with fractions. Section IV is a general review of rules for measurement. Section V contains all forms used in the woodyard. Each form has a summary page that lists who completes it, math required, other related documents, and special instructions. A blank copy and a completed copy follow. Section VI provides general examples of the types of reading comprehension questions which appear on the computer. The employee handbook covers topics that introduce employees to skills that can help them achieve the right mix for new or continued employment. Five sections address continuous improvement, team building, brainstorming, active communication, and diversity. Fifteen sources are cited. (YLB)

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**Woodyard Skills Handbook**  
**Today's Workplace: An Employee Handbook**

Alabama Southern Community College

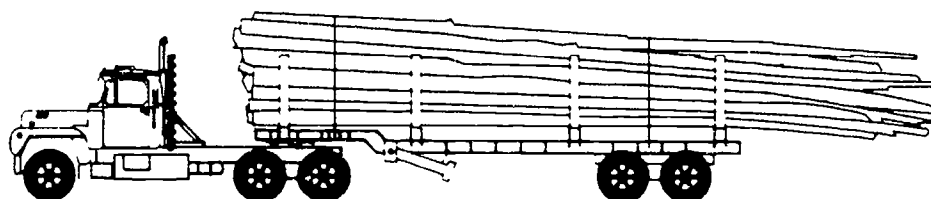
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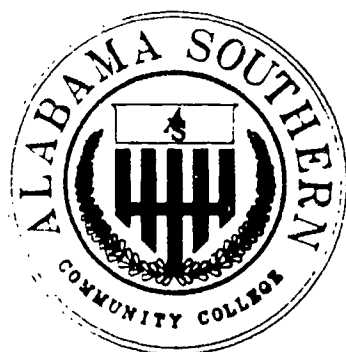
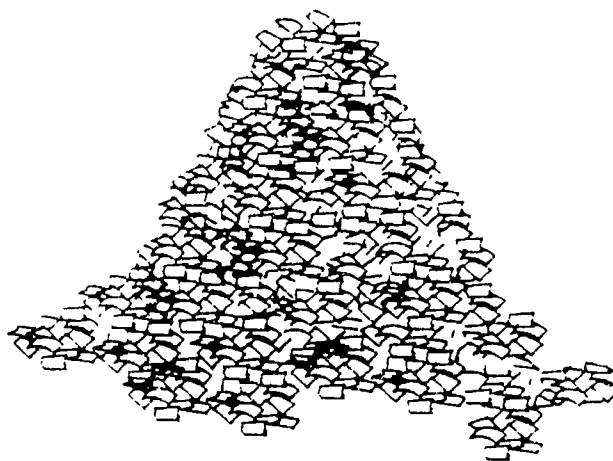
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BOISE CASCADE  
JACKSON MILL



WOODYARD SKILLS HANDBOOK



WORKFORCE EDUCATION  
ALABAMA SOUTHERN  
COMMUNITY COLLEGE

# **WOODYARD SKILLS HANDBOOK OUTLINE**

- I. REASONS FOR WOODYARD SKILLS HANDBOOK**
- II. REVIEW OF WOODYARD WORDS**
- III. REVIEW OF MATH SKILLS**
- IV. REVIEW OF MEASUREMENT SKILLS**
- V. REVIEW OF WOODYARD FORMS**
- VI. REVIEW OF COMPREHENSION SKILLS**

*I.*

## **I. REASONS FOR WOODYARD SKILLS HANDBOOK**

**YOU HAVE RECENTLY BEEN ASSESSED IN FOUR AREAS OF SKILLS:**

**MATH  
MEASUREMENT  
VOCABULARY  
COMPREHENSION**

**THIS WAS DONE TO LET YOU KNOW THE LEVEL OF YOUR CURRENT SKILLS. IT WAS ALSO DONE TO SEE IF YOU ARE READY TO MOVE ONTO THE NEW WOODYARD TRAINING PROGRAM ON THE COMPUTER.**

**TO BEGIN THE COMPUTERIZED TRAINING, YOU MUST GET AT LEAST 80% OF THE ANSWERS CORRECT IN ALL AREAS OF THE ASSESSMENT. THIS HANDBOOK CONTAINS THE INFORMATION YOU WILL NEED TO REACH 80%, IF YOU DID NOT DO SO ON THE PREVIOUS ASSESSMENT.**

**THIS INFORMATION WILL BE USEFUL TO YOU IN OTHER WAYS AS WELL. THE HANDBOOK CONTAINS ALL OF THE WORDS FROM THE WOODYARD WHICH ARE ON THE COMPUTER PROGRAM.**

**THE HANDBOOK ALSO HAS ALL OF THE NEW FORMS THAT YOU WILL BE USING IN THE WOODYARD. COPIES OF THE FORMS ARE SHOWN ALONG WITH EVERYTHING YOU NEED TO KNOW ABOUT EACH OF THEM. IN THIS REVIEW, THE MATH REQUIRED ON EACH FORM WILL BE OUTLINED.**

**WHEN YOU ARE READY TO BE REASSESSED OR IF YOU NEED HELP AFTER THE REVIEW SESSION , YOU CAN CONTACT THERESA JOHNSON IN THE TRAINING CENTER. BASIC SKILLS HELP IS AVAILABLE AT THE TRAINING CENTER ON THE COMPUTER. ONE-ON-ONE HELP CAN ALSO BE PROVIDED.**

# *II.*

## II. REVIEW OF WOODYARD WORDS

LISTED BELOW ARE ALL OF THE WORDS FROM THE WOODYARD THAT YOU WILL NEED TO KNOW TO COMPLETE THE COMPUTERIZED TECHNICAL TRAINING. AT THE END OF THE LIST, WE HAVE ADDED A PLACE FOR OTHER WORDS THAT MAY HAVE BEEN MISSED. AFTER YOU READ THE LIST, PLEASE LET US KNOW IF WE NEED TO ADD WORDS.

ADMINISTRATION  
AERIAL  
AIR CONDITIONER  
AIR NOZZLE  
ALARM  
ALERT  
AMMETER (AMPMETER)  
ANGLE  
ANVIL  
APPLICATIONS  
AREAS  
ATTACHMENT  
AUTOMATIC  
BACKUP  
BACKUP ALARM  
BAR  
BARK  
BARKING DRUM  
BARKO LOADER  
BEARINGS  
BELT  
BIN  
BINDICATOR  
BLOWERS  
BLOWLINES  
BOBCAT  
BOLTS  
BREAKDOWN  
BUNDLE  
BUTTONS



**BUZZER  
CABLES  
CALCULATOR  
CASE ROLLS  
CAT LOADER  
CATWALK  
CAUSES  
CHAIN HOIST  
CHAIN  
CHAIR  
CHANGING  
CHIP  
CHIP DUMPER  
CHIP PILE  
CHIP PLANT  
CHIP UNLOADER  
CHIPPER CONVEYOR  
CHIPPER  
CHIPPER CHUTE  
CHIPPER SPOUT  
CHOKER  
CHUTE  
CLAMPS  
CLEANUP  
CLOSING LINE  
COLLECTING  
COME-A-LONG  
COMPLETE  
COMPONENTS  
COMPUTER  
CONSTANT  
CONTROL  
CONTROL ROOM  
CONVEYER  
CORDS  
COUPLING  
CRANE  
CUTTING  
CYCLONE**

**CYLINDERS  
DAMAGE  
DANGEROUS  
DEBARKING  
DEBARKING DRUM  
DEBRIS (TRASH)  
DEFLECTOR  
DEPARTMENT  
DISCHARGE  
DIVERTER  
DOORBELL  
DOWNSTREAM  
DOWNTIME  
DOZER  
DRAG-CHAIN  
DRUM  
DRUM DISCHARGE  
DULL  
DUMP  
EAR PLUGS  
EFFECT  
EFFICIENTLY  
ELECTRIC  
ELECTRICAL CONTROL ROOM  
ELECTRICIAN  
ELEVATED  
EMERGENCY  
EMERGENCY ALARM  
EMERGENCY SHUTDOWN  
END  
ENTERING  
EQUIPMENT  
FEED  
FEEDBACK  
FILTERED  
FIRE ALARM  
FIRE EXTINGUISHER  
FLOW  
FLOWING**

FOCUSED  
FOREMAN  
FORKS  
FORMING  
FOUR-WAY VALVE  
FRAME  
FREELY  
FRICTION  
FRONT  
FRONT-END LOADER  
GEAR BOX  
GENERATES  
GLOVES  
GRATING  
GRAPPLE  
GROUND  
GUARDS  
HALFWAY  
HAMMER  
HANDLING  
HARDHAT  
HARDWOOD  
HAZARDOUS  
HEAD PULLEY  
HEIGHT  
HIGH  
HOG  
HOIST LINE  
HOOK  
HOUSEKEEPING  
HYDRAULIC  
IDENTIFY  
IDLE ROLLER  
IMPACT WRENCH  
INCLINED  
INDEPENDENTLY  
INFEED  
INSERT  
INTERLOCKS

JACKLADDER  
KICKERS  
KNIFE HOLDER  
KNIFE SWITCH  
KNIVES  
KNUCKLEBOOM  
LADDER  
LENGTH  
LESSON  
LIFTS  
LIGHT  
LIMIT-SWITCH  
LINK  
LIVE-DECK  
LOAD  
LOADER  
LOCATION  
LOCK OUT  
LOG FORKS  
LOG RAMPS  
LOG STACKER  
LOGS  
LONG WOOD  
LUBE  
MAGNET  
MAINTENANCE  
MAINTENANCE REQUEST  
MALFUNCTIONS  
MANUAL  
MECHANIC  
MECHANICAL  
METAL DETECTOR  
MILL  
MODE  
MONITOR  
MOTOR-DRIVEN  
MOTORS  
NO WOOD  
NUTS

OIL  
OPERATING PANEL  
OPERATION  
OPERATOR  
OUTFEED  
OVERHEATING  
OVERRIDE  
OVERSIZE  
PANEL  
PAPER MAKING  
PARALLEL  
PEDESTRIAN  
PERCENT  
PERSONAL  
PERSONNEL  
PIECES  
PILE  
PINCHING  
PINE  
PLATFORM  
PLUG  
POSITIONED  
POWERS  
PRECAUTIONS  
PRESSURE  
PREVENT  
PROBLEMS  
PROCESS  
PRODUCE  
PRODUCTION  
PULP  
PUMP  
PURPOSE  
PUSH-PULL  
RADIATOR  
RADIO  
RAISED  
REAR  
RECHIPPER

**RECLAIM  
REFERENCE  
REJECT  
REPORT  
REQUEST  
RESET  
RESOURCE  
RESPIRATOR  
RINGING  
ROLLERS  
ROOM  
ROTATE  
ROTATION  
RUNNING  
SAFETY  
SAW COLLARS  
SAW GUIDE  
SAW SHAFT  
SAWDUST  
SAWS  
SCALE HOUSE  
SCALPING SCREEN  
SCHEDULING  
SEGMENT  
SEMI-MODE  
SEPARATED  
SEQUENCE  
SHACKLE  
SHIFT  
SHORT WOOD  
SHOVEL  
SHUT DOWN  
SIGNAL  
SLASHED  
SLASHER  
SLING  
SLOPES  
SMOOTH  
SOCKET**

**SPECIES  
SPIKE ROLLS  
SPRAY  
SPROCKET  
STATIONARY  
STOKERS  
STEEP  
STORAGE  
STRAIGHTEN  
SUPPLY  
SWITCH  
SYSTEM  
TAG OUT  
TAIL ROLLER  
TAYLOR  
TONGS  
TIRES  
TOGETHER  
TORQUE CONVERTOR  
TOTAL  
TOWER  
TRACKS  
TRAINER  
TRANSFER  
TRANSPORTING  
TRASH CONVEYER  
TRAVEL  
TRIGGER  
TRIP  
TROUBLE SHOOTING  
TROUGH  
TRUNION  
TRY OUT  
TUBULAR  
TWIN  
UNHOOK  
UNLOAD  
UPSTREAM  
VALVE**

**VESSEL ENTRY  
WALLS  
WATER  
WINDOWS  
WINDSHIELD  
WOOD  
WOOD GRAPPLE  
WOODYARD  
YARD CONVEYOR  
YARD  
YOKE**

**OTHERS:**



# *III.*

### III. REVIEW OF MATH SKILLS

THE WOODYARD EMPLOYEES AS A WHOLE HAVE A GOOD UNDERSTANDING OF THE BASIC MATH AREAS. SOME OF YOU HAD TROUBLE WITH FRACTIONS. STARTING BELOW IS A GENERAL REVIEW OF THE RULES FOR DEALING WITH FRACTIONS. FRACTIONS ARE PART OF THE BASIC SKILLS REQUIRED BY INDUSTRY STANDARDS.

## EXAMPLES OF CHANGING MINUTES TO HOURS

1 HOUR = 60 MINUTES

2 HOURS = 120 MINUTES

3 HOURS = 180 MINUTES

4 HOURS = 240 MINUTES

$$\begin{array}{r} 1:15 \\ 60 \overline{) 75} \\ \underline{60} \\ 15 \end{array}$$

$$\begin{array}{r} 2:15 \\ 60 \overline{) 135} \\ \underline{120} \\ 15 \end{array}$$

$$\begin{array}{r} 3:15 \\ 60 \overline{) 195} \\ \underline{180} \\ 15 \end{array}$$

## CHANGING MINUTES TO HOURS

A 85 MINUTES =  $\frac{60 \overline{)85}}{\frac{60}{25 \text{ min}}} = 1 \text{ hr } 25 \text{ min} = 1:25$

B 125 MINUTES =  $\frac{60 \overline{)125}}{\frac{120}{5}} = 2 \text{ hr } 5 \text{ min} = 2:05$

C 60 MINUTES =  $\frac{60 \overline{)60}}{1 \text{ hr}}$

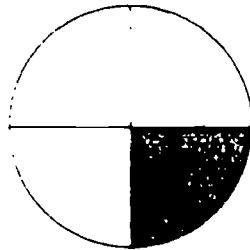
D 130 MINUTES =  $\frac{60 \overline{)130}}{\frac{120}{10}} = 2 \text{ hr } 10 \text{ min} = 2:10$



# INTRODUCTION TO FRACTIONS

A FRACTION IS A NUMBER THAT IS USED TO COMPARE A PART WITH A WHOLE.

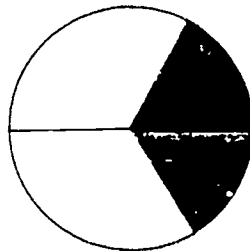
THE CIRCLE BELOW, FOR EXAMPLE, IS DIVIDED INTO FOUR PARTS. ONE PART IS SHADED. THE FRACTION THAT REPRESENTS THE SHADED PART OF THIS CIRCLE IS  $\frac{1}{4}$ .



$\frac{1}{4}$  ← NUMBER OF SHADED PARTS  
 —  
 4 ← TOTAL NUMBER OF PARTS

A FRACTION MAY BE WRITTEN VERTICALLY, AS  $\frac{1}{4}$ , OR HORIZONTALLY, AS  $\frac{1}{4}$ .

A. WRITE THE FRACTION THAT REPRESENTS THE SHADED PART OF THE CIRCLE.  $\frac{1}{3}$



THE PARTS OF A FRACTION HAVE THESE TECHNICAL NAMES:

$\frac{1}{2}$  ← NUMERATOR  
 —  
 2 ← DENOMINATOR (DOWN UNDER IT)



## Boise Cascade

IN THE FRACTION  $\frac{3}{8}$

B. THE NUMERATOR IS 3 .

C. THE DENOMINATOR IS 8 .

THE NAME OF A FRACTION BEGINS WITH THE NAME OF THE NUMERATOR AND ENDS WITH THE NAME OF THE DENOMINATOR.

EXAMPLE: THE FRACTION  $\frac{3}{5}$  IS READ AS "THREE-FIFTHS."

NUMERATOR      DENOMINATOR

THE FRACTION FIVE EIGHTHS IS WRITTEN AS  $\frac{5}{8}$  .

