

TLD Ready

**Basic Skills for High-Quality Service in the
Transportation/Logistics/Distribution Industry**

Instructor's Guide

The Industry-Business Institute

Union County College
40 West Jersey Street
Elizabeth, New Jersey 07202

October 4, 2009

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Introduction

Background

This “TLD Readiness” curriculum was developed in 2009 by Union County College’s (UCC) Industry-Business Institute (IBI) under a grant from North Jersey WIRED, a US Department of Labor economic and workforce development initiative. IBI worked with North Jersey WIRED and other partner agencies (including the John J. Heldrich Center for Workforce Development at Rutgers University, the Union County [NJ] Department of Human Services, and other community colleges and workforce agencies in northern New Jersey) to create a career pathway model for the TLD industry.

“TLD Readiness” is one of several curricula prepared for job seekers and incumbent employees in the transportation/logistics/distribution industry. It was written by Farrukh Syed (UCC Curriculum Developer) and Paul Jurmo, Ed.D. (UCC’s Dean of Economic Development and Continuing Education).

The curriculum development process merged methodologies and research from several sources: job task analysis; the Equipped for the Future basic skills standards; customer service curricula developed by the NRF Foundation; similar curricula already developed for the transportation and healthcare industries; and research on how to integrate computer technologies into adult basic education programs.

Goals of the Curriculum

- introduce participants to the Equipped for the Future basic skills that adults need for work, family, and community roles;
- help participants develop those skills as they are used in a variety of TLD jobs (especially in the area of customer service) and in training and education programs they can use to advance their careers;
- help participants to better understand several common TLD jobs and issues (e.g., customer service, energy conservation, health and safety) found in most TLD workplaces;
- help participants develop other transferable skills (e.g., use of Internet, study skills, test-taking skills) and knowledge (familiarity with job training programs) they can use for ongoing job search and self-directed learning after they complete this course.

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Instructional Approach

“TLD Readiness” is organized as a series of fifteen 3-hour workshops. Drawing on research in the adult education and occupational training fields, we have designed activities to “put the learner in the driver’s seat” (to use a TLD phrase!) Participants are encouraged to think actively about the tasks (especially customer service tasks) carried out in a variety of TLD jobs and the skills required for those tasks. They are also shown how to use a variety of resources (including selected web sites) to develop the basic skills and knowledge needed in TLD jobs. In so doing, we hope that learners will then be able to be self-reliant job seekers and learners after the course is over, continuing to educate themselves and independently pursue jobs and ongoing training.

Other features include:

- The curriculum assumes that, in all sessions, participants and instructors will have access to a computer lab with Internet service.
- Participants will develop a number of basic skills (e.g., planning, reading, writing, speaking, listening, researching, teamwork, use of basic computer technologies) and knowledge of TLD careers they can use to attain and succeed TLD jobs.
- Participants must be actively interested in pursuing TLD jobs, committed to doing the work required by the course, and be willing to try what might for them be a new approach to education.
- Instructors must likewise be willing to be open to this approach to adult basic skills education and also be flexible so that they adapt these activities to the particular interests and abilities of the learners in the class. Instructors are also encouraged to use resources (e.g., web sites, engaging learning activities) that they have identified from previous work.
- Instructors should encourage learners to serve as resources to other course participants. For example, if one learner is particularly strong at using the Internet or knows about trucking, she or he can be paired with other students who have less knowledge or skills in those areas.
- Instructors should encourage students to engage in self-study outside the classroom (in “homework” assignments) or even in the classroom if they have completed other classroom activities. (See the Self-Study Activities below.)

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- Participants will develop a number of documents (e.g., worksheets, resumes) which can serve as evidence of their mastery of the skills covered in this course. These can be assembled into a portfolio to bring to job interviews or when applying for further education and training.
- Participants will be given their own “Learner Handbook” for this course. This three-ring binder will contain the handouts referred to in this Instructor’s Guide and other relevant documents identified by the instructor and students.

This curriculum is only guide. It is up to the instructor to make it work. Every class is different and every learner is unique (with particular interests and strengths). To use TLD lingo: it is up to the instructor to decide which direction to take, which lessons to load, and how to avoid bumps in the road!

Jobs Focused on in the Curriculum

The curriculum is designed for people who are interested in pursuing jobs in the TLD industry. The following jobs are used to provide examples of workplace basic skill applications which, in turn, become the focus of a many of the lessons.

1. Truck Drivers (Heavy Tractor and Trailer Services and Light Delivery and Transport Services)
2. Dispatchers
3. Material Movers
4. Diesel Service Technicians and Mechanics
5. Shipping, Receiving, and Traffic Clerks

We Welcome Your Feedback

If you have suggestions for how this curriculum might be improved, please contact us at the address below.

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Lesson 1: Getting Started

OBJECTIVES

Participants will:

- Get to know the instructor and fellow classmates;
- Become familiar with the interactive nature of course activities;
- Learn about the course goals, content, schedule, ground rules;
- Get an overview of the Transportation/Logistics/Distribution industry and jobs available in that industry;
- Identify basic skills required in TLD jobs;
- Become familiar with on-line TLD-related resources.

RESOURCES REQUIRED

- Learner Resource Book
- Handouts described below (if Learner Handbook is not used)
- Computers with Internet access

ACTIVITIES

Activity 1a: Introduction to the Course

- Introduce yourself to the students.
- Distribute the Learner Handbook.
- Review the Course Description below and explain the goals, ground rules, and schedule for the course.
- Respond to questions and ask questions to determine comprehension of the Course Description.

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Activity 1.a.

Course Description

Goals

Participants will:

- become familiar with the Equipped for the Future basic skills that adults need for work, family, and community roles;
- develop those skills as they are used in:
 - a variety of TLD jobs (especially in the area of customer service) and
 - training and education programs they can use to advance their careers;
- understand basic elements of several common TLD jobs, including:
 - Truck Drivers (Heavy Tractor and Trailer Services and Light Delivery and Transport Services)
 - Dispatchers
 - Material Movers
 - Diesel Service Technicians and Mechanics
 - Shipping, Receiving, and Traffic Clerks
- understand issues (e.g., customer service, energy conservation, health and safety) found in most TLD workplaces;
- develop transferable skills (e.g., use of Internet, study skills, test taking skills) and knowledge (familiarity with job training programs) they can use for ongoing job search and self-directed learning after they complete this course.

Ground Rules

Participants need to:

- participate actively
- be willing to “stretch” themselves and learn new things

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- work respectfully and cooperatively with classmates and instructors.

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Activity 1b: Personal Introductions

- Distribute the Activity 1.b. “Personal Introductions” handout.
- Ask participants to circulate and find a person they don’t know (if possible). Each person should then interview that person using the questions on the sheet.
- Tell them to write the responses provided by the partner.
- When the two people are done interviewing each other, ask each person to share some or all of their partner’s answers with the class.
- Since this is the first class session, participants might not be comfortable coming to the front. Encourage them to come to the front and speak, but otherwise you can take their answers from their seats. This is a good time to introduce them to the importance of speaking skills for customer service and workplace communications.

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Activity 1.b.
Personal Introductions

My name _____ **Today’s date** _____

Name of my partner: _____

My partner is from: _____

Three things my partner wants to do in the future:

1. _____

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2. _____

3. _____

Three things/tasks my partner is good at:

1. _____

2. _____

3. _____

Three things my partner wants to learn or improve:

1. _____

2. _____

3. _____

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Activity 1.c.: Introduction to the TLD industry

- Write the term “TLD” on the board.
- Ask participants what they know about this term:
 - What do the initials “TLD” stand for? (Write the full form on the board.)
 - Give examples of companies that you might find in the “Transportation/Logistics/Distribution” industry. (Record their responses on board or flipchart. Demonstrate how to print words clearly [using clear terms, printed in a legible way]. Explain that clear writing is a very important workplace skill.)
- Refer to the relevant slides in the “Introduction to TLD Careers” PowerPoint in the Learner Handbook.
- Write the following question on the board:

“What is the importance of the TLD industry in our daily life?”

- Take responses and write them on the board, editing their responses for clear language (concise language, legibly presented) and correct spelling and grammar.
- Ask the participants to work individually or in pairs on the following worksheet.

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Activity 1.c.

My Experience with the TLD Industry Today

Your name _____ Today’s date _____

Examples of TLD related services or industries I interact with in my life today:

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-
-
-
- When the participants finish working on the worksheet, ask them to share some of their responses with the class. Record the various responses on the board or flipchart.
 - As appropriate, note the importance of customer service and communications skills in the TLD industry.

Activity 1.d.: Jobs in TLD

- Ask participants to name some jobs that might be found in the TLD industry.
- Write the following jobs on the board under the heading of “TLD in-demand jobs.” (Explain that “in-demand” means occupations that tend to hire many people. When appropriate, refer them to web sites that have information about “in-demand jobs” for the TLD industry.)
 - a. Truck Driver (heavy tractor and tractor services)*
 - b. Truck Driver (light delivery services)*
 - c. Dispatchers*
 - d. Diesel and auto mechanics*
 - e. Cargo and freight agents*
 - f. Material movers and handlers*
 - g. Packagers*
 - h. Reservation and transportation ticket agents and travel clerks*
 - i. Shipping and receiving clerks*

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j. Customer service representatives

- Ask participants the following question:

What communication skills are required for each of these jobs?

- Ask the participants to work in pairs or in small groups to answer this question as it applies to 1-3 of these jobs. Explain that communications skills include speaking, listening, writing, and reading. They should be prepared to share their answers with the class. (If flipchart paper is available, each group should record their responses on a flipchart to show to the class.)
- Ask each group to present the group's responses to the class. (The group can select one spokesperson or the group members can take turns presenting.)
- When the groups are done presenting, summarize key communication skills (e.g., speaking, listening, writing, reading) on the board and discuss how these are used in various TLD jobs. You might add that these communication tasks often require the use of some kind of technology (e.g., telephone, radio, computer) and other aspects of communication (speaking clearly, being sensitive to special needs of customers, being accurate, being organized).

Activity 1.e.: Introduction to TLD On-Line Resources

Ask participants:

- How many of them regularly use the Internet?
 - For what purposes?
 - How many use the Internet to help them find and prepare for a job? (Which web sites do they use? And how do they use those web sites?)
 - How many are familiar with TLD-related web sites? (Which web sites? And how do they use those web sites?)
- Explain that the Internet now has many free on-line resources (web sites) where people can go to find information that can help them get a TLD job.

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- Introduce participants to different web sites related to TLD:
 - New Jersey TLD Talent Network web site: www.njtldtn.org
 - Bureau of Labor Statistics (www.bls.gov)
 - O*NET (www.online.onetcenter.org)
 - <http://www.careervoyages.gov>
 - www.jobsinlogistics.com
 - www.transportation.jobs.topusajobs.com
 - www.transportationcrossing.com
 - www.logisticsjobsite.com
- Tell participants that (a) the primary link we will be using in the course is O*NET and (b) O*NET is a wonderful resource containing much useful information about careers in any industry. Go to O*NET and demonstrate how to use this website.
- Tell them to go on-line and search about the jobs they have discussed today.
- Invite participants to go to the given links and explore information about the TLD industry. (You might ask them to work in pairs or threes and assign different web sites to different individuals or groups.)
- Ask participants to read about the skills, knowledge, tasks, jobs in demand, and many other useful aspects related to their TLD interests.

Self-Study Activity

- Allocate some time before the end of the session for the participants to work in groups to create MS Word folders for their TLD work. This will give them an opportunity to work as a team and be comfortable asking and discussing questions, helping each other, and creating MS Word documents and folders. ((If they are already familiar with MS Word, ask them to create a MS Word folder in which they can store documents to include in the portfolios they will be developing in the course. They might save their work on a flash drive.)

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- Ask them to record answers to the following questions (either in a MS Word document or on a handout):

1. *What TLD jobs am I interested in learning more about?*
2. *How do I feel about the session today? (What did I like or not like about the session?)*
3. *What requests or questions do I have for the instructor?*

Lesson 2: Introduction to the Equipped for the Future (EFF) Standards

OBJECTIVES

By the end of the lesson participants will:

- Be able to simply explain what each of the EFF standards means.
- Be able to identify key tasks and skills required for common TLD jobs.
- Create a simple presentation (using PowerPoint, if possible). about EFF standards and in-demand TLD jobs

RESOURCES REQUIRED

- Copies of EFF Skill Wheel handout (If possible, get one or more EFF Skill Wheel posters to use throughout the course.)
- Learner Handbook (or separate handouts described below)
- Computers with Internet access

ACTIVITIES

Introduction

- Welcome participants.
- Ask them whether they encountered any TLD-related activities since the last class and, if so, describe some examples. Note how this course will make them sensitive to the many types of TLD companies and functions that we typically interact with.
- Review with the participants a handout showing the lesson's objectives.