D.  $\frac{4}{7}$  IS READ AS four sevenths

E.  $\frac{3}{4}$  IS READ AS three fourths

F. ONE-THIRD IS WRITTEN AS  $\frac{1}{3}$  .



# TO ADD FRACTIONS:

EXAMPLE  $\frac{2}{7} + \frac{3}{7} = \frac{5}{7}$

A.  $\frac{1}{5} + \frac{3}{5} = \frac{4}{5}$

B.  $\frac{3}{9} + \frac{5}{9} = \frac{8}{9}$

C.  $\frac{1}{4} + \frac{3}{4} = \frac{4}{4} = 1$

D.  $\frac{9}{16} + \frac{1}{16} = \frac{10}{16} = \frac{5}{8}$  2  $\frac{10}{16}$   $\frac{5}{8}$

\*FRACTIONS ARE ALWAYS REDUCED TO LOWEST TERMS\*

EXAMPLE  $\frac{7}{16} + \frac{1}{16} = \frac{8}{16} = \frac{1}{2}$

( DIVIDE BY EIGHT )

$$8 \overline{) 8} = 1$$

$$8 \overline{) 16} = 2$$



# TO SUBTRACT FRACTIONS:

EXAMPLE  $\frac{9}{11} - \frac{5}{11} = \frac{4}{11}$

A.  $\frac{2}{3} - \frac{1}{3} = \underline{\frac{1}{3}}$

B.  $\frac{6}{7} - \frac{3}{7} = \underline{\frac{3}{7}}$

C.  $\frac{7}{8} - \frac{5}{8} = \underline{\frac{2}{8}} = \frac{1}{4}$

D.  $\frac{5}{6} - \frac{1}{6} = 2 \left( \underline{\frac{4}{6}} \right) = \frac{2}{3}$

FRACTIONS ARE ALWAYS REDUCED TO LOWEST TERMS

EXAMPLE  $\frac{5}{8} - \frac{3}{8} = \frac{2}{8}$

DIVIDE BY 2

$$2 \overline{) 2} = \frac{1}{1}$$

$$2 \overline{) 8} = \frac{4}{1}$$





# MULTIPLY FRACTIONS:

A: MULTIPLY THE NUMERATORS

B: MULTIPLY THE DENOMINATORS

REDUCE THE ANSWER TO LOWEST TERM

$$\frac{3}{4} \times \frac{1}{2} = \frac{3}{4} \times \frac{1}{2} = \frac{3}{8}$$

$$\frac{3}{4} \times \frac{2}{3} = \frac{3}{4} \times \frac{2}{3} = \frac{6}{12} = \frac{1}{2}$$

REDUCE TO LOWEST TERMS

$$\frac{7}{8} \times \frac{1}{3} = \frac{7}{24}$$

$$B. \frac{1}{16} \times \frac{4}{5} = \frac{4}{80} = \frac{1}{20} \quad \left( \frac{4 \div 4}{80 \div 4} \right)$$

$$C. \frac{3}{4} \times \frac{1}{4} = \frac{3}{16}$$

$$D. \frac{7}{16} \times \frac{1}{7} = \frac{7}{112} = \frac{1}{16}$$

$$\frac{47}{16} \times \frac{1}{47} = \frac{1}{16}$$



# MULTIPLY WHOLE NUMBERS AND FRACTIONS

Example =  $3 \times \frac{1}{4}$  CAN BE WRITTEN AS:

$$\frac{3}{1} \times \frac{1}{4} = \frac{3}{4}$$

A.  $4 \times \frac{2}{5} = \frac{4}{1} \times \frac{2}{5} = \frac{8}{5} = 1 \frac{3}{5}$

B.  $7 \times \frac{1}{8} = \frac{7 \times 1}{1 \times 8} = \frac{7}{8}$

C.  $6 \times \frac{3}{16} = \frac{6 \times 3}{1 \times 16} = \frac{18}{16} = 1 \frac{1}{8}$

or  
 $\frac{6 \times 3}{1 \times 16} = \frac{18}{16} = 1 \frac{2}{16} = 1 \frac{1}{8}$



Boise Cascade

## TO DIVIDE FRACTIONS:

A: INVERT THE SECOND FRACTION

B: MULTIPLY THE NUMERATORS

C: MULTIPLY THE DENOMINATORS

D: REDUCE THE ANSWER TO LOWEST TERMS



EXAMPLE  $\frac{3}{4} \div \frac{1}{2} = \frac{3}{4} \times \frac{2}{1} = \frac{6}{4} = \frac{3}{2} = 1 \frac{1}{2}$

COMPLETE THE FOLLOWING DIVISIONS

1.  $\frac{7}{8} \div \frac{1}{4} = \frac{7}{8} \times \frac{4}{1} = \frac{28}{8} = 3 \frac{4}{8} = 3 \frac{1}{2}$

3.  $\frac{5}{6} \div \frac{1}{3} = \frac{5}{6} \times \frac{3}{1} = \frac{15}{6} = 2 \frac{3}{6} = 2 \frac{1}{2}$

2.  $\frac{1}{12} \div \frac{2}{3} = \frac{1}{12} \times \frac{3}{2} = \frac{3}{24} = \frac{1}{8}$

4.  $\frac{6}{8} \div \frac{1}{2} = \frac{6}{8} \times \frac{2}{1} = \frac{12}{8} = 1 \frac{4}{8} = 1 \frac{1}{2}$

$\frac{6}{8} \times \frac{2}{1} = \frac{12}{8} = 1 \frac{4}{8} = 1 \frac{1}{2}$

Handwritten notes and calculations:

- $\frac{2}{1} \times \frac{1}{2} = 1$
- $\frac{5}{6} \times \frac{3}{1} = \frac{15}{6} = 2 \frac{3}{6} = 2 \frac{1}{2}$
- $\frac{1}{12} \times \frac{3}{2} = \frac{3}{24} = \frac{1}{8}$

NOTE: \* FRACTIONS MUST ALWAYS BE REDUCED TO LOWEST TERMS. \* \*

# *IV.*

#### **IV. REVIEW OF MEASUREMENT SKILLS**

THE WOODYARD EMPLOYEES, AS A WHOLE, HAVE A GOOD UNDERSTANDING OF THE BASIC MEASUREMENT SKILLS. SOME OF YOU HAD TROUBLE WITH SMALLER MEASUREMENTS. STARTING BELOW IS A GENERAL REVIEW OF THE RULES FOR MEASUREMENT. MEASUREMENTS ARE PART OF THE BASIC SKILLS REQUIRED BY INDUSTRY STANDARDS.

##### **ONE-HALF (1/2)**

1/2 MEANS 1 OF 2 EQUAL PARTS IN AN INCH.

##### **ONE-FOURTH (1/4)**

1/4 MEANS 1 OF 4 EQUAL PARTS IN AN INCH.

2/4 MEANS 2 OF 4 EQUAL PARTS IN AN INCH.

3/4 MEANS 3 OF 4 EQUAL PARTS IN AN INCH.

##### **ONE-EIGHTH (1/8)**

1/8 MEANS 1 OF 8 EQUAL PARTS IN AN INCH.

2/8 MEANS 2 OF 8 EQUAL PARTS IN AN INCH.

3/8 MEANS 3 OF 8 EQUAL PARTS IN AN INCH.

4/8 MEANS 4 OF 8 EQUAL PARTS IN AN INCH.

5/8 MEANS 5 OF 8 EQUAL PARTS IN AN INCH.

6/8 MEANS 6 OF 8 EQUAL PARTS IN AN INCH.

7/8 MEANS 7 OF 8 EQUAL PARTS IN AN INCH.

##### **ONE-SIXTEENTH (1/16)**

1/16 MEANS 1 OF 16 EQUAL PARTS IN AN INCH.

2/16 MEANS 2 OF 16 EQUAL PARTS IN AN INCH.

3/16 MEANS 3 OF 16 EQUAL PARTS IN AN INCH.

4/16 MEANS 4 OF 16 EQUAL PARTS IN AN INCH.

5/16 MEANS 5 OF 16 EQUAL PARTS IN AN INCH.

6/16 MEANS 6 OF 16 EQUAL PARTS IN AN INCH.

7/16 MEANS 7 OF 16 EQUAL PARTS IN AN INCH.

8/16 MEANS 8 OF 16 EQUAL PARTS IN AN INCH.

9/16 MEANS 9 OF 16 EQUAL PARTS IN AN INCH.

10/16 MEANS 10 OF 16 EQUAL PARTS IN AN INCH.

11/16 MEANS 11 OF 16 EQUAL PARTS IN AN INCH.

12/16 MEANS 12 OF 16 EQUAL PARTS IN AN INCH.

13/16 MEANS 13 OF 16 EQUAL PARTS IN AN INCH.

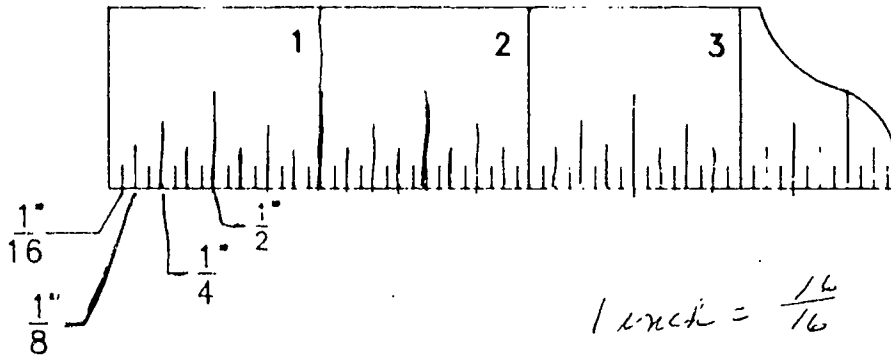
14/16 MEANS 14 OF 16 EQUAL PARTS IN AN INCH.

15/16 MEANS 15 OF 16 EQUAL PARTS IN AN INCH.



Boise Cascade

ILLUSTRATION:



$$1 \text{ inch} = \frac{16}{16}$$

$$1 \text{ inch} = \frac{8}{8}$$

$$1 \text{ inch} = \frac{4}{4}$$

$$1 \text{ inch} = \frac{2}{2}$$

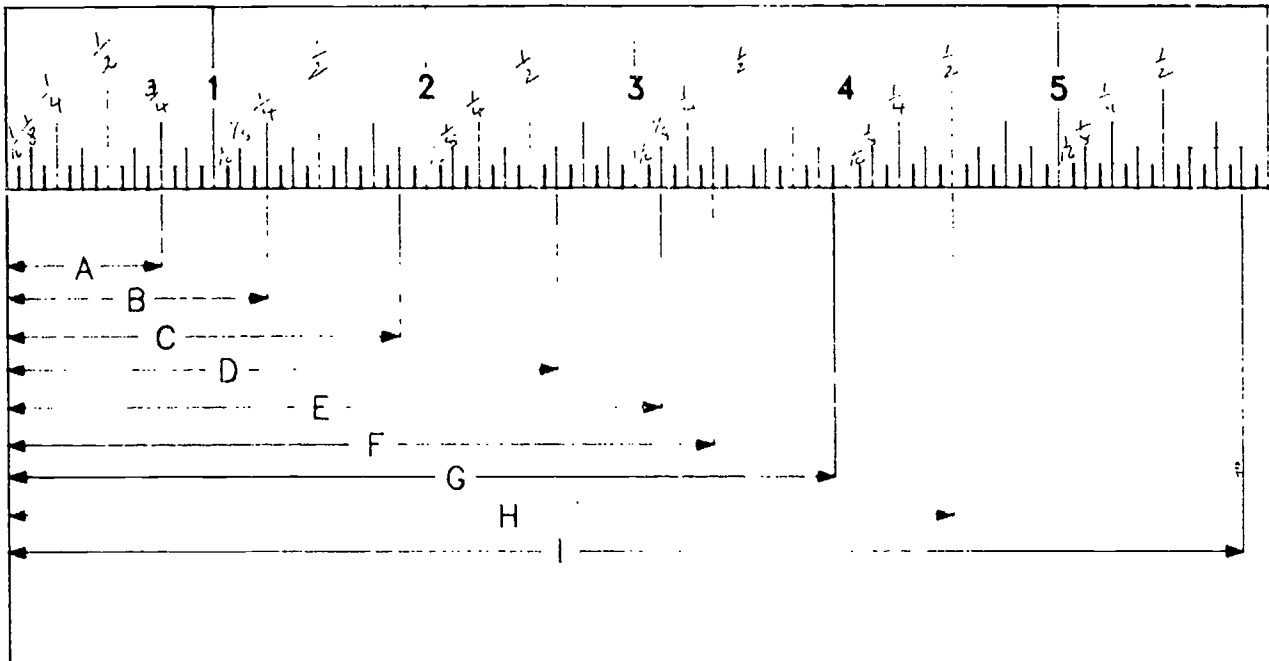
W-1



Boise Cascade

## PRACTICE PROBLEMS:

GIVE THE RULE READING FOR EACH OF THE LETTERED DIMENSIONS.



- A  $\frac{3}{4}$
- B  $1\frac{1}{4}$
- C  $1\frac{7}{8}$
- D  $2\frac{5}{8}$
- E  $3\frac{1}{8}$
- F  $3\frac{3}{8}$
- G  $3\frac{12}{16}$
- H  $4\frac{1}{2}$
- I  $5\frac{7}{8}$

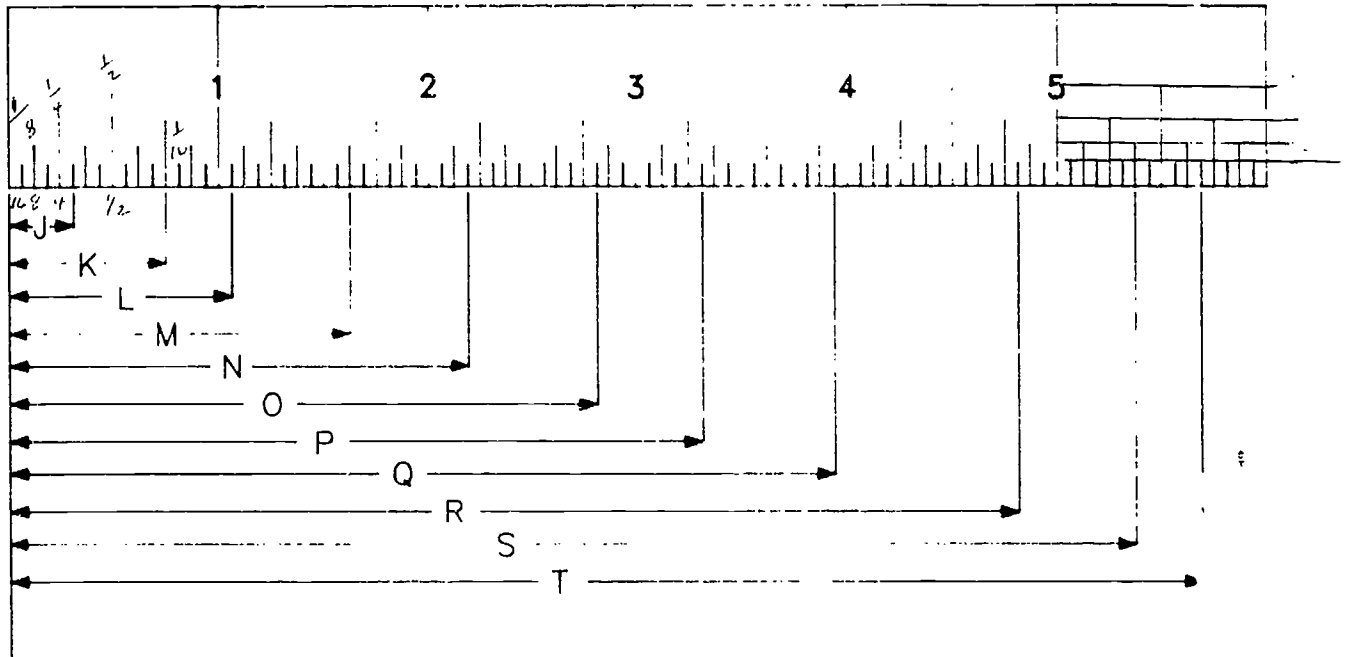




Boise Cascade

### PRACTICE PROBLEMS:

GIVE THE RULE READING FOR EACH OF THE LETTERED DIMENSIONS.



- J 5/16
- K 3/4
- L 1/16
- M 1 5/8
- N 2 3/16
- O 2 13/16
- P 3 5/16
- Q 3 15/16
- R 4 13/16
- S 5 3/8
- T 5 11/16

W-2

V.

## **V. REVIEW OF WOODYARD FORMS**

HERE ARE THE FORMS UTILIZED IN THE WOODYARD. YOU WILL NEED TO KNOW HOW TO PROPERLY FILL OUT THESE FORMS. YOU WILL ALSO NEED TO KNOW THEIR FUNCTION AND PURPOSE. SOME OF THEM ARE NEW FORMS. EACH FORM HAS A SUMMARY PAGE, FOLLOWED BY A BLANK COPY AND A COMPLETED COPY.