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Activity 2.a.: Thinking about Prior Work Experience

- Engage participants in a discussion about their prior experience with “work.” Start by asking them to work on their own for a few minutes to do the following assignment:

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Activity 2.a.

Prior Work Experience

INSTRUCTIONS: Write answers to these questions:

1. *What was your last job?*
2. *What did you like about that job?*
3. *What didn't you like about the job?*

.....

- Invite volunteers to share their responses with the class.
- Explain that, in this course, we will be talking a lot about “work,” “jobs,” “occupations.” We will build on their previous experience as workers and encourage them to think critically about various kinds of jobs they have had and ones they might be interested in. In the process, they will also develop the kinds of communication and thinking skills they will need to succeed in TLD and other kinds of jobs.

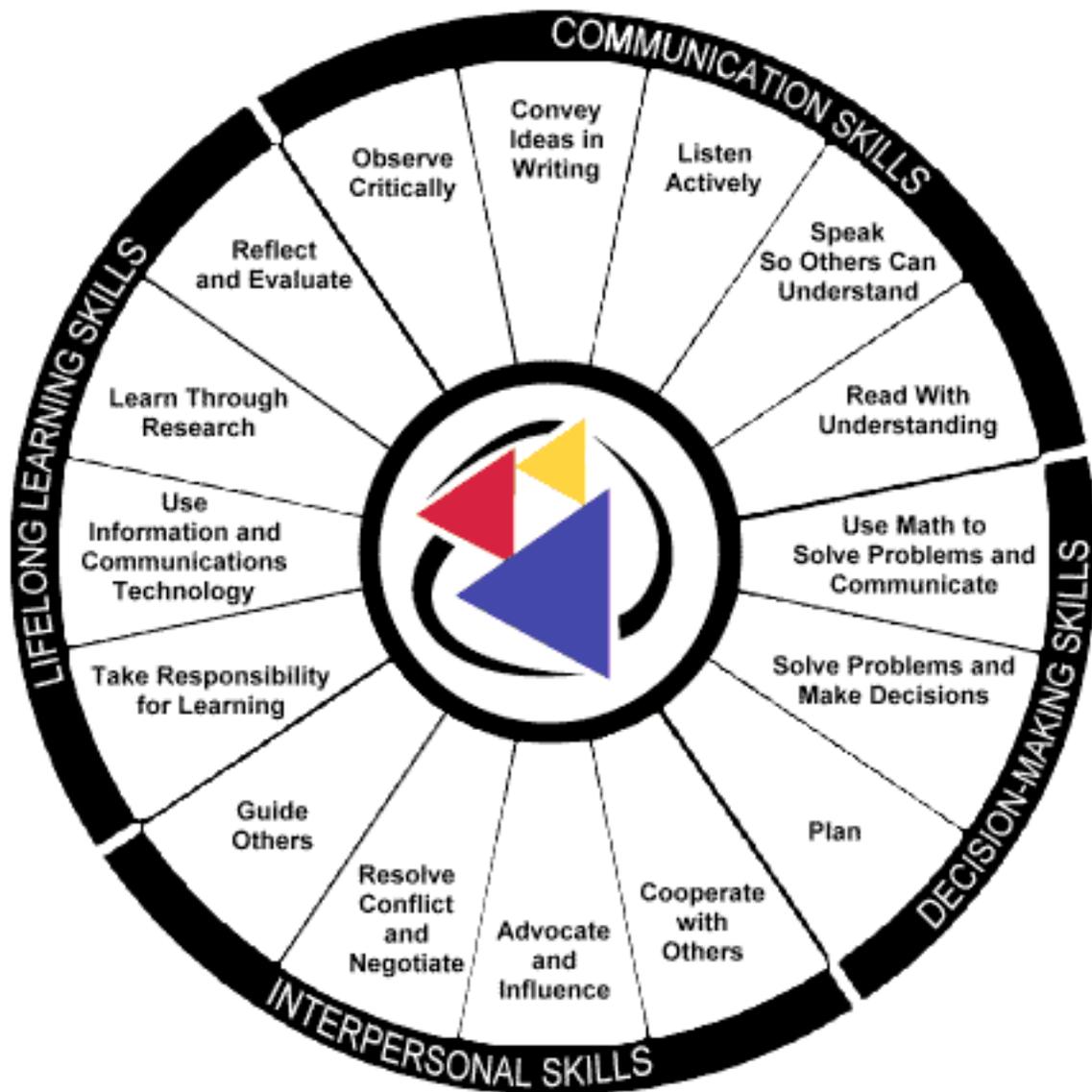
Activity 2.b.: Introduction to the EFF Standards

- Explain that the EFF Skill Wheel shows the basic skills that adults need to successfully perform everyday activities in their roles as family members, workers, and community

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members. (This EFF Skill Wheel and other information about EFF are available at http://eff.cls.utk.edu/fundamentals/eff_standards.htm . Much of this information is available in Spanish.)



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- Review the name of each standard on the Skill Wheel. Ask participants to explain what they think each standard means and write the meaning of the terms in their own words on the “EFF Standards Worksheet.”
- Ask them to complete the worksheet on their own and share their notes with the class.
- Ask participants questions to make sure that they are clear about the EFF Standards.

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Activity 2.b.

EFF Standards Worksheet

Your name _____

Today's Date _____

Name of EFF Standard	What it means to me
Read With Understanding	
Convey Ideas in Writing	
Speak so Others Can Understand	
Listen Actively	
Observe Critically	
Use Math to Solve Problems and Communicate	
Plan	
Cooperate with Others	

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Advocate and Influence	
Resolve Conflict and Negotiate	
Guide Others	
Take Responsibility for Learning	
Reflect and Evaluate	
Learn through Research	
Use Information and Communications Technology	

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Activity 2.c.: Brainstorming about EFF Skills and TLD Jobs

- Ask participants to break into pairs. (If appropriate, pair those who appear to have stronger communications skills with those with lower skill levels. The stronger ones can help their less-advanced teammates.)
- Ask each pair to:
 - Select one of the TLD jobs discussed in Lesson 1.
 - Use the first column of the “TLD Job Skills” Worksheet to brainstorm a list of three duties (tasks) performed in that TLD job. (For example, a truck driver needs to communicate with dispatchers, take care of the truck, obey safety rules, etc.)