### **LISTING OF FORMS:**

**WOODYARD PRODUCTION SUMMARY**

**CRANE OPERATING REPORT**

**SLASHER OPERATING REPORT**

**CHIP PLANT OPERATING REPORT**

**BARK RECLAIM REPORT**

**EQUIPMENT CONDITION REPORT**

**WORK ORDER REQUEST FOR MAINTENANCE - REGULAR**

**WORK ORDER REQUEST FOR MAINTENANCE - SAFETY**

**UNPLANNED MAINTENANCE WORK TICKET**

**TAG-OUT TAG (RED)**

**HOLDING TAG (YELLOW)**

**SHIFT TRADE FORM**

**PERSONAL FLOATING HOLIDAY REQUEST/AUTHORIZATION**

**VACATION REQUEST FORM**

**VACATION PAY AUTHORIZATION**

**DOCUMENT: WORK ORDER REQUEST FOR MAINTENANCE -  
REGULAR**

**WORK ORDER REQUEST FOR MAINTENANCE -  
SAFETY**

**COMPLETED BY: Regular - Employee**

**Safety - Employee**

**MATH REQUIRED: MULTIPLICATION**

**OTHER RELATED DOCUMENTS: EQUIPMENT NUMBER BOOK**

**SPECIAL INSTRUCTIONS: TURN IN TO CREW LEADER, WHO  
WILL SEND IT TO THE SUPERVISOR AT THE END OF NIGHT  
SHIFT.**

# Woodyard Production Summary

Date	Shift	Scheduled Downtime	Unscheduled Downtime	Total Downtime	Species			Total Cords Cut	
					Pine long	Pine short	Total		Hardwood long
	1								
	2								
	3								
	Total								
<b>Summary Of Downtime</b>									
	Shift 1								
	Shift 2								
	Shift 3								

# Woodyard Production Summary

Date 9-10-93

Shift	Scheduled Downtime	Unscheduled Downtime	Total Downtime	Species				Total Cords Cut		
				Pine long	Pine short	Total	Hardwood long		Hardwood short	Total
1	1:15	2:00	3:15	108	40	148	117	12	129	277
2	-	2:50	2:50	63	27	90	72	-	72	162
3	-	2:15	2:15	241	127	388	-	-	-	388
Total	1:15	7:05	8:20	432	194	626	189	12	201	827

## Summary Of Downtime

1:15 Change Knives :25 Case Roller plugged :15 Drum discharge it won't let extra  
:10 Chipper plugged :40 Bark belt plugged :30 yard conveyor chain off sprocket

Shift 1

1:15 Chipper feed belt plugged :35 trash conveyor off sprocket :15 Bark belt plugged at Magnet  
:40 Chips screen plugged :15 Bark belt stopped :25 Reshipper plugged :35 Chip blow  
Line Heavy water won't change

Shift 2

:30 Drum Discharge Conveyor plugged :35 push chips Pel :45 Barko had filter broke  
:35 Chips screen stopped

Shift 3

M. Guy

D. Schmidt

K. Stuart

P. Mason

Maintenance

R. Grant

**DOCUMENT: CRANE OPERATING REPORT**

**COMPLETED BY: Crane Operator**

**MATH REQUIRED: ADDITION, MULTIPLICATION, TIME-  
CONVERSION**

**OTHER RELATED DOCUMENTS: NONE**

**SPECIAL INSTRUCTIONS: ACCURACY IS REQUIRED IN KEEPING  
THE AMOUNT  
OF TIME WOOD IS FED FROM STORAGE AND THE SPECIES OF  
WOOD FED.**

**TURN IN TO CREW LEADER BY 1:00 P.M. 9:00 P.M. AND 5:00 A.M.**

# Woodyard Crane Report

Date 9-9-93  
 Shift 6:30-2:30

Operator Bola  
 SUPERVISOR: Smith

Wood To Pile off trucks (3 cords/bundle)		Wood To yard Conveyor off trucks (3 cords/bundle)		Wood To yard Conveyor off pile (30 cords/hour)			
Pine	Hardwood	Pine	Hardwood	Pine		Hardwood	
				Start time	stop time	Start time	stop time
///		/// // //		10:00	1:30		
Cords of Pine	Cords of Hawsd	Cords of Pine	Cords of Hawsd	Cords of Pine		Cords of Hardwood	
9	-	36	-	105		-	



# Woodyard Crane Report

Date \_\_\_\_\_  
Shift \_\_\_\_\_

Operator \_\_\_\_\_  
SUPERVISOR: \_\_\_\_\_

Wood To Pile off trucks (3 cords/bundle)		Wood To yard Conveyor off trucks (3 cords/bundle)		Wood To yard Conveyor off pile (30 cords/hour)			
Pine	Hardwood	Pine	Hardwood	Pine		Hardwood	
				Start time	stop time	Start time	stop time
Cords of Pine	Cords of Hdwd	Cords of Pine	Cords of Hdwd	Cords of Pine		Cords of Hardwood	

**DOCUMENT: SLASHER OPERATING REPORT**

**COMPLETED BY: Slasher Operator**

**MATH REQUIRED:        ADDITION, MULTIPLICATION, TIME-  
CONVERSION,                SUBTRACTION.**

**OTHER RELATED DOCUMENTS:**

**SPECIAL INSTRUCTIONS: MAKE SURE THAT THE LOADS OF  
WOOD WHICH ARE CUT ARE PROPERLY LOGGED BY SPECIES.**

**TURN IN TO CREW LEADER BY 1:00 P.M.; 9:00 P.M. AND 5:00  
A.M.**

# Slasher Operating Report

Date 9-9-93  
Shift 6:30-2:30

Loads of Pine \_\_\_\_\_  
Loads of Hardwood \_\_\_\_\_

~~TH TH TH TH TH~~ 23 \_\_\_\_\_

Operator T. Rinn  
SUPERVISOR: Smith

Down		Start-up		Causes Of Lost Time	Down Time	
Hr.	Min.	Hr.	Min.		Hr.	Min.
7	00	3	15	Change knives	1	15
10	30	11	00	Out of Wood		30
11	15	11	45	Saws tripped out		30
1	10	1	30	Saw dust clogged plunger		20
2	00	2	20	yarder off		20

Total Down Time 2 55

Number of Cu. \_\_\_\_\_

Total Hours Operated 5 05

Long Pine Cut                      Loads x 9 = 207 cords

Long Hardwood Cut                      Loads x 9 = \_\_\_\_\_ cords

**BEST COPY AVAILABLE**



# Slasher Operating Report

Loads of Pine \_\_\_\_\_  
 Loads of Hardwood \_\_\_\_\_

Date \_\_\_\_\_  
 Shift \_\_\_\_\_  
 Operator \_\_\_\_\_  
 SUPERVISOR: \_\_\_\_\_

Down		Start-up		Causes Of Lost Time	Down time	
Hr.	Min.	Hr.	Min.		Hr.	Min.

Total Down Time	
-----------------	--

Number of Cuts \_\_\_\_\_

Total Hours Operated \_\_\_\_\_

Long Pine Cut \_\_\_\_\_ Loads x 9 = \_\_\_\_\_ cords

Long Hardwood Cut \_\_\_\_\_ Loads x 9 = \_\_\_\_\_ cords

**DOCUMENT: CHIP PLANT OPERATING REPORT**

**COMPLETED BY: Crew Leader**

**MATH REQUIRED: ADDITION, SUBTRACTION, TIME-CONVERSION**

**OTHER RELATED DOCUMENTS: CRANE REPORT,  
SLASHER REPORT,  
SUMMARY REPORT**

**SPECIAL INSTRUCTIONS:**

# Chip Plant Operating Report

Date 9-10-93

Shift 10:30-6:30

Operator Pugh  
SUPERVISOR: Pant

Pine  
Hardwood

Start Time	Stop Time
<u>10:30</u>	<u>6:30</u>

Down		Start-up		Causes Of Lost Time	Down Time	
Hr.	Min.	Hr.	Min.		Hr.	Min.
<u>10</u>	<u>45</u>	<u>11</u>	<u>05</u>	<u>Drum discharge belt plugged</u>		<u>20</u>
<u>12</u>	<u>05</u>	<u>12</u>	<u>40</u>	<u>Push chip pile</u>		<u>35</u>
<u>1</u>	<u>55</u>	<u>2</u>	<u>40</u>	<u>Banker Hyd. fitting broke</u>		<u>45</u>
<u>5</u>	<u>00</u>	<u>5</u>	<u>35</u>	<u>chip screen stopped</u>		<u>35</u>

Total Downtime 2 | 15

Scheduled Downtime \_\_\_\_\_  
 Unscheduled Downtime 2:15

Total Hours Operated 5:45

Long Pine Cut 261 cords  
 Short Pine Cut 127 cords  
 Total Pine Cut \_\_\_\_\_ cords

Long Hardwood Cut \_\_\_\_\_ cords  
 Short Hardwood Cut \_\_\_\_\_ cords  
 Total Hardwood Cut \_\_\_\_\_ cords

Total Cords Cut 388

# Chip Plant Operating Report

Pine  
Hardwood

Start Time	Stop Time

Date \_\_\_\_\_  
 Shift \_\_\_\_\_  
 Operator \_\_\_\_\_  
 SUPERVISOR: \_\_\_\_\_

Down		Start-up		Causes Of Lost Time	Down time	
Hr.	Min.	Hr.	Min.		Hr.	Min.

Total Downtime		
----------------	--	--

Scheduled Downtime \_\_\_\_\_  
 Unscheduled Downtime \_\_\_\_\_

Total Hours Operated \_\_\_\_\_

Long Pine Cut \_\_\_\_\_ cords  
 Short Pine Cut \_\_\_\_\_ cords  
 Total Pine Cut \_\_\_\_\_ cords

Long Hardwood Cut \_\_\_\_\_ cords  
 Short Hardwood Cut \_\_\_\_\_ cords  
 Total Hardwood Cut \_\_\_\_\_ cords

Total Cords Cut \_\_\_\_\_

**DOCUMENT: BARK RECLAIM REPORT**

**COMPLETED BY: Bark Operator**

**MATH REQUIRED: TIME CONVERSION**

**OTHER RELATED DOCUMENTS: EQUIPMENT NUMBER BOOK,  
EQUIPMENT CONDITION REPORT.**

**SPECIAL INSTRUCTIONS: TURN IN TO CREW LEADER BY 1:00  
P.M.;  
9:00 P.M.; AND 5:00 A.M.**



DATE: \_\_\_\_\_

OPERATOR: \_\_\_\_\_

SHIFT: \_\_\_\_\_

BARK RECLAIM SYSTEM

DOWNTIME REPORT

		<u>Down</u>	<u>Start</u>	<u>Lost Time</u>
LOADER	<input type="checkbox"/>	_____	_____	_____
DRAG CONVEYOR	<input type="checkbox"/>	_____	_____	_____
BARK BELT	<input type="checkbox"/>	_____	_____	_____
FLOP GATE	<input type="checkbox"/>	_____	_____	_____
HOG	<input type="checkbox"/>	_____	_____	_____
CHUTE	<input type="checkbox"/>	_____	_____	_____
1ST. INCLINE BELT	<input type="checkbox"/>	_____	_____	_____
DISC SCREEN #1	<input type="checkbox"/>	_____	_____	_____
DISC SCREEN #2	<input type="checkbox"/>	_____	_____	_____
SURGE BIN	<input type="checkbox"/>	_____	_____	_____

DATE: Sept 2, 1993  
 OPERATOR: P. Maxwell  
 SHIFT: 6:30 to 2:30

BARK RECLAIM SYSTEM

DOWNTIME REPORT

		<u>Down</u>	<u>Start</u>	<u>Lost Time</u>
LOADER	14-905			
DRAG CONVEYOR	OK			
BARK BELT	OK			
FLOP GATE	50/50			
HOG	OK			
CHUTE	50/50			
1ST. INCLINE BELT	OK			
DISC SCREEN #1	50/50			
DISC SCREEN #2	50/50			
SURGE BIN		76% at 6:30		45% at 2:00

**DOCUMENT: EQUIPMENT CONDITION REPORT**

**COMPLETED BY: All Operators on Each Shift**

**MATH REQUIRED: NONE**

**OTHER RELATED DOCUMENTS: NONE**

**SPECIAL INSTRUCTIONS: THIS REPORT MUST BE FILLED OUT ON EACH SHIFT BY THE RESPECTIVE EQUIPMENT OPERATOR.**

**USE SAME FORM ON ALL 3 SHIFTS TURN IN BY 5 A.M. TO CREW LEADER.**

# EQUIPMENT CONDITION REPORT

EQUIPMENT NAME Log Loader #2

EQUIPMENT NO. 12-908

DATE 9-10-93

CHECK	TIME	SHIFT		
		7 - 3 OPERATOR <u>A. Boy</u>	3 - 11 OPERATOR	11 - 7 OPERATOR
1. ENGINE OIL LEVEL	S	✓		
2. ENGINE WATER LEVEL	S	✓		
3. FUEL TANK LEVEL	S	✓		
4. DRAIN AIR TANKS	S	✓		
5. FIRE EXTINGUISHER	S	✓		
6. SHEAVES AND ROLLERS	S	✓		
7. TRANSMISSION OIL	S	✓		
8. HYDRAULIC OIL	S	✓		
9. BRAKES	S	✓		
10. TIRES	S	✓		
11. LIGHTS	S	✓		
12. HOUR METER READING	S	<u>12,068</u>		
13. SAFETY WARNING DEVICES	S	✓		
14. HYDRAULIC HOSES	S	✓		
15. WATER HOSES	S	✓		
16. HORN	S	✓		
17. TRACKS	S			
18. CABLES	S			
19. WINDSHIELD & WIPERS	S	✓		
20. DOORS & LATCHES	S	✓		
21. SAFETY BELTS	S	✓		
22. RESPIRATOR	S	✓		
23. STARTER	S	✓		
24. BATTERY	D	✓		
25. DIFFERENTIAL OIL	D			
26. CLUTCH ( CRANE )	D			

"S" - SHIFT  
"D" - DAILY

SUPERVISOR: B. Smith

REMARKS: Left Door Hinge need to be replaced

DRIVER SHOULD SIGN APPROPRIATE BLOCK AS CHECK IS MADE. W-CHEC1

EQUIPMENT NAME \_\_\_\_\_  
 EQUIPMENT NO. \_\_\_\_\_

DATE \_\_\_\_\_

ITEM	TIME	OPERATOR	SHIFT	
			3 - 11	11 -
		OPERATOR	OPERATOR	OPERATOR
1 ENGINE OIL LEVEL				
2 ENGINE WATER LEVEL				
3 FUEL TANK LEVEL				
4 TRAN AIR TANKS				
5 OPERATING SHEET				
6 SHEETS AND ROLLERS				
7 TRANSMISSION OIL				
8 WHEELS				
9 TIRE				
10 LIGHT				
11 AIR WATER READING				
12 SAFETY WARNING DEVICES				
13 AIR RING WHEEL				
14 WATER LINE				
15 TIRE				
16 TIRE				
17 TIRE				
18 WHEELS & WIPERS				
19 TIRE & PINES				
20 SAFETY BELTS				
21 OPERATOR				
22 TIRE				
23 BATTERY				
24 OPERATIONAL OIL				
25 SWITCH CRANE				
26				
27				
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SUPERVISOR

REMARKS \_\_\_\_\_

#1 PEO



**DOCUMENT: WORK ORDER REQUEST FOR MAINTENANCE -  
REGULAR**

**WORK ORDER REQUEST FOR MAINTENANCE -  
SAFETY**

**COMPLETED BY: Regular - Employee**

**Safety - Employee**

**MATH REQUIRED: MULTIPLICATION**

**OTHER RELATED DOCUMENTS: EQUIPMENT NUMBER BOOK**

**SPECIAL INSTRUCTIONS: TURN IN TO CREW LEADER, WHO  
WILL SEND IT TO THE SUPERVISOR AT THE END OF NIGHT  
SHIFT.**

WORK ORDER DATE \_\_\_\_\_

WORK ORDER NO. 259401

Equipment Number [ ] - [ ] [ ] [ ] - [ ] [ ] [ ] [ ] - [ ] [ ] [ ] [ ]

Originator's Signature \_\_\_\_\_

Equipment Name \_\_\_\_\_

TAG OUT LOCATION \_\_\_\_\_

PRIORITY INDEX \_\_\_\_\_

DESCRIPTION OF PROBLEM AND/OR WORK:

CONDITION	CRITICALITY
1 EMER <input type="checkbox"/>	1 SAFETY
2 URGENT <input type="checkbox"/>	1 MILL
3 ESSENT <input type="checkbox"/>	2 AREA
4 ROUTINE <input type="checkbox"/>	3 SECC
5 DEFER <input type="checkbox"/>	4 EQUIP
	5 FAC

AREA DOOR  MAINT SUPV  PLANR.  SHUTDOWN CODE \_\_\_\_\_ DATE \_\_\_\_\_

NONE  EQPT ONLY  AREA  FALL  SPRING  MILL

WORK ORDER TYPE SAFETY  EMER  BRKDOWN  PM PD ROUTE  ENG  TNG  CONT SERV  AFE PRIOR

SAFETY INSTRUCTIONS \_\_\_\_\_ SPECIAL SAFETY EQUIPMENT YES  NO  SPECIAL PERMITS YES  NO

STATUS \_\_\_\_\_

EST. COST: LABOR \$ \_\_\_\_\_ MATERIALS \$ \_\_\_\_\_ TOTAL \$ \_\_\_\_\_

SPECIAL ORD \$ \_\_\_\_\_ CONST SVS \$ \_\_\_\_\_

EST. MAINT. TIME \_\_\_\_\_ DATE \_\_\_\_\_ TIME \_\_\_\_\_ TOTAL ESTIMATED COSTS \$ \_\_\_\_\_

WORK SHEETS ATTACHED \_\_\_\_\_ MAT'L'S ORD REQ #'s \_\_\_\_\_

AUTHORIZATIONS MAINTENANCE \_\_\_\_\_ ENG: \_\_\_\_\_ DEPT \_\_\_\_\_

DATE \_\_\_\_\_ DATE \_\_\_\_\_ DATE \_\_\_\_\_

Description of Work to Be Performed: \_\_\_\_\_

DATE \_\_\_\_\_ SHIFT \_\_\_\_\_ WORK STARTED \_\_\_\_\_ SUPV \_\_\_\_\_

DATE \_\_\_\_\_ SHIFT \_\_\_\_\_ WORK COMPLETED \_\_\_\_\_ MECH \_\_\_\_\_

FAILURE MODES: 1 ADJ  2 CORR  3 NORM WEAR  4 LUBE  5 CONTM  6 DESGN  7 HUMAN ERROR  8 DEF PTS  9 ELEC  10 OTHER

COMMENTS OR SUGGESTIONS: \_\_\_\_\_

ACTUAL WORK PERFORMED: \_\_\_\_\_

VEYER LOCK OUT - TAG OUT - TRY OUT

IS COMPLETED:

MAINTENANCE \_\_\_\_\_ W/O COORD \_\_\_\_\_ ORIGINATOR: \_\_\_\_\_

DATE 57 \_\_\_\_\_ DATE \_\_\_\_\_

WORK ORDER DATE 10-10-93

WORK ORDER NO. 259401

Equipment Number 12-908-JDR-0002

Originator Signature A. Boy

Equipment Name Log Loader # 2 Cat Loader

TAG OUT LOCATION

PRIORITY INDEX 6

DESCRIPTION OF PROBLEM AND/OR WORK:

Replace busted Windshield (cracked)

CONDITION	CRITICALITY
1 EMER <input type="checkbox"/>	1 SAFETY
2 URGENT <input checked="" type="checkbox"/>	2 MILL
3 ESSENT <input type="checkbox"/>	3 AREA
4 ROUTINE <input type="checkbox"/>	3 BECC
5 DEFER <input type="checkbox"/>	4 REP
	5 FAC