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- Then list the various kinds of skills needed to perform each of those duties.
- When the pairs are done completing the worksheet, ask each pair to explain one of the tasks (and the corresponding skills) that they identified.
- When all pairs have presented, point out how the EFF Skill Wheel corresponds to many of the skills they identified in this activity. Note how the EFF skills are found in many TLD common jobs.

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Activity 2.c.

Skills Required for TLD Jobs

Your name _____ Today's Date _____

TLD Job to Be Analyzed _____

3 Duties/Tasks Performed in this Job	Skills Required for the Duties/Tasks

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Activity 2.d.: Using TLD Job Videos to Talk about EFF Skills

- Divide the participants into pairs.
- Have them go to the following link: www.careervoyages.gov/transportation-videos.cfm.
- Assign each pair one of the following videos from the above link:

Pair 1: Watch the video on Bus and Truck Mechanics and Diesel Engine Specialists.

Pair 2: Watch the video on Dispatchers, Except Police, Fire, and Ambulance.

Pair 3: Watch the video on Laborers and Freight, Stock, and Material Movers, Hand.

Pair 4: Watch the video on Production, Planning, and Expediting Clerks

Pair 5: Watch the video on Shipping, Receiving, and Traffic Clerks

Pair 6: Watch the video on Bus Drivers, Transit and Intercity

- Ask each pair to open this link in their computer
- Tell each pair that they can watch the video multiple times
- Ask them to fill the video activity EFF sheet while or after watching the video.

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Activity 2.d.

TLD Videos and EFF Skills

Your name _____ **Today's Date** _____

TLD Job to Be Analyzed _____

3 Duties/Tasks Performed in this Job	EFF Skills Required for the Duties/Tasks

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Activity 2.e.: Creating a PowerPoint about EFF Skills and TLD Jobs

- This activity will require some time, especially for those participants who have not previously used PowerPoint. PowerPoint will be used throughout this course, so this is an opportunity to introduce the use of PowerPoint to participants. (If possible, bring one or more computer-savvy helpers into this class to help the participants learn the basic steps of making a PowerPoint presentation.)
- Explain:
 - PowerPoint is a common MicroSoft software found in most computers.
 - We will be using PowerPoint throughout this course.
 - We will use it as a way for participants to get accustomed to (a) making presentations to a group and (b) using a common computer software.
 - Those who are more familiar with PowerPoint can help others learn how to use it.
 - No one is expected to be a computer expert in these activities. We understand that many participants might have had no previous experience using PowerPoint.
 - We will try to make these activities fun and helpful, not intimidating/scary.

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- Demonstrate a sample PowerPoint presentation. (Ideally, you will be using PowerPoint in all your sessions, to show participants the objectives and activities you will use in the lesson, introduce various activities, etc. The participants will in this way already be familiar with PowerPoint.) Explain the various features of PowerPoint such as:
 - Each “page” (slide) in a presentation can be presented in a different format. Beginners might use just one format (a title section on the top and a content section below).
 - You can use just a few words to make a point. (In fact, you should avoid using too much text. Keep it simple.)
 - PowerPoint provides many different design styles and colors.
 - You can print out copies to give as handouts.
 - In this course, we can use PowerPoint to practice presenting information and using computers. Participants can also make copies of their PowerPoint presentations to include in their portfolios.
- Divide participants into pairs or “trios.” If possible, include in each group at least one person who is already familiar with PowerPoint or at least fairly comfortable using a computer. That more-experience person can help the others.
- Ask each pair to make a simple (just a few slides) PowerPoint presentation using information taken from the “TLD Videos and EFF Skills” worksheet that they completed in the previous activity.
- Walk around the class and help participants learn the basic steps of making a simple PowerPoint presentation.
- Ask the groups to present their simple PowerPoint.
- As appropriate (in this activity and subsequently) explain how they might improve the presentations by:
 - changing the size of fonts;
 - adding colors;
 - using alternative designs;
 - adding clip art;

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Self Study Activity

1. Ask the participants to write a short essay on “How I Used EFF Skills in a Previous Job.”
2. Invite participants to watch the following on-line video: <http://edutube.org/en/video/did-you-know-30>

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Lesson 3:

Introduction to Customer Service in the TLD Industry

OBJECTIVES

By the end of the lesson, participants will be able to:

- Describe examples of how TLD workers provide customer service;
- Identify the EFF skills that are required when providing customer service.

RESOURCES REQUIRED

- Learner Handbook (with handouts referred to below)
- Flipchart paper
- Computers with Internet Access

ACTIVITIES

Activity 3.a.: Defining “Customer Service”

- Explain: “Customer service” is a key function of all TLD jobs. To help us better understand this term, please respond to this question:

In what situations might a truck driver need to provide “customer service”?

- Record participants’ responses on a flipchart or on the board.
- Note:
 - A truck driver has many potential customers, including:
 - The person from whom the driver picks up the freight.
 - The person to whom the driver delivers the freight.

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- Others in the public with whom the driver interacts (and who might eventually become customers of the company)
 - These are considered “external” customers (i.e., someone outside the company).
 - But a truck driver also serves people *within* the company. These can be considered “internal” customers and can include co-workers and supervisors with whom the driver interacts. In a well-functioning team, it is the duty of each employee to help his/her fellow employees to succeed – for the benefit of the entire organization.
 - The truck driver’s job is thus to serve both the external customers (to bring in revenue) and internal customers (to keep the organization working productively).
 - Customer service is what we do to help our external and internal customers satisfy their needs.

Activity 3.b.: EFF Skills Needed for Customer Service

- Divide the participants into small groups and ask them to brainstorm answers to this question:

When a truck driver is delivering a package to a customer, what EFF skills does she/he need?