AREA  DOOR  MAINT SUPV  PLANNR  SHUTDOWN CODE  DATE: NONE  EOPT ONLY  AREA  FALL  SPRING  MILL

WORK ORDER TYPE: SAFETY  EMER  BRKDOWN  PM PID ROUTE  ENG  TNG  CONT SERV  AFE PROJ

SAFETY INSTRUCTIONS: SPECIAL SAFETY EQUIPMENT YES  NO  SPECIAL PERMITS YES  NO

STATUS

EST COSTS SUMMARY

MATERIALS SPECIAL ORD # \_\_\_\_\_ CONST SVS \$ \_\_\_\_\_

EST MAINT TIME \_\_\_\_\_ DATE \_\_\_\_\_ TIME \_\_\_\_\_ TOTAL ESTIMATED \_\_\_\_\_

WORK SHEETS ATTACHED \_\_\_\_\_ MATLS ORD REQ #'s \_\_\_\_\_

AUTHORIZATIONS: MAINTENANCE \_\_\_\_\_ ENG: \_\_\_\_\_ DEPT: \_\_\_\_\_  
 DATE \_\_\_\_\_ DATE \_\_\_\_\_ DATE \_\_\_\_\_

Description of Work To Be Performed

DATE \_\_\_\_\_ SHIFT \_\_\_\_\_ WORK STARTED \_\_\_\_\_ SUPV \_\_\_\_\_

DATE \_\_\_\_\_ SHIFT \_\_\_\_\_ WORK COMPLETED \_\_\_\_\_ MECH \_\_\_\_\_

FAILURE CODES: 1  2  3  4  5  6  7  8  9  10   
 NORM WEAR  LUBE  CONTM  DESGN  HUMAN ERROR  DEF PTS  ELEC  OTHER

COMMENTS OR SUGGESTIONS:

ACTUAL WORK PERFORMED:

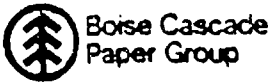
**VERIFY LOCK OUT - TAG OUT - TRY OUT**

8 COMPLETED:

MAINTENANCE \_\_\_\_\_ WWO COORD \_\_\_\_\_ ORIGINATOR \_\_\_\_\_

DATE 58 \_\_\_\_\_ DATE \_\_\_\_\_





JACKSON MILL

# Request for maintenance

WORK ORDER DATE \_\_\_\_\_

WORK ORDER NO. 254023

**O R I G I N A T O R**

Equipment Number:  -  -  -

Equipment Name: \_\_\_\_\_ TAG OUT LOCATION: \_\_\_\_\_

DESCRIPTION OF PROBLEM AND/OR WORK: \_\_\_\_\_

Priority Index: \_\_\_\_\_

CONDITION	CRTIC.
1. EMER <input type="checkbox"/>	1. SAFE <input type="checkbox"/>
2. URGENT <input type="checkbox"/>	1. MIL <input type="checkbox"/>
3. ESSENT <input type="checkbox"/>	3. AREA <input type="checkbox"/>
4. ROUTINE <input type="checkbox"/>	3. SECC <input type="checkbox"/>
5. DEFER <input type="checkbox"/>	4. PEPL <input type="checkbox"/>
	ECL <input type="checkbox"/>
	5. FAC <input type="checkbox"/>

**C O O R D I N A T O R**

AREA COOR: \_\_\_\_\_ MAINT. SUPV: \_\_\_\_\_ PLANR: \_\_\_\_\_ SHUTDOWN CODE: \_\_\_\_\_ DATE: \_\_\_\_\_

WORK ORDER TYPE: SAFETY  EMER  BRKDOWN  ROUTINE  PM/PD ROUTE  ENG  TNG  CONT SERV  AFE PROJ

SAFETY INSTRUCTIONS: \_\_\_\_\_

SPECIAL SAFETY EQUIPMENT: YES  NO

SPECIAL PERMITS: YES  NO

STATUS: \_\_\_\_\_

**P L A N N I N G**

EST COSTS SUMMARY

HOURS	MECH	E & I	LABCREPS	TOTAL \$
MATLS	STOREROOM \$	SPECIAL ORD \$	CONST SVS \$	TOTAL \$

EST MACHINE D/T: \_\_\_\_\_ DATE: \_\_\_\_\_ TIME: \_\_\_\_\_ TOTAL ESTIMATED COSTS: \$ \_\_\_\_\_

WORK SHEETS ATTACHED:  MATLS ORD REQ #s: \_\_\_\_\_

AUTHORIZATIONS: MAINTENANCE: \_\_\_\_\_ ENG: \_\_\_\_\_ DEPT: \_\_\_\_\_

DATE: \_\_\_\_\_ DATE: \_\_\_\_\_ DATE: \_\_\_\_\_

Description Of Work To Be Performed: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**M A I N T E N A N C E**

DATE: \_\_\_\_\_ SHIFT: \_\_\_\_\_ WORK STARTED: \_\_\_\_\_ SUPV: \_\_\_\_\_

DATE: \_\_\_\_\_ SHIFT: \_\_\_\_\_ WORK COMPLETED: \_\_\_\_\_ MECH: \_\_\_\_\_

FAILURE CODES: ADJ  CORR  NORM WEAR  LUBE  CONTM  DESGN  HUMAN ERROR  DEF PTS  ELEC  OTHER

COMMENTS OR SUGGESTIONS: \_\_\_\_\_

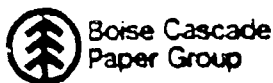
ACTUAL WORK PERFORMED: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





# JACKSON MILL

# Request for maintenance

WORK ORDER DATE \_\_\_\_\_

WORK ORDER NO. 254023

Equipment Number 13-005-LDR-0007 Originator's Signature Paul Rivers

Equipment Name Log Loader TAG OUT LOCATION \_\_\_\_\_ PRIORITY INDEX 4

DESCRIPTION OF PROBLEM AND/OR WORK:  
Replace Clamp Cylinders

CONDITION	CRITICAL
1. EMER <input type="checkbox"/>	1. SAFETY <input type="checkbox"/>
2. URGENT <input checked="" type="checkbox"/>	2. MILL <input type="checkbox"/>
3. ESSENT <input type="checkbox"/>	3. AREA <input type="checkbox"/>
4. ROUTINE <input type="checkbox"/>	3. SECD <input type="checkbox"/>
5. DEFER <input type="checkbox"/>	4. REPL. EQUIP <input type="checkbox"/>
	5. FAC <input type="checkbox"/>

COOR. COOR. MAINT. SUPV. PLANR. SHUTDOWN CODE DATE: NONE  EQPT ONLY  AREA  FALL  SPRING  W.

WORK ORDER TYPE SAFETY  EMER  BRKDOWN  ROUTINE  PM/PD ROUTE  ENG  TNG  CONT SERV  AFE PROJ

SAFETY INSTRUCTIONS \_\_\_\_\_ SPECIAL SAFETY EQUIPMENT YES  NO  SPECIAL PERMITS YES

STATUS \_\_\_\_\_

EST COSTS SUMMARY HOURS MECH \_\_\_\_\_ E & I \_\_\_\_\_ LABORERS \_\_\_\_\_ TOTAL \$ \_\_\_\_\_

MATLS STOREROOM \$ \_\_\_\_\_ SPECIAL ORD \$ \_\_\_\_\_ CONST SVS \$ \_\_\_\_\_ TOTAL \$ \_\_\_\_\_

EST MACHINE D/T \_\_\_\_\_ DATE: \_\_\_\_\_ TIME: \_\_\_\_\_ TOTAL ESTIMATED COSTS. \$ \_\_\_\_\_

WORK SHEETS ATTACHED - 15 3 MATLS ORD REQ #'s \_\_\_\_\_

AUTHORIZATIONS MAINTENANCE: \_\_\_\_\_ ENG: \_\_\_\_\_ DEPT: \_\_\_\_\_ DATE: \_\_\_\_\_ DATE: \_\_\_\_\_ DATE: \_\_\_\_\_

Description Of Work To Be Performed:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DATE: \_\_\_\_\_ SHIFT \_\_\_\_\_ WORK STARTED \_\_\_\_\_ SUPV \_\_\_\_\_

DATE: \_\_\_\_\_ SHIFT \_\_\_\_\_ WORK COMPLETED \_\_\_\_\_ MECH \_\_\_\_\_

FAILURE CODES: ADJ  CORR  NORM WEAR  LUBE  CONTM  DESGN  HUMAN ERROR  DEF PTS  ELEC  OTHER

COMMENTS OR SUGGESTIONS: \_\_\_\_\_

ACTUAL WORK PERFORMED: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**DOCUMENT: UNPLANNED MAINTENANCE WORK TICKET**

**COMPLETED BY: The Employee**

**MATH REQUIRED: MULTIPLICATION**

**OTHER RELATED DOCUMENTS: EQUIPMENT NUMBER BOOK**

**SPECIAL INSTRUCTIONS: GIVE COPY TO MILLWRIGHT TO DO  
WORK REQUESTS OR E&I PERSON.**

LOCK OUT - TAG OUT TRY OUT

UNPLANNED MAINTENANCE WORK TICKET

REQUEST

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_

No. T-29930

TAG LOCKOUT LOCATION

EQUIP  
NO

\_\_\_\_ - \_\_\_\_ - \_\_\_\_ - \_\_\_\_

EQUIPMENT  
DESCRIPTION

PRIORITY NO.

WORK  
REQUESTED

WORK  
PERFORMED

REQUESTED BY	EQUIPMENT DOWN?	<input type="checkbox"/> YES <input type="checkbox"/> NO	1) WORK DONE BY	TIME ON THE JOB
CUSTOMER APPROVAL	BACK ON LINE			1                      2
	TIME                      DATE		2) TEMP FIX	<input type="checkbox"/> YES <input type="checkbox"/> NO

3/89

LOCK OUT - TAG OUT TRY OUT

UNPLANNED MAINTENANCE WORK TICKET		REQUEST DATE: <u>12-25-94</u> TIME: <u>2:30 A.M.</u>	No. T-29930	
EQUIP NO	<u>18-603-DRM-0004</u>	EQUIPMENT DESCRIPTION	TAG LOCKOUT LOCATION	
		<u>Rebarking Drum.</u>		
WORK REQUESTED	<u>Replace or Repair Drive Chain.</u>			PRIORITY NO <u>2</u>
WORK PERFORMED				
REQUESTED BY	EQUIPMENT DOWN?	1) WORK DONE BY	TIME ON THE JOB	
<u>Vernon Ford</u>	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO		1.	2.
CUSTOMER APPROVAL	BACK ON LINE	2)	TEMP FIX	<input type="checkbox"/> YES <input type="checkbox"/> NO
	TIME      DATE			

3-88

**DOCUMENT: TAG-OUT TAG (RED)**

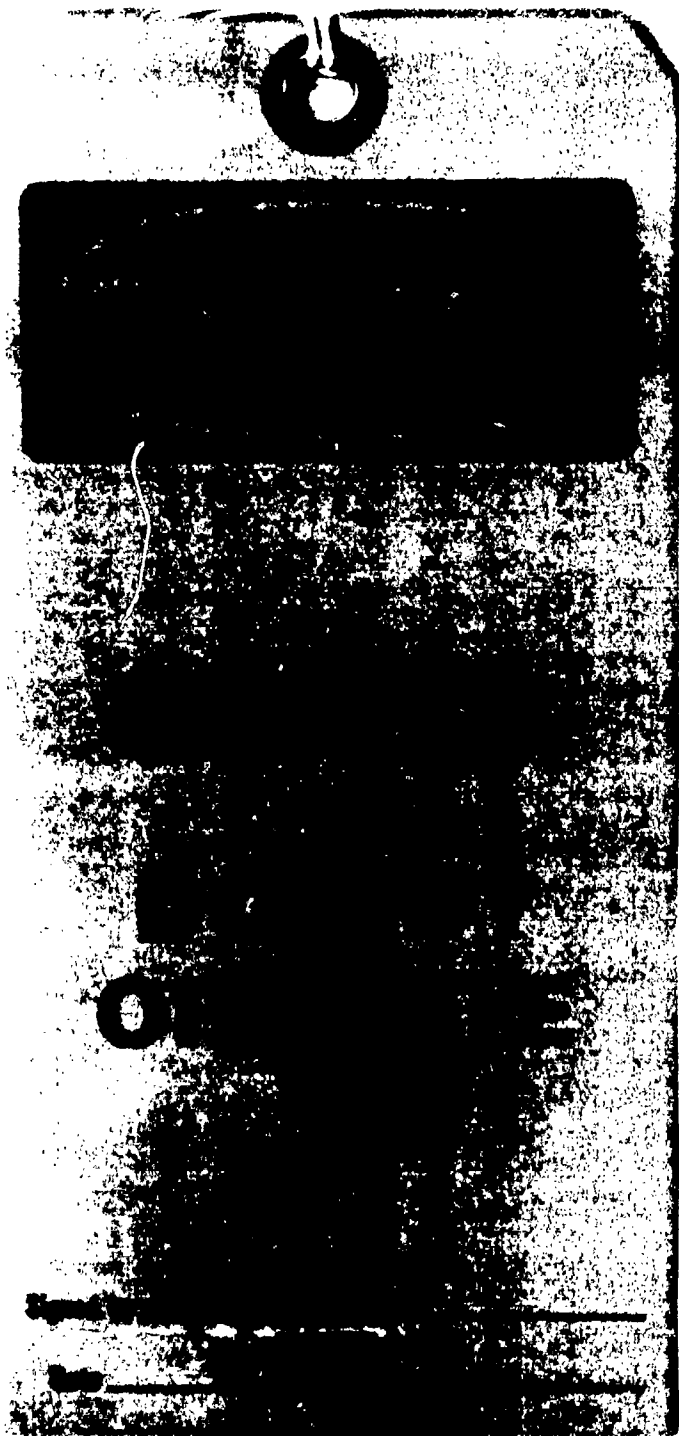
**COMPLETED BY: EMPLOYEE**

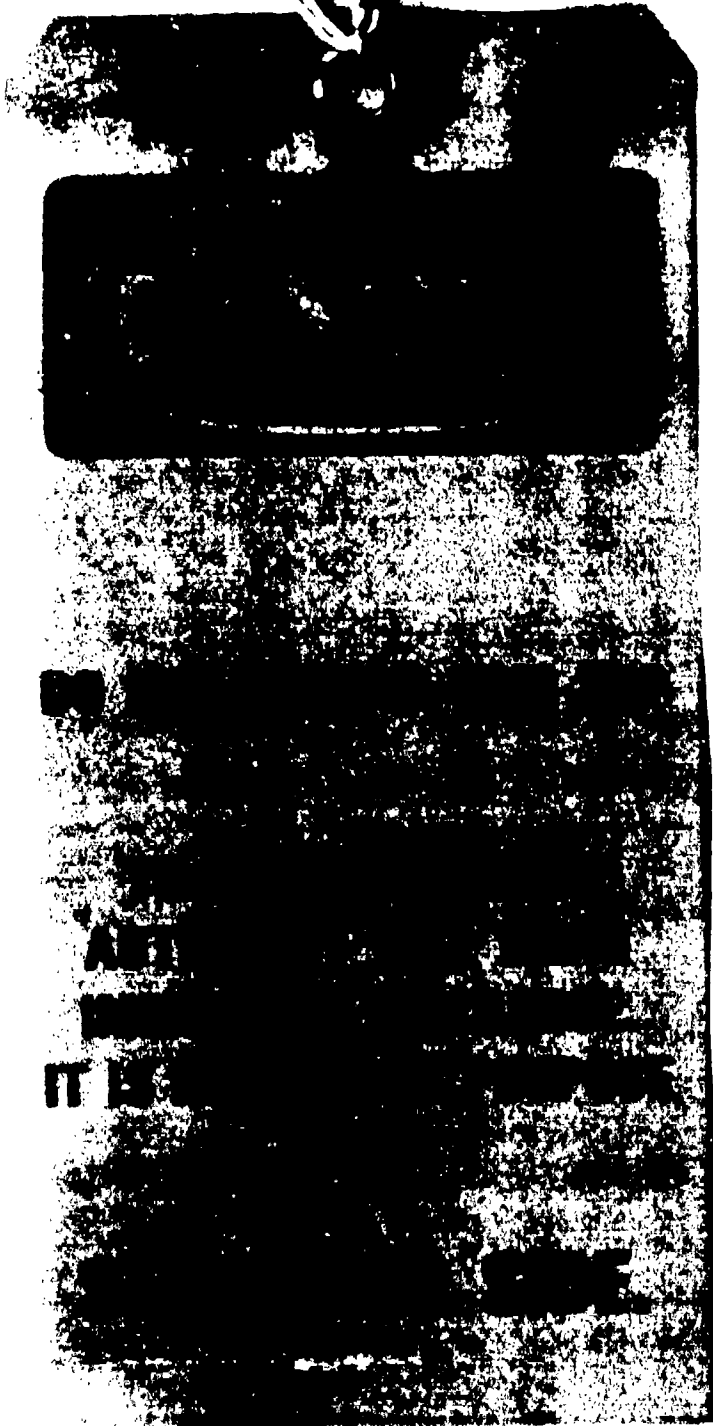
**MATH REQUIRED: NONE**

**OTHER RELATED DOCUMENTS: NONE**

**SPECIAL INSTRUCTIONS: NOTE: FOLLOW THE "LOCK-OUT, TAG OUT, AND TRY-OUT PROCEDURE".**

**DO NOT USE ON ROLLING STOCK. NOTIFY SUPERVISOR WHEN USING RED TAG.**







**DANGER**

**HANDS OFF**

**DO NOT  
OPERATE**

Signed by T. [Signature]  
Date 10-5-67

**DOCUMENT: HOLDING TAG (YELLOW)**

**COMPLETED BY: EMPLOYEE**

**MATH REQUIRED: NONE**

**OTHER RELATED DOCUMENTS: NONE**

**SPECIAL INSTRUCTIONS: FILL OUT INFORMATION AS REQUESTED ON TICKET SURFACE.**

**NOTIFY SUPERVISOR WHEN TAGGING SOMETHING OUT.**

WYATT SAFETY  
SUPPLY CO., INC.

# CAUTION

<input type="checkbox"/>	ELECTRICAL
<input type="checkbox"/>	MECHANICAL



**REASON TAGGED:**

- EQUIPMENT DEFECTIVE
- PARTS MISSING
- WORK INCOMPLETE
- OTHER:

SEE EXPLANATION ON REVERSE



TAGGED BY	RELEASED BY
DEPT	DEPT
DATE & TIME	DATE & TIME

# COMMENTS

WARRANT BATTERY  
SUPPLY CO., INC.

# CAUTION

<input type="checkbox"/>	ELECTRICAL
<input checked="" type="checkbox"/>	MECHANICAL

REASON TAGGED:

- EQUIPMENT DEFECTIVE
- PARTS MISSING
- WORK INCOMPLETE
- OTHER:

SEE EXPLANATION ON REVERSE

ISSUED BY <i>T. Hines</i>	RELEASED BY
DEPT. <i>Workyard</i>	DEPT.
DATE & TIME <i>10-10-93 2:20 PM</i>	DATE & TIME

## COMMENTS

*Left steering tire  
is not mounted  
correctly. Some of the  
lug nuts are missing*

*R. T. Haver*

**DOCUMENT: SHIFT TRADE FORM**

**COMPLETED BY: The Two Employees Involved**

**MATH REQUIRED: NONE**

**OTHER RELATED DOCUMENTS:**

**SPECIAL INSTRUCTIONS: MUST BE COMPLETED AND SIGNED BY BOTH EMPLOYEES AND BOTH SHIFT SUPERVISORS.**

SHIFT TRADE FORM

Date \_\_\_\_\_

I, \_\_\_\_\_ request to trade shifts with  
\_\_\_\_\_. I will work \_\_\_\_\_  
on \_\_\_\_\_ He will work \_\_\_\_\_  
on \_\_\_\_\_.

We agree that this trade will involve no overtime and that all hours traded  
will be within the same work week.

\_\_\_\_\_  
(Employee) (Clock No.)

\_\_\_\_\_  
(Employee) (Clock No.)

Approved: \_\_\_\_\_

Approved: \_\_\_\_\_

cc: Employee (2)  
Department Head  
Payroll Department



SHIFT TRADE FORM

Date 9-9-93

I, T. Block request to trade shifts with  
E. Back. I will work 2:30 PM - 10:30 PM  
on 9-16-93. He will work 6:30 AM - 2:30 PM  
on 9-10-93.

We agree that this trade will involve no overtime and that all hours traded will be within the same work week.

T. Block 135  
(Employee) (Clock No.)

E. Back 22  
(Employee) (Clock No.)

Approved: J. Smith

Approved: \_\_\_\_\_

cc: Employee (2)  
Department Head  
Payroll Department



HOURLY EMPLOYEE  
REQUEST/AUTHORIZATION  
PERSONAL FLOATING HOLIDAY  
PERIOD - CONTRACT YEAR

NAME Theresa Johnson DEPT. Human Resource CLOCK 1965

1. I request my first Personal Paid Floating Holiday on the following scheduled work day:

8-6-94  
DATE OF HOLIDAY

Theresa Johnson  
EMPLOYEE SIGNATURE

8-1-94  
DATE REQUESTED

Debra Jory  
SUPERVISOR APPROVAL

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

2. I request my second Personal Paid Floating Holiday on the following scheduled work day:

\_\_\_\_\_  
DATE OF HOLIDAY

\_\_\_\_\_  
EMPLOYEE SIGNATURE

\_\_\_\_\_  
DATE REQUESTED

\_\_\_\_\_  
SUPERVISOR APPROVAL

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

3. I request my third Personal Paid Floating Holiday on the following scheduled work day:

\_\_\_\_\_  
DATE OF HOLIDAY

\_\_\_\_\_  
EMPLOYEE SIGNATURE

\_\_\_\_\_  
DATE REQUESTED

\_\_\_\_\_  
SUPERVISOR APPROVAL

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

4. I request my Birthday as a Personal Paid Floating Holiday on the following scheduled work day:

\_\_\_\_\_  
DATE OF HOLIDAY

\_\_\_\_\_  
EMPLOYEE SIGNATURE

\_\_\_\_\_  
DATE REQUESTED

\_\_\_\_\_  
SUPERVISOR APPROVAL

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

Note: If employee elects to receive pay in lieu of time off for any of the above floaters, write "PII" in space for "Date of Holiday".

Distribution: This form must reach Security in payroll week taken.  
Original: Foreman  
cc: Accounting, Human Resources

**DOCUMENT: VACATION REQUEST FORM**

**COMPLETED BY: The Employee**

**MATH REQUIRED: NONE**

**OTHER RELATED DOCUMENTS: NONE**

**SPECIAL INSTRUCTIONS: FOLLOW THE INSTRUCTIONS ON FORM.**

HOURLY EMPLOYEE

VACATION REQUEST FORM

NOTE: This form is for scheduling vacations and must be completed between December 1 and 15. Employee is eligible for \_\_\_\_\_ week(s) in 19\_\_\_\_\_.

EMPLOYER'S NAME \_\_\_\_\_ DEPARTMENT \_\_\_\_\_ CLOCK# \_\_\_\_\_

Seniority First Week's Alternate to First
Preference Vacation Request Week's Vacation Request
Yes \_\_\_\_\_
No \_\_\_\_\_ to \_\_\_\_\_ to \_\_\_\_\_
Beginning Date Ending date Beginning Date Ending Date

Seniority Second Week's Alternate to Second
Week's Preference Vacation Request Vacation Request
Yes \_\_\_\_\_
No \_\_\_\_\_ to \_\_\_\_\_ to \_\_\_\_\_
Beginning Date Ending Date Beginning Date Ending Date

Seniority Third Week's Alternate to Third Week's
Preference Vacation Request Vacation Request
Yes \_\_\_\_\_
No \_\_\_\_\_ to \_\_\_\_\_ to \_\_\_\_\_
Beginning Date Ending Date Beginning Date Ending Date

Seniority Fourth Week's Alternate to Fourth Week's
Preference Vacation Request Vacation Request
Yes \_\_\_\_\_
No \_\_\_\_\_ to \_\_\_\_\_ to \_\_\_\_\_
Beginning Date Ending Date Beginning Date Ending Date

Seniority Fifth Week's Alternate to Fifth Week's
Preference Vacation Request Vacation Request
Yes \_\_\_\_\_
No \_\_\_\_\_ to \_\_\_\_\_ to \_\_\_\_\_
Beginning Date Ending Date Beginning Date Ending Date

Signature of Employee Making Request: \_\_\_\_\_

Request received by: \_\_\_\_\_

Date and Time: \_\_\_\_\_

Foreman's Approval \_\_\_\_\_

Date: \_\_\_\_\_

Department Head's Approval \_\_\_\_\_

Date: \_\_\_\_\_

HOURLY EMPLOYEE

VACATION REQUEST FORM

NOTE: This form is for scheduling vacations and must be completed between December 1 and 15. Employee is eligible for 5 week(s) in 19 97.

EMPLOYER'S NAME Joe Faith DEPARTMENT Woodyard CLOCK# 56

Seniority Preference First Week's Vacation Request 4-20-97 to 4-26-97 Beginning Date Ending date  
Alternate to First Week's Vacation Request 5-20-97 to 5-26-97 Beginning Date Ending Date  
Yes   
No

Seniority Preference Second Week's Vacation Request 6-6-97 to 6-13-97 Beginning Date Ending Date  
Alternate to Second Vacation Request \_\_\_\_\_ to \_\_\_\_\_ Beginning Date Ending Date  
Yes   
No

Seniority Preference Third Week's Vacation Request 12-1-97 to 12-7-97 Beginning Date Ending Date  
Alternate to Third Week's Vacation Request \_\_\_\_\_ to \_\_\_\_\_ Beginning Date Ending Date  
Yes   
No

Seniority Preference Fourth Week's Vacation Request 12-10-97 to 12-17-97 Beginning Date Ending Date  
Alternate to Fourth Week's Vacation Request \_\_\_\_\_ to \_\_\_\_\_ Beginning Date Ending Date  
Yes   
No

Seniority Preference Fifth Week's Vacation Request 12-10-97 to 12-26-97 Beginning Date Ending Date  
Alternate to Fifth Week's Vacation Request \_\_\_\_\_ to \_\_\_\_\_ Beginning Date Ending Date  
Yes   
No

Signature of Employee Making Request: Joe Faith

Request received by: \_\_\_\_\_

Date and Time: \_\_\_\_\_

Foreman's Approval \_\_\_\_\_

Date: \_\_\_\_\_

Department Head's Approval \_\_\_\_\_

Date: \_\_\_\_\_



**DOCUMENT: VACATION PAY AUTHORIZATION**

**COMPLETED BY: The Employee**

**MATH REQUIRED: NONE**

**OTHER RELATED DOCUMENTS: NONE**

**SPECIAL INSTRUCTIONS: MUST BE FILLED OUT AND TURNED  
IN BEFORE THE MONDAY OF THE WEEK THE VACATION  
STARTS.**

HOURLY

VACATION PAY AUTHORIZATION

EMPLOYEE \_\_\_\_\_ CLOCK # \_\_\_\_\_ DEPT. \_\_\_\_\_  
is entitled to \_\_\_\_\_ week(s) of vacation in calendar year 19\_\_\_\_.

THIS IS AUTHORIZATION FOR  TIME OFF /  PAY-IN-LIEU FOR \* \_\_\_\_\_ WEEK(S):

(1st Week) \_\_\_\_\_, 198 through \_\_\_\_\_, 198

(2nd Week) \_\_\_\_\_, 198 through \_\_\_\_\_, 198

(3rd Week) \_\_\_\_\_, 198 through \_\_\_\_\_, 198

(4th Week) \_\_\_\_\_, 198 through \_\_\_\_\_, 198

(5th Week) \_\_\_\_\_, 198 through \_\_\_\_\_, 198

\_\_\_\_\_  
DATE

\_\_\_\_\_  
EMPLOYEE'S SIGNATURE

\_\_\_\_\_  
SUPERVISOR'S SIGNATURE

NOTE: Please check appropriate block for type of pay. If employee is requesting pay for a week off and a pay-in-lieu, check both blocks and note in the blank (\*) space how many checks this request is for. No dates are needed if pay-in-lieu only is requested.

ROUTING:

- Accounting (Original)
- Supervisor (Copy)
- Personnel (Copy)

NOTE: IF CANCELING PREVIOUSLY SCHEDULED WEEK, PLEASE PUT DATE OF CANCELED WEEK HERE:  
\_\_\_\_\_

FOR ACCOUNTING USE ONLY

Form #110.019  
Revised: 9/83



HOURLY

VACATION PAY AUTHORIZATION

EMPLOYEE E. Hare CLOCK # 25 DEPT. Worcester  
is entitled to 5 week(s) of vacation in calendar year 1993.

THIS IS AUTHORIZATION FOR  TIME OFF /  PAY-IN-LIEU FOR \* 2 WEEK(S):

(1st Week) \_\_\_\_\_, 198\_\_ through \_\_\_\_\_, 198\_\_  
(2nd Week) 10-15, 1993 through 11-15, 1993  
(3rd Week) \_\_\_\_\_, 198\_\_ through \_\_\_\_\_, 198\_\_  
(4th Week) \_\_\_\_\_, 198\_\_ through \_\_\_\_\_, 198\_\_  
(5th Week) \_\_\_\_\_, 198\_\_ through \_\_\_\_\_, 198\_\_

9-10-93  
DATE

E. Hare  
EMPLOYEE'S SIGNATURE

T. Smith  
SUPERVISOR'S SIGNATURE

NOTE: Please check appropriate block for type of pay. If employee is requesting pay for a week off and a pay-in-lieu, check both blocks and note in the blank (\*) space how many checks this request is for. No dates are needed if pay-in-lieu only is requested.

ROUTING:

- Accounting (Original)
- Supervisor (Copy)
- Personnel (Copy)

NOTE: IF CANCELING PREVIOUSLY SCHEDULED WEEK, PLEASE PUT DATE OF CANCELED WEEK HERE:  
\_\_\_\_\_

FOR ACCOUNTING USE ONLY

Form #110.019  
Revised: 9/83

*VI.*

## VI. REVIEW OF COMPREHENSION SKILLS

THE WOODYARD EMPLOYEES, AS A WHOLE, HAVE GOOD READING ABILITIES. SOME OF YOU HAD TROUBLE MAKING A DECISION, OR REMEMBERING WHAT YOU HAD READ. STARTING BELOW ARE GENERAL EXAMPLES OF THE TYPES OF READING COMPREHENSION QUESTIONS WHICH WILL APPEAR ON THE COMPUTER.

### QUESTION 1:

The live deck chains work in two sets of three. This means that the sets can work independently of each other to straighten the longwood logs as they approach the infeed conveyor. There are four log stops at the top of the live deck that are also used to straighten the logs. The knuckleboom loader is also used to straighten logs on the live deck.

**Example:** A log is on top of a load of logs that the chains are not touching, the log is too high for the log stops to reach. The knuckleboom loader is used to straighten the log before it drops into the infeed conveyor.

**Question:** What is used to straighten logs on the live deck?

- A. live deck chains
- B. log stops
- C. knuckleboom loader
- D. all of the above
- E. A and C only

THE CORRECT ANSWER IS \_\_\_\_\_.

WHY WERE THE OTHERS NOT CORRECT?

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_

**QUESTION 2:**

The major pieces of equipment in the bark system are interlocked with each other. This means that the controls of two or more pieces of equipment are linked together so that they will start only in a certain order-sequence. And they will stop only in a certain ordered sequence. This linking protects the equipment by preventing the flow of bark to equipment that is shut down.

**Example:** When the bark drag chain is stopped, the four inch screen, the bark reclaim conveyor, the spike roller, and the bark stokers also would be stopped.

**Question:** What is the purpose of interlocks in the bark system?

- A. to protect equipment by preventing the flow of bark to shutdown equipment
- B. to save time
- C. to prevent equipment from being overloaded
- D. B and C only
- E. none of the above

**THE CORRECT ANSWER IS \_\_\_\_\_.**

**WHY WERE THE OTHERS NOT CORRECT?**

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_

**QUESTION 3:**

As a log loader operator, you must perform certain pre-start checks. It is important that log loader be in sound mechanical condition, before operating it. If you operate the loader with a mechanical problem, it could result in costly repairs and downtime.

**Example:** Check the hydraulic hoses for leaks, worn hoses, or damaged lines. Look around and under the loader for fluid leaks and for any damaged or worn parts that may cause future downtime. Look for anything out of the ordinary that may cause problems.

**Questions:** What could be the results if you operate a loader with a mechanical problem?

- A. it would overheat
- B. the motor would quit running
- C. it could result in costly repairs and downtime
- D. c and b only
- E. none of the above

THE CORRECT ANSWER IS \_\_\_\_\_.

WHY WERE THE OTHERS NOT CORRECT?

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_

**QUESTION 4:**

When checking a cable on the crane, look for signs of corrosion, wear, kinking, crushing, or frays that could cause the cable to break. This is an important safety precaution procedure. The cable should be replaced anytime there are six or more broken wires in a strand, or if the cable gets kinked or crushed.

Questions:           What could cause a cable on the crane to break?

- A.    The cable got crushed.
- B.    The cable is kinked.
- C.    There are eight broken wires in a strand.
- D.    all of the above

THE CORRECT ANSWER IS \_\_\_\_\_.

WHY WERE THE OTHERS NOT CORRECT?

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

**QUESTION 5:**

The chip dozer operator will be informed at the start of the shift, by the previous operator, what species of chips are being fed to the reclaimer. The chip dozer operator will continue to feed that species unless notified by the digester operator to make a change in species being fed to the reclaimer.

**Questions:** How does the chip dozer operator know what species of chips to feed to the reclaimer?

- A. The digester operator will notify the chip dozer operator at the beginning of the shift.
- B. The chip dozer operator checks the chip piles.
- C. The chip dozer operator asks the shift foreman.
- D. The previous shift chip dozer operator will inform the incoming chip dozer operator.

**THE CORRECT ANSWER IS \_\_\_\_\_.**

**WHY WERE THE OTHERS NOT CORRECT?**

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

**QUESTION 6:**

As a sling-person, it is your responsibility to position the slings around a bundle of shortwood. When placing the slings around a bundle of shortwood, make sure the sling is not hooked on any part of the truck or trailer. After placing the sling around a bundle of shortwood, you signal to the crane operator to tighten the cable. When the crane operator starts to tighten the cable, use the pinch hold to hold the sling in position around the bundle.

**Questions:** How does the crane operator know when to tighten the cable to lift a bundle of shortwood?

- A. when the slings are in place around a bundle
- B. when the sling person moves away from the truck trailer
- C. when the sling person signals
- D. when the truck driver signals

**THE CORRECT ANSWER IS \_\_\_\_.**

**WHY WERE THE OTHERS NOT CORRECT?**

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_



**QUESTION 7:**

When the species of wood being chipped is changed, the previous species is sent to storage. The new species of wood is then loaded onto the live deck. The woodyard is chipping hardwood. A truck carrying long pine arrives at the longwood unloading area. The crew leader calls the log loader operator by radio and instructs the operator to change the species of wood to be chipped.