- When the groups have prepared their responses to this question, ask each group to state its answers to the class. Record their responses on a flipchart or board.
- Note that virtually all of the EFF skills can be used when a truck driver provides customer service when delivering a package. For example, in such a situation a driver might have to:

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- Read labels, directions, written requests;
- Convey ideas in writing (by leaving a note for a customer);
- Speak so the customer can understand;
- Listen actively to the customer, to maximize communication;
- Observe critically, to understand the situation that needs to be dealt with;
- Use math to calculate prices or other math-related functions that must be performed;
- Plan what the driver needs to do to help the customer;
- Cooperate with others to get the job done;
- Advocate and influence on behalf of the customer or, if necessary, himself;
- Resolve conflict and negotiate on behalf of the customer or with the customer (e.g., as in the case of an angry customer);
- Guide the customer to a productive solution to a problem;
- Take responsibility for learning about the customer, her/his needs, and other information needed to serve the customer;
- Reflect on and evaluate the best way to serve the customer;
- Learn through research about the customer, his/her needs, and how best to serve the customer;
- Use information and communications technology to get necessary information to better serve the customer.

Activity 3.c.: What Is “Good” Customer Service?

- Explain: To help participants better understand how they can use EFF skills to provide good service to their external and internal customers, it is helpful to reflect on one’s personal experience with customer service and learn from that experience.
- Divide participants into pairs and give them the following assignment:

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Activity 3.c.

Our Prior Experience with “Good” and “Bad” Customer Service

ASSIGNMENT

In your group, describe examples of good and bad customer service by answering the following questions:

1. **Describe a situation in which you received “good” customer service.**

- a. When and where did this happen?
- b. Who provided you the service?
- c. Describe what the person(s) did for you.
- d. What did the person(s) do that was “good”?

2. **Describe a situation in which you received “bad” customer service.**

- a. When and where did this happen?
- b. Who provided you the service?

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c. Describe what the person(s) did for you.

d. What did the person(s) do that was “bad”?

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- When the groups have prepared their statements, ask each group to present its statements. As they do so, capture their responses to Questions 1.d. and 2.d. on two lists (on the board or on flipcharts) under the headings of “Characteristics of Good Customer Service” and “Characteristics of Bad Customer Service.”
- As appropriate, add your own suggestions such as:
 - To provide good customer service, an employee . . .
 - Works to understand the customer’s needs.
 - Responds to those needs quickly and helpfully.
 - Gives guidance to the customer about options.
 - Charges a fair price for the service or products.
 - Checks to be sure the customer is satisfied.
 - Takes corrective action if the customer is not satisfied.
 - Bad customer service occurs when an employee . . .
 - Makes inadequate effort to understand the customer’s needs.
 - Does not respond to those needs quickly and helpfully.
 - Doesn’t give guidance to the customer about options.
 - Doesn’t charge a fair price for the service or products.
 - Doesn’t check to be sure the customer is satisfied.
 - Doesn’t take corrective action if the customer is not satisfied.

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Activity 3.d.: TLD Customer Service Role Play

- Explain that participants will now get a chance to practice providing customer service in some TLD workplace situations.
- Divide the participants into pairs.
- Give each pair one of the following role play assignments.
- Ask them to create dialogues and present them to the class.

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Activity 3.d.

Assignment for TLD Customer Service Role Play

YOUR ASSIGNMENT

Outlined below are situations taken from various TLD jobs in which an employee must provide customer service. In your team you should:

- read your situation carefully.
- prepare a role play. Make sure that the employee in the role play provides good customer service to the customer.
- present your role play before the class.
- When you present the dialogue, make sure to:
 - introduce team members to the class;
 - explain the situation to the class;
 - explain the roles you and your partner are going to perform.

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THE SITUATIONS

Situation #1

You are the Shipping and Receiving Clerk for a multinational courier company. A customer comes to you and explains he wants to ship some expensive dinner plates to his home country. You want to be helpful to the customer. You also know that international shipments make a lot of money for your company. Greet the customer and show how you will be helpful to the customer while also making the sale for the company and ensuring that the customer will come back again.

Situation #2

It is 10:00 am. You are a Truck Driver for an overnight courier company. You are trying to deliver a package for Mr. Steven Johnson. You ring the doorbell of the house and an elderly lady comes to the door. She says she is the mother of Steven Johnson. The elderly lady appears to be hard of hearing and she starts a long description to you of various problems she has had recently. She talks about her dog's bad health, the TV that stopped working yesterday, the fact that her daughter didn't call her on her birthday yesterday, and other personal issues. She also appears to be a little confused. You want to leave the package at the house and go to your next destination. How do you handle this situation?

Situation #3

You are a Packager for a food distribution company which prepares shipments of canned goods for delivery to supermarkets. A new worker started working in your department yesterday. You see that he is having trouble packing the food items in an efficient, fast way. It is clear that English is not his first language, but it is hard to know his level of English fluency because he is shy. You want to give this person some tips and to make him feel welcomed to his new job. This is important because (a) you like to have good relationships with your co-workers and (b) all team members need to be working efficiently so that the team gets shipments out the door in an efficient and accurate way. What do you say to this co-worker?

Situation #4

You are a Dispatcher for a trucking company. An appliance store client calls you to check the status of two of his orders, a washing machine and a stove. According to the client, the orders were due today but have not yet arrived. You realize that the driver who was scheduled to deliver these items had a flat tire and is waiting at a gas station for a replacement tire to be sent from the tire supply store. You are not sure whether the delivery will be made before the store closes at 6:00 pm. What do you say to the customer?

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Situation #5

You are the Mechanic for Henry's Truck Repair. You have to inform a customer that you ordered the wrong replacement parts for his truck. This will mean that the truck won't be ready for at least two more days. The customer is losing money by having his truck off the road. You have to talk to the customer nicely without losing the credibility of your company.

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- Ask the participants to present their role plays.
- Ask others to identify strengths of the presentations and suggest how the TLD employee might have improved the service he/she gave to the customer.
- Add your own suggestions for how an employee might provide effective customer service in these kinds of situations.

Self-Study Activity

Ask participants to:

1. View the free on-line videos about customer service available on:
http://www.ehow.com/videos-on_246_keys-good-customer-service.
2. Read the article below titled "8 Rules for Good Customer Service" (available at <http://sbinfocanada.about.com/od/customerservice/a/custservrules.htm>).

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Lesson 3

Self-Study Activity

An On-Line Article

from <http://sbinfocanada.about.com/od/customerservice/a/custservrules.htm>

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8 Rules For Good Customer Service

Good Customer Service Made Simple

By [Susan Ward](#), About.com

Good customer service is the lifeblood of any business. You can offer promotions and slash prices to bring in as many new customers as you want, but unless you can get some of those customers to come back, your business won't be profitable for long.

Good customer service is all about bringing customers back. And about sending them away happy – happy enough to pass positive feedback about your business along to others, who may then try the product or service you offer for themselves and in their turn become repeat customers.

If you're a good salesperson, you can sell anything to anyone once. But it will be your approach to customer service that determines whether or not you'll ever be able to sell that person anything else. The essence of good customer service is forming a relationship with customers – a relationship that that individual customer feels that he would like to pursue.

How do you go about forming such a relationship? By remembering the one true secret of good customer service and acting accordingly; "You will be judged by what you do, not what you say."

I know this verges on the kind of statement that's often seen on a sampler, but providing good customer service IS a simple thing. If you truly want to have good customer service, all you have to do is ensure that your business consistently does these things:

1) Answer your phone.

Get call forwarding. Or an answering service. Hire staff if you need to. But make sure that someone is picking up the phone when someone calls your business. (Notice I say "someone". People who call want to talk to a live

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person, not a “fake recorded robot”.) For more on answering the phone, see [Phone Answering Tips to Win Business](#).

2) Don't make promises unless you WILL keep them.

Not plan to keep them. Will keep them. Reliability is one of the keys to any good relationship, and good customer service is no exception. If you say, “Your new bedroom furniture will be delivered on Tuesday”, make sure it is delivered on Tuesday. Otherwise, don't say it. The same rule applies to client appointments, deadlines, etc.. Think before you give any promise – because nothing annoys customers more than a broken one.

3) Listen to your customers.

Is there anything more exasperating than telling someone what you want or what your problem is and then discovering that that person hasn't been paying attention and needs to have it explained again? From a customer's point of view, I doubt it. Can the sales pitches and the product babble. Let your customer talk and show him that you are listening by making the appropriate responses, such as suggesting how to solve the problem.

4) Deal with complaints.

No one likes hearing complaints, and many of us have developed a reflex shrug, saying, “You can't please all the people all the time”. Maybe not, but if you give the complaint your attention, you may be able to please this one person this one time - and position your business to reap the benefits of good customer service.

5) Be helpful - even if there's no immediate profit in it.

The other day I popped into a local watch shop because I had lost the small piece that clips the pieces of my watch band together. When I explained the problem, the proprietor said that he thought he might have one lying around. He found it, attached it to my watch band – and charged me

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nothing! Where do you think I'll go when I need a new watch band or even a new watch? And how many people do you think I've told this story to?

6) Train your staff (if you have any) to be ALWAYS helpful, courteous, and knowledgeable.

Do it yourself or hire someone to train them. Talk to them about good customer service and what it is (and isn't) regularly. Most importantly, give every member of your staff enough information and power to make those small customer-pleasing decisions, so he never has to say, "I don't know, but so-and-so will be back at..."

7) Take the extra step.

For instance, if someone walks into your store and asks you to help them find something, don't just say, "It's in Aisle 3." Lead the customer to the item. Better yet, wait and see if he has questions about it, or further needs. Whatever the extra step may be, if you want to provide good customer service, take it. They may not say so to you, but people notice when people make an extra effort and will tell other people.

8) Throw in something extra.

Whether it's a coupon for a future discount, additional information on how to use the product, or a genuine smile, people love to get more than they thought they were getting. And don't think that a gesture has to be large to be effective. The local art framer that we use attaches a package of picture hangers to every picture he frames. A small thing, but so appreciated.

If you apply these eight simple rules consistently, your business will become known for its good customer service. And the best part? The irony of good customer service is that over time it will bring in more new customers than promotions and price slashing ever did!

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Lesson 4: New Communications Technologies in TLD

OBJECTIVES

By the end of the lesson, participants will be able to:

- 1 Name five examples of new communication technologies that have been introduced into the TLD industry in the past 20 years.
- 2 Identify potential advantages and disadvantages of those technologies.
- 3 Identify EFF skills needed for those technologies.

RESOURCES REQUIRED

- Learner Handbook
- Computers with Internet access
- White board and/or flipcharts with felt pens

ACTIVITIES

Activity 4.a: New Communication Technologies in TLD

- Explain:
 - The TLD industry has introduced many new technologies in the past 20+ years.
 - These include many new features in vehicles (e.g., to save fuel, reduce emissions, improve safety), in warehouse facilities (e.g., to save energy, improve security, etc.).
 - Many of these technologies are used to improve communication of information within the industry.

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- Divide participants into pairs or three. Ask the pairs/groups to complete the following assignment.

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Activity 4.a.

New Communications Technologies in TLD

INSTRUCTIONS: Listed below are three types of TLD workers. In the space provided, please list examples of technologies that those workers are using to capture and communicate information.

TLD Worker	Technologies Used to Capture and Communicate Information	Purposes of Using those Technologies
Delivery Van Driver		
Truck Dispatcher		
Warehouse Workers (e.g., fork lift driver, packager)		

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- When the groups have completed the worksheet, ask them to report back to the class.
Record their responses on board/flipchart.
- As appropriate, share the following possible responses with the class:

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TLD Worker	Examples of Technologies Used to Capture and Communicate Information	Purposes of Using those Technologies
Delivery Van Driver	<ul style="list-style-type: none"> • Uses scanner (with bar coding system) and global tracking system • Uses radio. • Uses GPS system. 	<ul style="list-style-type: none"> • to document when package leaves loading dock and when it is delivered. • to communicate with dispatcher about status of deliveries. Can be used to relay updates to customers. • to get directions and track movements and relay that information to headquarters.
Truck Dispatcher	<ul style="list-style-type: none"> • uses radio • uses computer 	<ul style="list-style-type: none"> • to communicate with drivers (with instructions and directions and to deal with emergencies. • to communicate with customers about status of deliveries, directions. • to communicate with emergency or repair personnel • to record information about shipments and to get driving directions.
Warehouse Workers (e.g., fork lift driver, packager)	<ul style="list-style-type: none"> • uses radios • uses scanners (with bar coding system) 	<ul style="list-style-type: none"> • to communicate with co-workers about work orders and emergencies • to track information about status of shipments (in, around, and out of warehouse)

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Activity 4.b.: Laptops in Trucks: A Good Idea?