**Questions:**            What is the correct procedure for the log loader operator to follow?

- A.    unload the long pine to the live deck
- B.    unload the long pine to storage
- C.    reclaim hardwood from storage
- D.    none of the above

**THE CORRECT ANSWER IS \_\_\_\_.**

**WHY WERE THE OTHERS NOT CORRECT?**

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

***TODAY'S WORKPLACE***  
***AN EMPLOYEE HANDBOOK***

## **FOREWORD**

*This handbook is a product resulting from the activities of Alabama Southern Community College's two federally funded workplace literacy programs. Its purpose is to support the regional economic development activities of Southwest Alabama through enhancing the employability of its citizens.*

*The handbook is designed for continued non-profit use as a supplement to existing programs. Its dissemination locally includes, but is not limited to, the following:*

*Alabama Southern Community College Placement Centers  
Alabama Southern Community College Adult "Success" Centers  
Southwest Alabama Adult Education System  
Choctaw, Clarke and Washington Counties*

*The information set forth in the handbook was generated through a collaborative effort among all project staff. It is based upon research, application and prior usage of materials. When possible, primary sources are cited. Any omission of a direct reference is unintentional.*

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## ***INTRODUCTION***

### ***TOOLS AND CONCEPTS:***

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# *INTRODUCTION*

## INTRODUCTION

*Whether you are entering the workforce for the first time, reentering the workforce for personal or economic reasons, or currently employed in the workforce, one fact is inescapable. Today's workplace bears little resemblance to those in which your grandparents and parents earned their livings.*

*In the past, a limited knowledge of the "Three Rs" (reading, {w}riting and {a}rithmetic) was sufficient to gain entrance to the workplace. On occasion, some technical knowledge of the industry was required. All decisions were made at the top, including problem solving. Employees were to follow orders, keep their mouths shut, put in their eight hours and go home. The industries, for which employees worked, had sustainable market shares and the employees had job security.*

*Global competition for all industries has changed the way employees must work. Industries are required to deliver quality products and services at a low price. Additionally, companies must provide higher levels of customer service to remain in the market.*

*How does this affect you as an employee or potential employee? It has been recognized by the management of organizations that those who work directly with a process (the steps taken to achieve an outcome) are best equipped to amend or improve it. While accountability is increasing for everyone, decision making and problem solving are pushed down to lower levels in the workplace. Employees are required to interact with others to achieve goals. Employees must be involved, informed, and flexible.*

*Technical skills alone do not create the employee described above. An employee must have the "right skills" and the "right attitude". The topics in this handbook attempt to introduce you to skills which can help you achieve the right mix for new or continued employment.*

***CONTINUOUS IMPROVEMENT***  
***SECTION 1***

*TO MEET THE*

*CHALLENGES OF TODAY'S*

*COMPETITIVE ENVIRONMENT,*

*COMPANIES EMPLOY*

*MANAGEMENT TECHNIQUES*

*BASED UPON*

*TOTAL QUALITY MANAGEMENT,*

*CONTINUOUS IMPROVEMENT,*

*CUSTOMER SATISFACTION,*

*OR SOME VARIATION THEREOF.*



*MANY COMPANIES NOW*

*BASE MANAGEMENT STYLES*

*UPON THE*

*14 PRINCIPLES OF*

*THE LATE*

*DR W. EDWARDS DEMING.*

## **DEMING'S 14 PRINCIPLES OF MANAGEMENT**

1. *Constancy of Purpose*
2. *New Economic Age*
3. *Cease Reliance on Reactive Behavior*
4. *Minimize Total Costs and Supplies*
5. *Improve Constantly and Forever*
6. *Institute Training on the Job*
7. *Adopt and Institute Leadership*
8. *Create Trust - Remove Fear*
9. *Break Down all Barriers*
10. *Eliminate Slogans and Targets*
11. *Eliminate Numerical Quotas*
12. *Institute Pride of Workmanship*
13. *Implement Self - Improvement for All*
14. *Accomplish the Transformation*

***TRENDS DRIVING USE OF  
QUALITY TECHNIQUES AND  
IMPROVEMENT:***

***COMPETITION***

***LIABILITY***

***REGULATION/REFORM***

***COST CONTAINMENT***

***JOB ENLARGEMENT***

***ACCOUNTABILITY***

## ***WHY IMPLEMENT THESE TECHNIQUES?***

### ***THE COST:***

***THE COST OF QUALITY IS  
THE EXPENSE OF  
DOING THINGS WRONG.***

### ***THE BOTTOM-LINE:***

***IN BOTH SERVICE FIRMS AND MANUFACTURING COMPANIES,  
THE COST OF QUALITY CAN***

***INCREASE OPERATING COSTS BY AN  
AVERAGE OF 30%***

***THE ULTIMATE GOALS  
IN  
TODAY'S WORKPLACE ARE:***

***= "0" ERRORS/REWORK***

***= "100%" CUSTOMER  
SATISFACTION***

***= CONTINUOUS IMPROVEMENT***

**TODAY INDUSTRIES USE A SYSTEMATIC APPROACH OF CONTINUOUSLY IMPROVING THE PROCESSES THAT GENERATE AND DELIVER PRODUCTS AND SERVICES TO CUSTOMERS, BOTH INTERNALLY AND EXTERNALLY.**

***THIS APPROACH DETERMINES:***

***MARKET SHARE***

***PROFITABILITY***

***RETURN ON INVESTMENT***

***FIRM SURVIVAL***

***IN THE NEW WORKPLACE,***

***AN INDIVIDUAL GAINS  
THE OPPORTUNITY TO:***

***SHARE LEADERSHIP***

***THINK CREATIVELY***

***GAIN RECOGNITION***

***PROBLEM-SOLVE***

***EXPAND WORK KNOWLEDGE***

***AN ORGANIZATION GAINS  
THE ABILITY TO:***

***REDUCE ERRORS***

***REDUCE COST OF "POOR"  
QUALITY AND REWORK***

***IMPROVE CUSTOMER SERVICE***

***EXPAND MARKET SHARE***

***SIMPLIFY WORK PROCESSES***

***SET REASONABLE OBJECTIVES***

***POINTS TO REMEMBER REGARDING  
CUSTOMER SATISFACTION, TOTAL  
QUALITY MANAGEMENT AND  
CONTINUOUS IMPROVEMENT***

***POINT ONE:***

***EMPLOYEES SHOULD TREAT EACH  
OTHER AS INTERNAL CUSTOMERS.***

***POINT TWO:***

***SERVICE, NOT PRODUCT, CAUSES  
PERMANENT CUSTOMER LOSS.***

***POINT THREE:***

***POOR INTERNAL QUALITY AND  
LOSS OF EXTERNAL CUSTOMERS  
ARE STRONGLY CORRELATED.***



***DISTINGUISHING BETWEEN THE  
TWO TYPES OF CUSTOMERS  
SERVED BY EMPLOYEES***

***EXTERNAL CUSTOMERS:***

***RECIPIENTS OF A VALUE, GOOD OR SERVICE WHO  
OPERATE OUTSIDE THE ORGANIZATIONAL  
STRUCTURE.***

***YOUR EXAMPLE: \_\_\_\_\_***

***INTERNAL CUSTOMERS:***

***RECIPIENTS OF A VALUE, GOOD OR SERVICE WHO  
OPERATE WITHIN THE ORGANIZATIONAL STRUCTURE.***

***YOUR EXAMPLE: \_\_\_\_\_***

***TO MAKE IMPROVEMENTS,***

***QUALITY MUST BE***

***DEFINED AND MEASURED.***

***EACH PROCESS***

***BY WHICH A CUSTOMER***

***IS SERVED***

***CAN BE DEFINED.***

*IN THE NEW WORKPLACE,*

*EMPHASIS IS*

*PLACED UPON*

*THE PROCESS.*

*A*

*PROCESS IS*

*A SERIES OF STEPS.*

***FLOW-CHARTS  
CAN BE USED  
TO DEFINE A PROCESS.***

***A FLOW-CHART IS  
COMPOSED OF THE  
FOLLOWING SYMBOLS:***

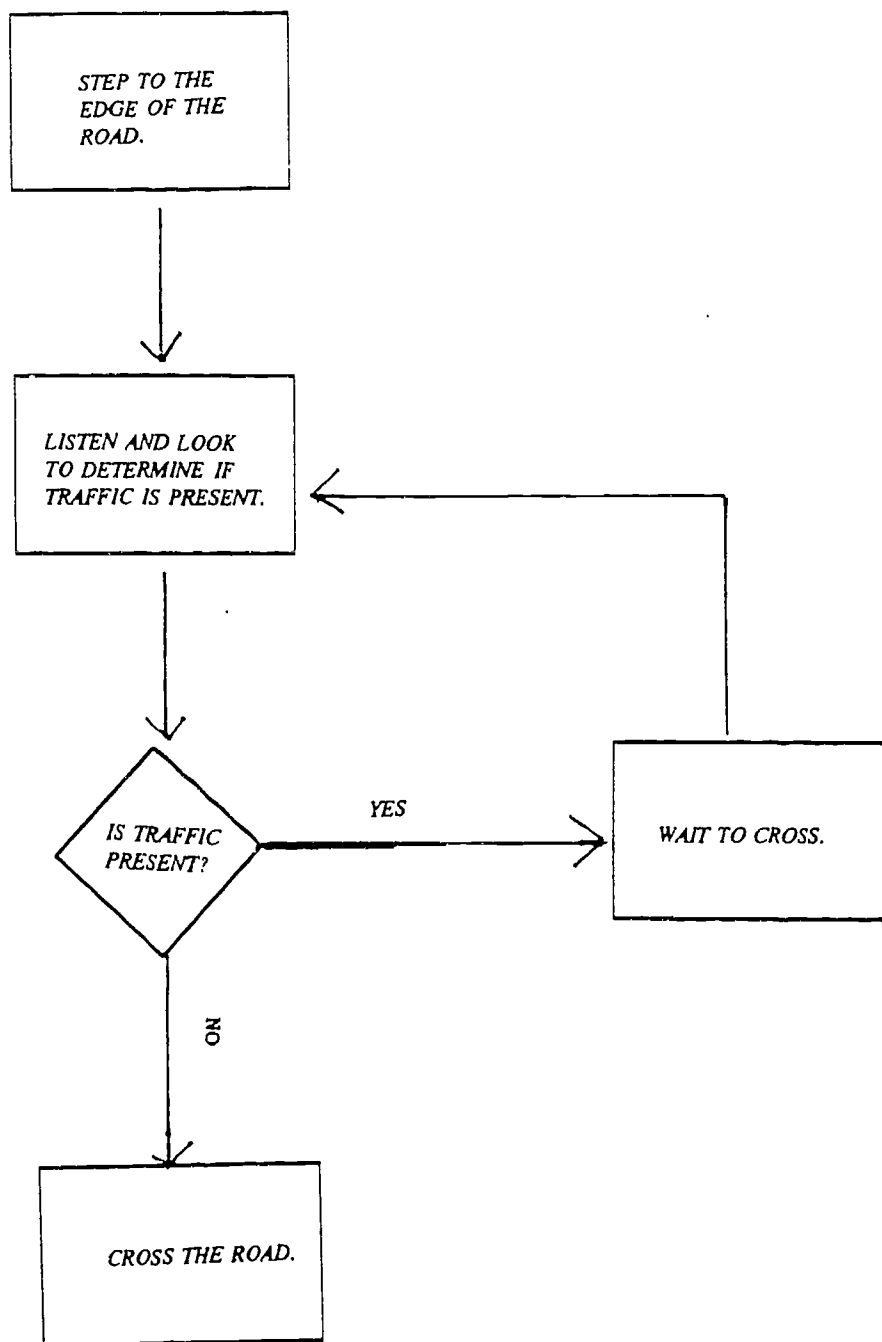
 - ***DECISION***

 - ***STEP***

 - ***INPUTS/OUTPUTS***

## EXAMPLE OF A FLOW-CHART

### **PROCESS TO CROSS THE ROAD**



***IF YOU ASKED TEN  
INDIVIDUALS TO FLOW-CHART  
CROSSING THE ROAD,  
YOU WOULD PROBABLY GET TEN SLIGHTLY  
DIFFERENT FLOW-CHARTS.***

***IN COMPANIES,  
THESE SLIGHT DIFFERENCES  
CAUSE ERRORS, REWORK, CONFLICT  
AND CUSTOMER DISSATISFACTION.***

*TO MEASURE THE*

*QUALITY OF A*

*SERVICE OR PRODUCT*

*GENERATED BY*

*A PROCESS,*

*OBTAIN DATA*

*FROM THE CUSTOMER,*

*EITHER EXTERNALLY*

*OR INTERNALLY.*

**A**

***SURVEY***

***CAN BE USED***

***TO***

***GATHER DATA.***



*AN*

*EXAMPLE OF A SURVEY:*

*WHICH COULD BE USED*

*TO DETERMINE HOW*

*AN INTERNAL CUSTOMER*

*DEFINES QUALITY*

*FOLLOWS*

**CUSTOMER SURVEY  
(INTERNAL)**

- 1. AS A CUSTOMER, WHAT ARE YOUR EXPECTATIONS OF MY DEPARTMENT?**
  
- 2. HOW DO YOU MEASURE MY DEPARTMENT'S ABILITY TO MEET THESE EXPECTATIONS?**
  
- 3. HOW WELL ARE WE CURRENTLY MEETING YOUR EXPECTATIONS (WHAT ARE WE DOING RIGHT)?**
  
- 4. HOW CAN WE IMPROVE OUR SERVICE/PRODUCT?**

**CUSTOMER** \_\_\_\_\_

**NAME** \_\_\_\_\_ **DEPARTMENT** \_\_\_\_\_

***IMPROVEMENTS OR CHANGES***

***TO A PROCESS***

***SHOULD ALWAYS BE DRIVEN***

***BY CUSTOMER NEEDS.***

***THE STEPS IN***

***THE PROCESS SHOULD***

***REFLECT THE INPUT OF***

***ALL INVOLVED EMPLOYEES***

***AS TO THE RIGHT WAY***

***TO ACHIEVE THE DESIRED OUTCOME***

***(IMPROVEMENT OR CHANGE).***

***TEAM BUILDING***  
***SECTION 2:***

*TEAMS*

*CAN BE*

*FORMALLY ORGANIZED*

*OR*

*JUST EXIST*

*AS*

*NATURAL WORK UNITS*

**A SELF CHECK**  
**YOUR ATTITUDE TOWARD DEPARTMENTAL TEAMS**  
**RESPONSES: YES (Y), SOMETIMES (S), NO (N)**

1. **WHEN FORMING A NEW TEAM, WOULD YOU PREFER TO BE GROUPED WITH ONLY THOSE PEOPLE WHOSE APPROACHES ARE SIMILAR TO YOURS?**
2. **WHEN THINGS ARE NOT GOING YOUR WAY, DO YOU SIT QUIETLY OR SULK?**
3. **ARE YOU IMPATIENT WITH OTHER TEAM MEMBERS WHO WANT TO DISCUSS PROCESS ISSUES?**
4. **DO YOU TRY TO AVOID OR SMOOTH OVER DIFFERENCES AMONG TEAM MEMBERS?**
5. **DO YOU REFUSE TO GO ALONG WITH SOME TEAM DECISIONS BECAUSE YOU ARE SURE GOING ALONG IS NOT THE RIGHT THING TO DO?**
6. **AS A TEAM LEADER, DO YOU SET GOALS WITHOUT THE INVOLVEMENT OF TEAM MEMBERS?**
7. **WHEN THINGS GO WRONG ON THE TEAM, DO YOU QUICKLY BLAME THE LEADER?**
8. **DO YOU BAD-MOUTH THE TEAM TO OTHER PEOPLE IN THE ORGANIZATION?**
9. **DO YOU MISS DEADLINES FOR COMPLETION OF TEAM ASSIGNMENTS OR SUBMIT INCOMPLETE WORK?**
10. **DO YOU PUSH FOR INDIVIDUAL RECOGNITION OF TEAM MEMBERS RATHER THAN TEAM ACKNOWLEDGEMENT AND AWARDS?**

***SUMMARY OF THE SELF-CHECK:***

***IF YOU ANSWERED "NO" TO ALL TEN QUESTIONS, YOU WILL CONTRIBUTE GREATLY TO THE SUCCESS OF YOUR TEAM.***

***IF YOU ANSWERED "YES" OR "SOMETIMES" TO AT LEAST FIVE QUESTIONS, YOU NEED TO BUILD YOUR TEAM SKILLS SOMEWHAT.***

***IF YOU ANSWERED "YES" TO ALL TEN QUESTIONS, YOU NEED TO RETHINK YOUR ENTIRE APPROACH TO TEAM WORK.***

## **WHEN TO DO TEAM BUILDING**

**TYPICAL SYMPTOMS THAT SIGNAL THE NEED FOR TEAM BUILDING INCLUDE THE FOLLOWING:**

- **LOSS OF PRODUCTION OR OUTPUT.**
- **INCREASED NUMBER OF COMPLAINTS.**
- **CONFLICTS OR HOSTILITY.**
- **CONFUSION ABOUT ASSIGNMENTS.**
- **UNCLEAR RULES**
- **DECISIONS THAT ARE MISUNDERSTOOD.**
- **NO FOLLOW-THROUGH.**
- **APATHY OR LACK OF INTEREST.**
- **INEFFECTIVE STAFF MEETINGS,  
LOW PARTICIPATION.**
- **START-UP OF A NEW GROUP.**
- **HIGH DEPENDENCY ON MANAGERS.**
- **NEGATIVE REACTIONS TO MANAGERS.**
- **COMPLAINTS FROM CUSTOMERS  
(BOTH INTERNAL AND EXTERNAL)  
ABOUT THE QUALITY OF SERVICE.**