- Explain:
 - We've now identified some examples of communication technologies that a cross-section of TLD workers use. It is important for workers to not only understand the technical aspects of how to use those technologies (e.g., how to work the radio or scanner) but how to communicate in a clear, thoughtful, and safe way.
 - We're now going to read an article about one such technology and then ask you to analyze various aspects of that technology.

- Ask participants to work in pairs or small groups to read the following article and then prepare answers for the discussion questions:

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Activity 4.b.

**Laptops in Trucks:
A Good Idea?**

Your name _____ Today's date _____

INSTRUCTIONS

Answer the five questions for the corresponding paragraphs from the following article. (The article appeared in the September 27, 2009 New York Times and was written by Matt Richtel.)

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DRIVEN TO DISTRACTION:

Truckers Insist on Keeping Computers in the Cab



Mark Schiefelbein for The New York Times

Caption: Like many truckers, Kurt Long uses a dispatching computer. “We’re supposed to pull over,” he said, “but nobody ever does.”

1. Crisscrossing the country, hundreds of thousands of long-haul truckers use computers in their cabs to get directions and stay in close contact with dispatchers, saving precious minutes that might otherwise be spent at the side of the road.
2. The trucking industry says these devices can be used safely, posing less of a distraction than BlackBerrys, iPhones and similar gadgets, and therefore should be exempted from legislation that would ban texting while driving.
3. “We think that’s overkill,” Clayton Boyce, spokesman for the American Trucking Associations, said of a federal bill that would force states to ban texting while driving if they want to keep receiving federal highway money.
4. The legislation will be discussed at a conference on distracted driving in Washington, starting Wednesday, organized by the Transportation Department
5. The issues raised by truckers show the challenges facing advocates for tougher distracted-driving laws, given that so many Americans have grown accustomed to talking and texting behind the wheel.

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6. Mr. Boyce, who said the industry does not condone texting while driving, said computers used by truckers require less concentration than phones. The trucks “have a screen that has maybe two or four or six lines” of text, he said. “And they’re not reading the screen every second.”
7. Banning the use of such devices, he added, “won’t improve safety.”
8. But some safety advocates and researchers say the devices — which can include a small screen near the steering wheel and a keyboard on the dash or in the driver’s lap — present precisely the same risk as other devices. And the risk may be even greater, they note, given the size of 18-wheel tractor trailers and the longer time required for them to stop.
9. Some truckers say they feel pressure to use their computers even while driving in order to meet tight delivery schedules.
10. We’re supposed to pull over, but nobody ever does,” said Kurt Long, 46, a veteran trucker based in Wagoner, Okla., who hauls flour, sugar and other dry goods.
11. “When you get that load,” he added, “you go and you go and you go until you get there.”
12. The trucking industry has invested heavily in technology to wire vehicles. Satellite systems mounted on trucks let companies track drivers, send new orders, distribute companywide messages and transmit training exercises. Drivers can also use them to send and receive e-mail and browse the Internet.
13. After videotaping truckers behind the wheel, the [Virginia Tech](#) Transportation Institute found that those who used on-board computers faced a 10 times greater risk of crashing, nearly crashing or wandering from their lane than truckers who did not use those devices.
14. That figure is lower than the 23 times greater risk when truckers texted, compared with drivers simply focused on the road, according to the same study. However, the Virginia researchers said that truckers tend to use on-board computers more often than they text.
15. The study found that truckers using on-board computers take their eyes off the road for an average of four seconds, enough time at highway speeds to cover roughly the length of a football field.
16. Richard J. Hanowski, director of the Center for Truck and Bus Safety at the Virginia institute, said videotape monitoring of 200 truckers driving about three

million miles showed many of them using the devices, even bypassing messages on the screen warning them not to use the devices while driving.

17. “Is this any different than texting?” Mr. Hanowski said. “With either one, the risks are very high.”
18. In Mr. Long’s unkempt cab, the computer screen is mounted on the dashboard to the right of his steering wheel. He operates it both by touching the screen and by using a keyboard, which he often keeps in his lap (along with one of the two Chihuahuas that keep him company on his drives).
19. On the computer screen, there is a warning: do not use while vehicle is in motion.
20. “But it gives you a proceed button,” Mr. Long said with a laugh during an interview in August at a truck stop in Joplin, Mo.
21. Mr. Long pushes that button often. After all, pulling over to read and respond to a message, then start up again, would take 10 to 15 minutes, he said. If he’s late by even 15 minutes on a delivery, he said, his pay can be cut.
22. Mr. Long’s experience is typical, according to Michael H. Belzer, an economics professor at Wayne State University who studies the trucking industry. He said truckers had no choice but to use their computers while driving, given their deadline pressures.
23. Some makers of the on-board devices, like [Qualcomm](#), sell versions of the systems that cannot be used while a vehicle is in motion or that can be used only in a limited way — for example, allowing drivers to only read messages or listen to a computerized voice reading them.
24. In recent years, fatalities which involved large trucks have fallen slowly, despite many safety advances like air bags and antilock brakes, according to the [National Highway Traffic Safety Administration](#). In 2007, large trucks were involved in 4,808 deaths — or 12 percent of all driving-related fatalities.
25. Randy Mullett, vice president for government relations at [Con-way](#), one of the nation’s biggest fleets, says safety is paramount for the industry, and for his company.
26. For instance, he said Con-way forbids the drivers of its roughly 8,000 trucks on regional routes to use a cellphone or to text while driving. Trucks on those routes tend not to have the computer systems.
27. For the company’s 4,000 longer-haul trucks, the company discourages drivers from texting and talking on cellphones, but does not have an official policy