***A TEAM IS DEFINED AS:***

***A GROUP OF INDIVIDUALS WHO  
ACCOMPLISH A GOAL(S) BY USING  
TOOLS AND CONCEPTS  
DEVELOPED TO MEET THE  
GOALS.***

## ***A TEAM IS NOT:***

- INDIVIDUALS GROUPED TOGETHER  
WITHOUT A SPECIFIC PURPOSE***
- A SOCIAL OR GRIPE GROUP***
- DEMANDED BY MANAGEMENT***
- "WINDOW DRESSING", SO YOU CAN SAY  
YOU ARE ON A TEAM.***
- USED TO "PROVE A POINT"***

***A TEAM'S GOAL IS PRIMARILY TO IMPROVE:***

***A PROCESS***

***A PRODUCT***

***A DESIGN***

***AN OBJECTIVE***

***A TEAM CAN ALSO:***

***SOLVE A PROBLEM***

***PREVENT A PROBLEM***

***IDENTIFY AN OPPORTUNITY***

***THE THREE ROLES IN A TEAM ARE:***

***LEADER  
(FACILITATOR)***

***RECORDER***

***MEMBERS***

**ROLES OF PARTICIPANTS  
LEADER  
(FACILITATOR):**

- **UNDERSTANDS THE PROCESS.**
- **HAS SELF-CONFIDENCE; IS SELF-ASSURED.**
- **IS A GOOD COMMUNICATOR.**
- **SETS GOALS AND METHODS THAT ARE ACHIEVABLE.**
- **ENCOURAGES AND MOTIVATES TEAM BEHAVIOR.**
- **CREATES TRUST.**
- **MAINTAINS CONSISTENCY.**
- **IS WILLING TO YIELD FOR THE GOOD OF THE TEAM.**

**RECORDER:**

- *IS ABLE TO WRITE IN CLEAR, CONCISE STATEMENTS*
- *IS GOOD AT SYNTHESIZING INFORMATION*
- *IS RESPONSIBLE AND DILIGENT*
- *CAN SCHEDULE AND PLAN*
- *ENJOYS COMMUNICATION*
- *CAN SERVE AS AN ARBITRATOR*

**MEMBERS:**

- *ARE WILLING TO PARTICIPATE*
- *ARE EAGER TO LEARN*
- *CONTRIBUTE; COOPERATE, AND CHANGE*
- *ENJOY WORKING IN A TEAM ENVIRONMENT*

## **CHARACTERISTICS OF AN EFFECTIVE TEAM**

1. **"ATMOSPHERE" OF TEAM IS INFORMAL, COMFORTABLE AND RELAXED.**
2. **DISCUSSION EXISTS FREELY WITH ACTIVE PARTICIPATION FROM ALL MEMBERS.**
3. **OBJECTIVE/MISSION OF TEAM IS WELL UNDERSTOOD AND ACCEPTED BY ALL.**
4. **MEMBERS ACTIVELY LISTEN TO EACH OTHER.**
5. **DISAGREEMENT IS CONSTRUCTIVE, NOT ABUSIVE.**
6. **DECISIONS ARE REACHED BY CONSENSUS.**
7. **TEAM MEMBERS ARE FREE TO EXPRESS THEIR FEELINGS. HIDDEN AGENDAS ARE AVOIDED.**
8. **TASKS, RESPONSIBILITIES, AND ASSIGNMENTS ARE MADE CLEAR AND ARE ACCEPTED.**
9. **TEAM LEADER DOES NOT DOMINATE THE TEAM, BUT FACILITATES PROGRESS.**
10. **THE TEAM IS SELF CONSCIOUS ABOUT ITS OWN OPERATIONS.**

ADAPTED FROM: D. McGREGOR, HUMAN SIDE OF ENTERPRISE.

## ***TEAM MEETINGS***

***THE MINIMUM PREPARATION  
FOR ANY MEETING  
SHOULD BE TO:***

***DEVELOP AN AGENDA.***

***SET START/FINISH TIME.***

***REQUIRE WRITTEN CONFIRMATION  
OF MEETING NOTICE  
BY THOSE WHO WILL ATTEND.***



**FOR A SUCCESSFUL MEETING:****BEFORE:**

**KNOW OBJECTIVES.  
PLAN FOR ACCOMPLISHING THEM.  
DECIDE WHO WILL BE THERE.  
DECIDE WHERE IT WILL BE HELD.  
SEND WRITTEN NOTICE.  
REQUIRE WRITTEN CONFIRMATION.  
SET UP.**

**DURING:**

**START ON TIME.  
REVIEW OBJECTIVES.  
REVIEW ENDING TIME.  
STAY FOCUSED.  
REACH AN UNDERSTANDING OF WHAT  
IS TO BE DONE BEFORE THE NEXT  
MEETING.  
SET SPECIFICS FOR NEXT MEETING.  
EVALUATE THE MEETING.**

**AFTER:**

**PREPARE MINUTES.  
SEND WRITTEN COPY OF ASSIGNMENTS.**

**REMEMBER TO  
SET ASIDE TIME FOR:**

- ***QUESTIONS AND ANSWERS***
  
- ***ALTERNATIVES/CONFLICTS***
  
- ***DISCUSSIONS***
  
- ***DECISION MAKING AND  
CONSENSUS/BRAINSTORMING***
  
- ***NEW BUSINESS***
  
- ***NEW PROPOSALS/IDEAS***
  
- ***NEXT MEETING AGENDA***

**A SIMPLE RULE:**

**A ROUTINE TEAM MEETING SHOULD NEVER EXCEED ONE HOUR.**

**SAMPLE TEAM MEETING AGENDA:**

<b>WHAT</b>	<b>WHO</b>	<b>HOW LONG</b>
<b>REVIEW OBJECTIVES FOR MEETING. RECAP INTERIM DEVELOPMENTS.</b>	<b>TEAM LEADER</b>	<b>5</b>
<b>REPORT ACTIVITIES.</b>	<b>TEAM MEMBERS</b>	<b>10</b>
<b>DISCUSSION.</b>	<b>TEAM MEMBERS</b>	<b>5</b>
<b>PRESENT NEW IDEAS AND NEXT BUSINESS. BRAINSTORM AND REACH CONSENSUS.</b>	<b>TEAM MEMBERS</b>	<b>30</b>
<b>ASSIGN TASKS. CREATE NEXT MEETING AGENDA.</b>	<b>EVERYONE</b>	<b>9</b>
<b>END MEETING</b>	<b>TEAM LEADER</b>	<b>1</b>

***BRAINSTORMING***  
***SECTION 3***

***BRAINSTORMING***

***CAN BE***

***A VALUABLE TOOL***

***AND A USEFUL TECHNIQUE***

***FOR GENERATING IDEAS.***

***IN***

***TODAY'S WORKPLACE.***

***BRAINSTORMING***

***CAN BE USED IN***

***A VARIETY OF SITUATIONS***

***WHERE YOU DESIRE***

***MULTIPLE IDEAS***

***AND GROUP ENERGY.***

***BRAINSTORMING***

***CAN BE COMBINED***

***WITH OTHER TOOLS***

***TO ENGAGE IN***

***PROCESS IMPROVEMENT.***

## ***RULES OF BRAINSTORMING***

***TEAM MEMBERS SHOULD AGREE TO ABIDE  
BY THE FOLLOWING RULES:***

***WE AGREE TO NOT EVALUATE IDEAS  
WHILE BRAINSTORMING.***

***WE AGREE TO EMPHASIZE THE  
QUANTITY OF IDEAS.***

***WE AGREE TO RECORD EVERYTHING-  
EXACTLY AS SAID.***

***WE AGREE TO BUILD UPON IDEAS.***

***WE AGREE TO REINFORCE AND  
SHOW ENCOURAGEMENT FOR ALL  
IDEAS.***

***WE AGREE THAT EVERY MEMBER  
WILL CONTRIBUTE TO THE EFFORT.***

***WE AGREE TO STAY FOCUSED.***

***WE AGREE TO HAVE FUN!***



## ***STEPS IN BRAINSTORMING***

- 1. SELECT THE TOPIC.***
- 2. HAVE EACH MEMBER IN TURN OFFER AN IDEA ON THE TOPIC.***
- 3. REFRAIN FROM COMMENTING ON ANY IDEA.***
- 4. HAVE FACILITATOR/RECORDER RECORD ALL IDEAS ON A CHART.***
- 5. CONTINUE IN TURN UNTIL ALL MEMBERS HAVE EXHAUSTED IDEAS AND SAY "PASS".***
- 6. DISCUSS AND "LOBBY" ITEMS ON THE LIST. CONSOLIDATE WHERE POSSIBLE.***
- 7. VOTE.***
- 8. IMPLEMENT.***

*WHEN ALL MEMBERS SAY*

*"PASS",*

*THE*

*IDEA GATHERING PHASE*

*IS OVER.*

*NOW IT IS TIME*

*TO*

*"LOBBY" FOR IDEAS,*

*"DISCUSS" IDEAS,*

*AND*

*"COMBINE" LIKE IDEAS.*

*IDEAS CAN BE*

*COMBINED ONLY*

*WITH THE PERMISSION*

*OF THE*

*TEAM MEMBER(S) SUBMITTING THEM*

***AFTER ADEQUATE DISCUSSION,***

***TEAM MEMBERS***

***ARE READY FOR***

***THE VOTING PROCESS.***

*10 - 4*

***VOTING METHOD***

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**10-4****VOTING METHOD**

- ***EACH PARTICIPANT HAS "10 POINTS" (VOTES).***
  
- ***NO PERSON CAN CAST MORE THAN "4" POINTS FOR ANY ONE IDEA.***
  
- ***VOTE.***
  
- ***TOTAL ASSIGNED POINTS FOR EACH IDEA.***
  
- ***RE-WRITE LIST - RANK FROM MOST POINTS TO LEAST POINTS.***

***OTHER TOOLS YOU MAY ENCOUNTER  
IN TODAY'S WORKPLACE***

***CAUSE AND EFFECT DIAGRAM  
a/k/a THE FISHBONE DIAGRAM***

***TALLY SHEET***

***PARETO CHART***

***SURVEYS***

***FORCEFIELD ANALYSIS***

***SELECTION GRID***

***COST BENEFIT ANALYSIS***

***SCATTER DIAGRAM***

***CONTROL CHART***

***HISTOGRAM***

***SHEWHART CYCLE***

***NOTE: ADDITIONAL INFORMATION ON THESE TOOLS CAN BE  
OBTAINED THROUGH ALABAMA SOUTHERN COMMUNITY COLLEGE.***

***"I KNOW YOU BELIEVE YOU  
UNDERSTAND WHAT YOU THINK I SAID,  
BUT I AM NOT SURE YOU REALIZE WHAT  
YOU HEARD IS NOT WHAT I MEANT."***

***-- VARIOUS POLITICIANS***



***ACTIVE COMMUNICATION***  
***SECTION 4***

***ACTIVE COMMUNICATION:***

***MEANS THAT TWO OR MORE PEOPLE HAVE EXCHANGED INFORMATION WHICH HAS BEEN:***

- DELIVERED APPROPRIATELY***
  
- INTERPRETED APPROPRIATELY***
  
- RESPONDED TO APPROPRIATELY***

***ACTIVE COMMUNICATION CONTAINS  
TWO MAJOR COMPONENTS:***

***GOOD INTERPERSONAL SKILLS***

***AND***

***ACTIVE LISTENING***

**COMMON BARRIERS  
TO  
COMMUNICATION**

**-- DIFFERENCES IN MEANING**

**-- INSUFFICIENT TRUST**

**-- INFORMATION OVERLOAD**

**-- CONDESCENDING TONES**

**-- LISTENING PROBLEMS**

**-- PREMATURE JUDGEMENTS**

**-- INACCURATE ASSUMPTIONS**

## ***BARRIERS DEFINED:***

### ***DIFFERENCES IN MEANING:***

- ***ARE CAUSED BY DIVERSITY IN SUCH AREAS AS EDUCATION, CULTURE, AND NATIONAL ORIGIN. WORDS, GESTURES, AND EXPRESSIONS CAN HAVE DIFFERENT MEANINGS TO DIFFERENT PEOPLE.***

### ***INSUFFICIENT TRUST:***

- ***IS CAUSED WHEN LISTENERS ARE OVERLY SENSITIVE AND GUARDED. LISTENERS LOOK FOR THE "REAL MEANING" AND MISS THE TRUE MESSAGE.***

### ***INFORMATION OVERLOAD:***

- ***IS CAUSED BY ADVANCES IN COMMUNICATION TECHNOLOGY AND AVAILABILITY OF INFORMATION. RECEIVING INFORMATION FROM COMPUTERS, MODEMS, SATELLITES, FAX MACHINES, ELECTRONIC MAIL, ETC. CAN BE TOO MUCH.***

**CONDESCENDING TONES:**

- **IS CAUSED WHEN THE SPEAKER TALKS DOWN TO THE LISTENER. THE TONE OVERRIDES THE CONTEXT.**

**LISTENING PROBLEMS:**

- **ARE CAUSED WHEN THE LISTENER DOES NOT LISTEN TO THE SPEAKER AND VICE-VERSA. IT IS THE MOST SEVERE BECAUSE 50% OF OUR COMMUNICATION IS LISTENING.**

**PREMATURE JUDGEMENTS:**

- **ARE CAUSED BY JUMPING TO DECISIONS WITHOUT ADEQUATE KNOWLEDGE. THEY OCCUR RESULT BECAUSE OF CLOSED MINDS.**

**INACCURATE ASSUMPTIONS:**

- **ARE CAUSED BY PRECONCEIVED IDEAS. THESE LEAD TO ERRONEOUS OUTCOMES AND ACTIVITIES.**

***WHAT REALLY COUNTS***

***IS NOT***

***USUALLY TAUGHT.***

***A KEY INGREDIENT***

***TO ACTIVE***

***COMMUNICATION***

***IS***

***BELIEVABILITY.***

*GOOD*

*INTERPERSONAL*

*SKILLS*

*USED*

*IN*

*COMMUNICATION*

*MAKE*

*US*

*BELIEVABLE.*



## ***GOOD INTERPERSONAL SKILLS***

### ***DEFINED:***

***THE SKILLS NECESSARY TO FEARLESSLY  
INTERACT AND***

***COMMUNICATE WITH OTHERS AT ALL  
LEVELS TO ACHIEVE THE***

***DESIRED OUTCOMES IN QUALITY  
WORKPLACE.***

***HIGHER LEVELS OF  
MATHEMATICAL,  
SCIENTIFIC,  
AND  
TECHNOLOGICAL  
EXPERTISE  
ARE NOT SUBSTITUTES  
FOR  
GOOD INTERPERSONAL SKILLS  
IN THE  
WORKPLACE.***

***INTERPERSONAL SKILLS***

***ARE AS VITAL TO***

***TODAY'S WORKPLACE***

***AS THE THREE R'S***

***WERE TO***

***YESTERDAY'S WORKPLACE.***

***THE LINKAGE TO QUALITY  
AND IMPROVEMENT:***

***INTERPERSONAL SKILLS***

***DIRECTLY AFFECT***

***FLEXIBILITY AND RESPONSIVENESS***

***WHICH DIRECTLY AFFECT***

***CUSTOMER SATISFACTION.***

***GOOD INTERPERSONAL SKILLS***

***NOT FEAR***

***SERVE TO MOTIVATE INDIVIDUALS***

***IN TODAY'S WORKPLACE.***

**INTERPERSONAL SKILLS  
REQUIRED IN TODAY'S  
WORKPLACE**

- **DEMONSTRATE THAT YOU ARE LISTENING.**
  
- **SERVE AS A ROLE MODEL.**
  
- **BE AN INITIATOR.**
  
- **BE OPEN TO FEEDBACK.**
  
- **BE WILLING TO MAKE PERSONAL CHANGES.**
  
- **BE WATCHFUL AND ALERT.**
  
- **DEAL WITH YOUR OWN FEAR OF SPEAKING UP.**
  
- **FACILITATE RATHER THAN DIRECT.**
  
- **TAKE A DEVELOPMENTAL, LEARNING-ORIENTED APPROACH.**
  
- **ASK FOR OUTSIDE HELP, IF YOU NEED IT.**

*\*DRIVING FEAR OUT OF THE WORKPLACE, How to Overcome the Invisible Barrier to Quality, Productivity, and Innovation, Kathleen D. Ryan and David K. Oestreich.*

*HOW DO YOU*

*KNOW IF*

*YOUR*

*INTERPERSONAL SKILLS*

*NEED*

*IMPROVEMENT?*

**A SELF-CHECK  
EVIDENCE OF LOW INTERPERSONAL SKILLS  
AND HIGH FEAR IN THE WORKPLACE**

<b>SYMPTOMS</b>	<b>HAPPENING HERE</b>	<b>FEAR (SPEAKING)</b>	<b>COSTS \$ AND NON\$</b>
<i>Lawsuits against company</i>			
<i>Labor unrest</i>			
<i>No suggestions given</i>			
<i>Loss of customers</i>			
<i>Turf battles</i>			
<i>"Us vs. Them" talk</i>			
<i>Complaining after meetings</i>			
<i>Unwillingness to take responsibility (cover-ups)</i>			
<i>Many personnel policies; strict rules</i>			
<i>Many layers for simple decisions</i>			
<i>Many checks for simple transactions</i>			
<i>CYA activities</i>			
<i>Political behavior</i>			
<i>Negative feelings about company</i>			



**A SELF-CHECK  
EVIDENCE OF LOW INTERPERSONAL SKILLS  
AND HIGH FEAR IN THE WORKPLACE**

<b>SYMPTOMS</b>	<b>HAPPENING HERE</b>	<b>FEAR (SPEAKING)</b>	<b>COSTS \$ AND NON\$</b>
<i>"Could care less" attitude</i>			
<i>Stressful work environment</i>			
<i>Cynicism</i>			
<i>Bad decisions or indecision</i>			
<i>Grievances</i>			
<i>Resistance to performance appraisals</i>			
<i>People feel they get no feedback</i>			
<i>Expensive, "quick fix" training</i>			
<i>Meetings with no questions or problems solved</i>			
<i>High absenteeism High tardiness</i>			
<i>Missed schedules</i>			
<i>Unethical behavior</i>			
<i>Budget Problems</i>			
<i>Many EEO and harassment issues</i>			

**A SELF-CHECK  
EVIDENCE OF LOW INTERPERSONAL SKILLS  
AND HIGH FEAR IN THE WORKPLACE**

<b>SYMPTOMS</b>	<b>HAPPENING HERE</b>	<b>FEAR (SPEAKING)</b>	<b>COSTS \$ AND NON \$</b>
<i>High performance and creative thinkers leave</i>			
<i>Eleventh hour reports admitting a project won't work</i>			
<i>Commitment to projects that are a waste of time</i>			
<i>A very active rumor mill</i>			
<i>Widespread unrest about promotions; assignments and terminations</i>			
<i>Threatening and abusive behavior by supervisors, managers and employees</i>			

***IF YOU CHECKED***

***FIVE***

***OR***

***MORE***

***ITEMS***

***THERE IS ROOM***

***FOR IMPROVEMENT.***

***LOW INTERPERSONAL SKILLS***

***RESULT IN***

***INAPPROPRIATE BEHAVIOR.***

## ***INAPPROPRIATE BEHAVIORS IN THE WORKPLACE:***

- 1. SILENT TREATMENT***
- 2. GLARING EYE CONTACT "THE LOOK"***
- 3. ABRUPTNESS***
- 4. SNUBBING OR IGNORING PEOPLE***
- 5. INSULTS AND PUT-DOWNS***
- 6. BLAMING, DISCREDITING, OR DISCOUNTING***
- 7. AN AGGRESSIVE, CONTROLLING MANNER***
- 8. THREATS ABOUT THE JOB***
- 9. YELLING AND SHOUTING***
- 10. ANGRY OUTBURST OR LOSS OF CONTROL***
- 11. PHYSICAL THREATS***

***(LISTED IN ORDER OF SEVERITY)***

\*DRIVING FEAR OUT OF THE WORKPLACE, How to Overcome the Invisible Barriers to Quality, Productivity, and Innovation, Kathleen D. Ryan and David K. Oestreich.

## **TEN WAYS TO IMPROVE INTERPERSONAL COMMUNICATION**

1. **CLARIFY YOUR IDEAS BEFOREHAND.**
2. **EXAMINE THE TRUE PURPOSE.**
3. **CONSIDER THE PHYSICAL AND HUMAN SETTING.**
4. **CONSULT WITH OTHERS IN PLANNING.**
5. **PAY ATTENTION TO OVERTONES AS WELL AS BASIC CONTENT.**
6. **GIVE SOMETHING OF HELP OR VALUE TO THE LISTENER.**
7. **FOLLOW-UP.**
8. **COMMUNICATE FOR THE LONG-TERM ALSO.**
9. **DO WHAT YOU SAY.**
10. **BE A GOOD LISTENER.**

Paraphrased from The American Management Association approved list,  
Management & Organization, Williams, et al.

*YOU HAVE BEEN EDUCATED*

*IN*

*READING*

*WRITING*

*SPEAKING*

*HOWEVER, THE "MOST USED" AND*

*"LEAST TAUGHT" COMMUNICATION SKILL*

*IS "LISTENING".*

***GOOD***

***LISTENING***

***SKILLS***

***ARE PART OF***

***ACTIVE***

***COMMUNICATION.***



**KEY ELEMENTS  
OF  
ACTIVE LISTENING**

**KEY ELEMENT ONE:**

**HEAR THE MESSAGE**

**KEY ELEMENT TWO:**

**INTERPRET THE MESSAGE**

**KEY ELEMENT THREE:**

**EVALUATE THE MESSAGE**

**KEY ELEMENT FOUR:**

**RESPOND TO THE MESSAGE**

## ***KEY ELEMENT ONE***

***TO HEAR THE MESSAGE:***

***PAY ATTENTION***

***DETERMINE WHAT IS IMPORTANT***

***RECOGNIZE EMOTIONAL CLUES  
GIVEN BY THE SPEAKER***

***TO REMEMBER WHAT IS IMPORTANT,  
TAKE PRACTICAL NOTES.***

***BE PREPARED!***

***PAPER  
PEN  
TAPE RECORDER***

***GET IT DOWN!***

***NOT TOO NEAT  
CLEAR ENOUGH FOR YOU***

***DON'T WRITE EVERYTHING!***

***NO COMPLETE SENTENCES  
VISUAL NOUNS  
ACTION VERBS (EXAMPLE: DO, CHECK, SEE)  
YOUR "PERSONAL" SHORTHAND***

## ***KEY ELEMENT TWO***

### ***TO INTERPRET THE MESSAGE:***

***HAVE KNOWLEDGE OF YOUR  
PERSONAL FILTERS.***

***WANT TO UNDERSTAND WHAT  
IS BEING SAID.***

***ASK FOR CLARIFICATION IF  
THE MESSAGE ISN'T CLEAR  
TO YOU.***

## ***YOUR PERSONAL FILTERS:***

### ***"HOT BUTTONS"***

#### ***EMOTIONAL HOT BUTTONS:***

- ARE INTENSE COMPLEX FEELINGS THAT AFFECT THE WAY YOU LISTEN.***
  
- CAN SERVE AS FILTERS TO DISTORT WHAT YOU HEAR.***
  
- MAY CAUSE A DIFFERENT EMOTIONAL REACTION, BUT CAUSE THE SAME PHYSICAL RESPONSE EACH TIME YOU HEAR THEM.***

***YOU CAN CONTROL YOUR HOT BUTTONS IF YOU LEARN TO RECOGNIZE WHAT "TRIGGERS" THEM.***

**EXAMPLES OF "HOT BUTTONS"**

- **"YOU NEVER/ALWAYS"**
- **KNOW-IT-ALL ATTITUDES**
- **INDIVIDUALS WHO SMOKE CIGARETTES OR CIGARS WHILE TALKING TO YOU**
- **"SHUT-UP"**
- **BAD GRAMMAR**
- **"YOU NEVER LISTEN"**
- **BAD BREATH**
- **GUM SMACKING**
- **TOBACCO CHEWING SPITTING**
- **PUSHY INDIVIDUALS**
- **WHINING/COMPLAINING**
- **"WHAT YOU SHOULD DO IS..."**
- **"WHAT YOU SHOULD HAVE DONE IS..."**
- **OTHERS: \_\_\_\_\_**

**TRIGGERS MAKE YOU AWARE OF WHEN YOU ARE ABOUT TO DO LESS THAN ACTIVE LISTENING.**

**EXAMPLES OF TRIGGERS:**

--- **INCREASED HEARTBEAT**

--- **SWEATY HANDS**

--- **SHAKY VOICE**

--- **TIGHTENED CHEST**

**OTHERS:**

***STRATEGIES FOR HANDLING TRIGGERS:***

- ***TAKE DEEP BREATHS***
  
- ***MOVE BACK A STEP***
  
- ***THINK BEFORE YOU REACT***
  
- ***DEVELOP A PLAN BEFOREHAND  
IF YOU ANTICIPATE PROBLEMS***

***OTHERS:***



## ***KEY ELEMENT THREE:***

### ***TO EVALUATE THE MESSAGE:***

***ASK QUESTIONS TO GATHER MORE  
DATA, IF NEEDED.***

***ANALYZE THE EVIDENCE BEFORE  
FORMULATING YOUR RESPONSE***

***BE OPEN MINDED-DON'T JUMP  
TO SEEMINGLY OBVIOUS CONCLUSIONS***

**QUESTIONS AND STATEMENTS TO ASK  
WHEN USING ACTIVE LISTENING**

**EXAMPLE**

**TO SHOW INTEREST IN WHAT  
IS BEING SAID.**

**I SEE.**

**TO SHOW ENCOURAGEMENT TO  
THE SPEAKER.**

**GO ON.  
TELL US MORE.**

**TO ASSIST THE SPEAKER  
IN CLARIFYING.**

**THE PROBLEM AS  
YOU SEE IT IS . . .**

**TO HELP THE SPEAKER TO  
UNDERSTAND HOW HE SOUNDS.**

**YOU'VE DECIDED  
THIS AND THE OTHERS  
REASONS ARE . . .  
. . . IF I UNDERSTAND  
CORRECTLY, YOU'RE  
SAYING THIS . . .**

**TO FIND KEY ELEMENTS IN A  
LONG STATEMENT OR MEETING.**

**SO THE KEY IDEA IS . . .  
YOU THINK WE CAN . . .**

**TO SHOW ACKNOWLEDGEMENT  
OF A PERSON'S EMOTIONS.**

**YOU FEEL STRONGLY . . .  
YOU DON'T THINK . . .**

**TO SUMMARIZE SPECIFIC  
POINTS IN ORDER TO  
MOVE ON.**

**CAN WE ALL AGREE  
THAT . . .**

**TO SHOW CONSENSUS.**

**AS A TEAM, WE CAN  
SUPPORT . . .**

## ***KEY ELEMENT FOUR***

### ***TO RESPOND TO THE MESSAGE:***

***WANT TO REACH AN UNDERSTANDING  
BY THE END OF THE COMMUNICATION***

***GIVE POSITIVE FEEDBACK  
AND BODY LANGUAGE***

***DON'T GIVE MIXED SIGNALS  
EXAMPLE: BODY VS. WORDS***

***TO USE POSITIVE BODY LANGUAGE:***

***MAKE EYE CONTACT***

***SIT ALERT, BUT COMFORTABLE***

***NOD IN RESPONSE***

***LOOK LIKE A LISTENER***

***TO BUILD COMMON GROUND WITH THE SPEAKER,  
WITHOUT BEING TOO OBVIOUS:***

***MATCH THE PACE OF YOUR VOICE***

***MATCH THE VOLUME OF YOUR VOICE***

***USE SAME WORDS AND PHRASES***

***MIMIC GESTURES***

***MATCH THE RATE OF YOUR BREATHING***

***ASSESSING***

***YOUR***

***LISTENING***

***STYLE***

### **THREE COMMON LISTENING STYLES**

**YOUR LISTENING STYLE IS THE WAY YOU BEHAVE WHEN YOU LISTEN.  
IT REFLECTS YOUR ATTITUDE.  
IT CAN HELP YOU OR HINDER YOU.**

## **THE DAYDREAMER:**

- HAS A "GLAZED" LOOK**
- IS THERE, BUT NOT THERE**
- STARES BLANKLY**
- IS FIDGETY**
- LOOKS FOR DISTRACTIONS**
- CHECKS WATCH**
- SLOUCHES AND SLEEPS**

## **THE CRITICIZER:**

- LISTENS ONLY TO FIND "FAULT"**
- ROLLS EYES IN DISBELIEF**
- AVOIDS EYE CONTACT**
- ASKS DEMANDING QUESTIONS**
- AVOIDS SMALL TALK**
- JUMPS TO CONCLUSIONS**
- TRIES TO DISCREDIT SPEAKER**
- FOCUSES ON LITTLE THINGS**

## **THE CONFORMER:**

- FAKES ATTENTION**
- HIDES "TRUE" OPINIONS**
- DISCUSSES VERY LITTLE**
- NODS HEAD FREQUENTLY**
- SAYS "THAT'S NICE" AND  
"I SEE YOUR POINT."**
- IS ALWAYS A FOLLOWER**

**YOU MAY EXHIBIT ANY OR ALL OF THE ABOVE STYLES GIVEN  
DIFFERENT SITUATIONS.**

***YOU SHOULD ATTEMPT TO BECOME:***

***THE ACTIVE LISTENER:***

***--CONCENTRATES ON WHAT'S SAID***

***--LISTENS TO ALL FACTS AND TO  
KEY WORDS***

***--REMAINS OBJECTIVE***

***--LOOKS FOR THE TRUE MEANING***

***--LOOKS AT THE TOTAL PICTURE***

***--IS AWARE OF SPEAKER'S FEELINGS  
AND BODY LANGUAGE***

***--MAKES NO PERSONAL JUDGEMENTS***

***--GIVES FEEDBACK AND CLARIFIES***

***--ATTEMPTS TO CLEARLY UNDERSTAND  
THE SPEAKER***

***DIVERSITY***  
***SECTION 5***



**WHY SHOULD YOU BE CONCERNED WITH DIVERSITY  
IN TODAY'S WORKPLACE?**

**BECAUSE IT AFFECTS YOUR EMPLOYMENT  
AND WORK LIFE IN NUMEROUS WAYS**

**EXAMPLES:**

- **COMMUNICATION**
- **COMPETITIVENESS**
- **PRODUCTIVITY**
- **MOTIVATION**
- **MORALE**

**OTHERS:**

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*AN*

*ORGANIZATION'S*

*LONG-TERM EFFECTIVENESS*

*IS A*

*FUNCTION OF ITS*

*ABILITY TO CAPITALIZE*

*UPON THE ABUNDANT AND DIVERSE TALENTS*

*OF ITS*

*ENTIRE WORKFORCE.*

***PRODUCTIVE  
WORKPLACES  
DO NOT EXPECT  
DIVERSE INDIVIDUALS  
TO LOSE  
THEIR UNIQUENESS.***

***INSTEAD,  
DIFFERENCES ARE RESPECTED  
BECAUSE OF THE  
INNOVATION AND IMPACT  
THEY CAN HAVE  
ON TEAMS.***

*ANY*

*FACTOR*

*WHICH*

*CAN*

*CAUSE*

*PEOPLE*

*TO REACT DIFFERENTLY*

*TO ROUTINE COMMUNICATION*

*CAUSES DIVERSITY.*

***DIVERSITY IS CAUSED BY***

***BY MUCH MORE***

***THAN GENDER AND RACE.***

***IT CAN ALSO OCCUR BECAUSE OF:***

***EDUCATION***

***AGE***

***RELIGION***

***WORK ETHIC***

***BACKGROUND***

***DEPARTMENTALIZATION***

*YOU ENTER*

*AN ORGANIZATION*

*WITH YOUR OWN*

*DIVERSE VALUES.*

*YOUR VALUES ARE*

*FURTHER SHAPED*

*BY YOUR ORGANIZATION'S:*

*EXPERIENCE*

*HISTORICAL TRADITION*

*COMPETITIVE POSITION*

*POLITICS*

***THE FIRST STEPS***

***TOWARD MANAGING DIVERSITY***

***IS TO ANALYZE***

***YOUR ORGANIZATION'S CULTURE.***

***WHAT ARE ITS NORMS?***

***EXAMPLES: CONSERVATIVE  
DETAIL-ORIENTED  
LOW KEY***

**WHEN YOU ENTER  
A NEW WORKPLACE  
OR FEEL OUT OF STEP  
IN YOUR CURRENT WORKPLACE,  
COMPARE YOUR  
CULTURAL NORMS  
TO THOSE OF THE ORGANIZATION  
YOUR EXAMPLES: OUTGOING  
PEOPLE - ORIENTED  
HIGH VISIBILITY**



***FEELING DIFFERENT FROM THE "NORM" AND  
MISUNDERSTANDING AN ORGANIZATION'S CULTURE  
CAN CAUSE:***

***HIGH FRUSTRATION***

***HIGH IMPATIENCE***

***LOW CREATIVITY***

***LOW PRODUCTIVITY***

***LOW MOTIVATION***

***ESCALATION OF EVERY LITTLE  
PROBLEM INTO A MAJOR ONE***

**HOW DO YOU  
MANAGE DIVERSITY AS AN EMPLOYEE?**

**THE MORE SOMEONE**

**DIFFERS FROM YOU,**

**THE HARDER**

**YOU MUST WORK**

**TO DO**

**THE RIGHT THING**

**AT THE RIGHT TIME**

**WITH THAT PERSON.**

**EXAMPLES OF WAYS DIVERSE CO-WORKERS CAN MISINTERPRET EACH OTHER:**

**JARGON AND LINGO**

**NONVERBAL MESSAGES**

**CULTURAL VALUES REGARDING  
TIME, WORK, DRESS, ETC.**

**NOT UNDERSTANDING  
THE ORGANIZATIONAL CULTURE**

**THESE MISUNDERSTANDINGS CAN CAUSE "CULTURAL COLLISIONS."**

**LEARNING TO DO THE RIGHT THINGS AT THE  
RIGHT TIME**

**TO SOME DEGREE, EVERYONE THINKS AND ACTS:**

- LIKE OTHERS OF THE SAME SEX;**
- LIKE OTHERS OF THE SAME OCCUPATION;**
- LIKE OTHERS OF THE SAME AGE;**
- LIKE OTHERS IN THE SAME ROLE; AND**
- LIKE OTHERS WITH THE SAME LANGUAGE,  
CULTURE, AND PHYSICAL APPEARANCE.**

**WHEN DIFFERENCES ARE GREAT, YOU MUST:**

**LISTEN:**

**RESPOND TO WHAT IS SAID,  
NOT HOW IT IS SAID.**

**REVALUATE:**

**SEARCH FOR THE TRUE CAUSE  
OF A PROBLEM.**

**NEGOTIATE:**

**ACKNOWLEDGE THE  
RIGHT TO HAVE A  
DIFFERENT OPINION.  
SHARE YOUR SIDE, AS  
WELL. SUBMIT WIN/WIN  
ALTERNATIVES.**

**ACCOMMODATE:**

**EXPLAIN THE ORGANIZATIONAL VALUES  
AND ASSUMPTIONS.**

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