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- against it. Mr. Mullett said that such a policy would be difficult to enforce and that drivers rely on that technology to stay connected to both work and home.
28. Mr. Mullett also said drivers use the technology only to communicate with dispatchers, and infrequently at that.
 29. He said drivers only have to press a button on the screen to acknowledge they received new instructions that appear on the screen. "It's not much different than pressing a button on the radio," he said.
 30. Asking truckers to pull over for such a simple action is inefficient and expensive, Mr. Mullett said, given that the company loses about \$1.50 a minute when a truck is idle.
 31. "If it took a driver 15 minutes four times a day to pull over, you'd basically lose 10 percent of a driver's time. You can't take 10 percent of a truck fleet out of service to make them answer," he said.
 32. "Let's figure out a way to work with Congress that doesn't make these technology advances obsolete or less efficient than they are," Mr. Mullett said.
 33. Tim Lynch, senior vice president at the American Trucking Associations, said a compromise might exempt devices mounted in places where drivers can keep their eyes straight ahead.
 34. "That way a driver could still be focusing on the road but looking at a device as opposed to having a BlackBerry they're looking down at," he said.
 35. At least one sponsor of the federal legislation, Senator [Charles E. Schumer](#), Democrat of New York, said that he was not aware of the trucking industry's concerns but that there was room to accommodate their devices without compromising safety.
 36. "There are ways I think to preserve what the trucker actually needs in terms of doing his or her job," he said. "I think the real danger occurs when you're regularly texting, not when you're looking at a machine and doing a quick answer."
 37. But Robert D. Foss, a senior researcher at the Highway Safety Research Center at the [University of North Carolina](#), said the dispatch computers and texting devices present the same potential for distraction.
 38. "It's hard to accept the assertion: 'We're just different,' " he said. "You know full well this is motivated by economic considerations."

39. Beyond the dispatch computers, truckers said they relied heavily on an array of technologies to stay productive, entertained and connected on the road. Their cabs become like home offices, wired with CB radios, AM/FM and satellite radios, weather band radios, GPS devices, electrical outlets, laptops and even computer desks. And, of course, cellphones.
40. Mr. Long said he uses one or another of his devices 90 percent of the time he is on the road. He said doing so actually makes him a safer driver because it keeps him awake and alert.
41. And he said it was one reason he had not had any serious accidents in more than two decades as a trucker.
42. At least, until last Monday.
43. On a highway in Oklahoma, a dump truck pulled into his lane from a side road. Mr. Long slammed into it, lost control and drove into a lake.
44. His truck was totaled. Neither he nor the dump-truck driver was badly injured. (His dogs were hurt, one thrown from the cab, but neither badly.)
45. Mr. Long said he had not been using his phone or computer at the time, but he had taken his eyes off the road for an instant. "I reached down to grab a cup of coffee," he said.
46. He said the lesson is that drivers need to be careful not to get distracted, particularly when they use electronic devices.
47. "I guarantee if you're not an ace on that keyboard, you've got to look to find them letters," he said. "Sometimes, it takes a lot longer to find a letter on that keyboard than it does to get a cup of coffee."

DISCUSSION QUESTIONS

Question 1 (for paragraphs 1-5): Is the American Trucking Associations in favor of banning laptops in trucks or against that idea?

Question 2 (for paragraphs 6-10): According to this article, why do some truckers feel pressure to use their computers even while driving?

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Question 3 (for paragraphs 11-15): Name three things that truckers use satellite tracking systems for.

Question 4 (for paragraphs 16-20): What warning message is found on the screen of the laptop computer in Mr. Long's truck?

Question 5 (for paragraphs 21-25): In 2007, large trucks were involved in how many driving-related fatalities?

.....

- When the participants have completed reading the first 25 paragraphs and answered the five questions, ask them to share their answers. Comment on their responses, as appropriate.
- Note:
 - Technologies are driving many changes in the TLD industry, increasing efficiency, improving communications, etc.
 - However, these technologies also bring with them some potentially negative effects.

Activity 4.c.: EFF Skills Needed for TLD Communications Technologies

- Explain:
 - Better-paying TLD jobs tend to require the use of various kinds of communications technologies.
 - To be prepared to use those technologies, workers need various kinds of EFF skills. We can practice some of those skills in this course, but it is first important to be clear what those skills are. Let's return to the list of communications technologies we developed earlier, and identify the EFF skills required to use those technologies.

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- Divide the participations into small groups and ask them to complete the following assignment. You might assign different technologies to different groups.

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Activity 4.c.

EFF Skills Needed for TLD Communications Technologies

Your name _____ Today's date _____

Instructions: Identify the EFF skills that a user would need to effectively use each technology.

Communications Technology	EFF Skills Required
Laptop used by truck driver	
CB radio used by truck driver and dispatcher	
Scanner used by material mover when loading boxes onto truck	

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- When groups have completed the assignment, ask them to report back their responses. Note that EFF standards are needed to use many technologies. As appropriate, share the following responses with the group.

Possible Responses for Activity 4.c

Communications Technology	EFF Skills Required
Laptop used by truck driver	<ul style="list-style-type: none">• <u>Read</u> with understanding;• <u>Convey ideas in writing</u>• <u>Speak</u> to discuss information found on laptop;• <u>Listen actively</u> to recordings on laptop or when using telephone software;• <u>Observe critically</u>, to understand information found on computer;• <u>Use math</u> to calculate prices or other math-related functions that must be performed on the computer;• <u>Plan</u> how to use the computer most effectively and how to maintain the computer;• Use the computer to <u>cooperate with others</u> ;• Use the computer to <u>guide others</u> to a productive solution to a problem;• <u>Take responsibility for learning</u> about how to best use the computer and how to use the computer for ongoing learning;• <u>Reflect on and evaluate</u> the best way to use the computer;• Use the computer to <u>learn through research</u>; and learn through research about how to use the computer;• <u>Use information and communications technology</u>.

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Self-Study Activities

1. Ask participants to view a video about a bar code scanner at <http://www.youtube.com/watch?v=5hqv3w3sRxI> . As they watch the presentation, they should take notes to answer the following questions:
 - a. What is the product being described?
 - b. How might such a product be used in a warehouse?
 - c. On a scale of 0 to 10, how would you rate the presenter’s presentation?
 - d. Explain your answer (for question c).
2. Assign the participants to watch the following “Modern Marvels” episode about computers: <http://video.google.com/videoplay?docid=-7242608336050311633#> . When you do so, remind them that there are many good sources (on free Internet web sites, on The History Channel, Discovery Channel, and PBS) where the participants can get information about modern technologies. (Many public libraries have video collections containing these TV episodes.)

Lesson 5: Speaking Clearly

OBJECTIVES

By the end of the lesson, participants will be able to:

- explain the components of the EFF standard *Speak So Others Can Understand*.
- explain how speaking is used in TLD jobs.
- demonstrate how to speak clearly and helpfully in several TLD work situations.

RESOURCES NEEDED

- Learner Handbook
- EFF Skill Wheel
- Computers with Internet access

ACTIVITIES

Activity 5.a.: Introduction to the EFF Standard “Speak So Others Can Understand”

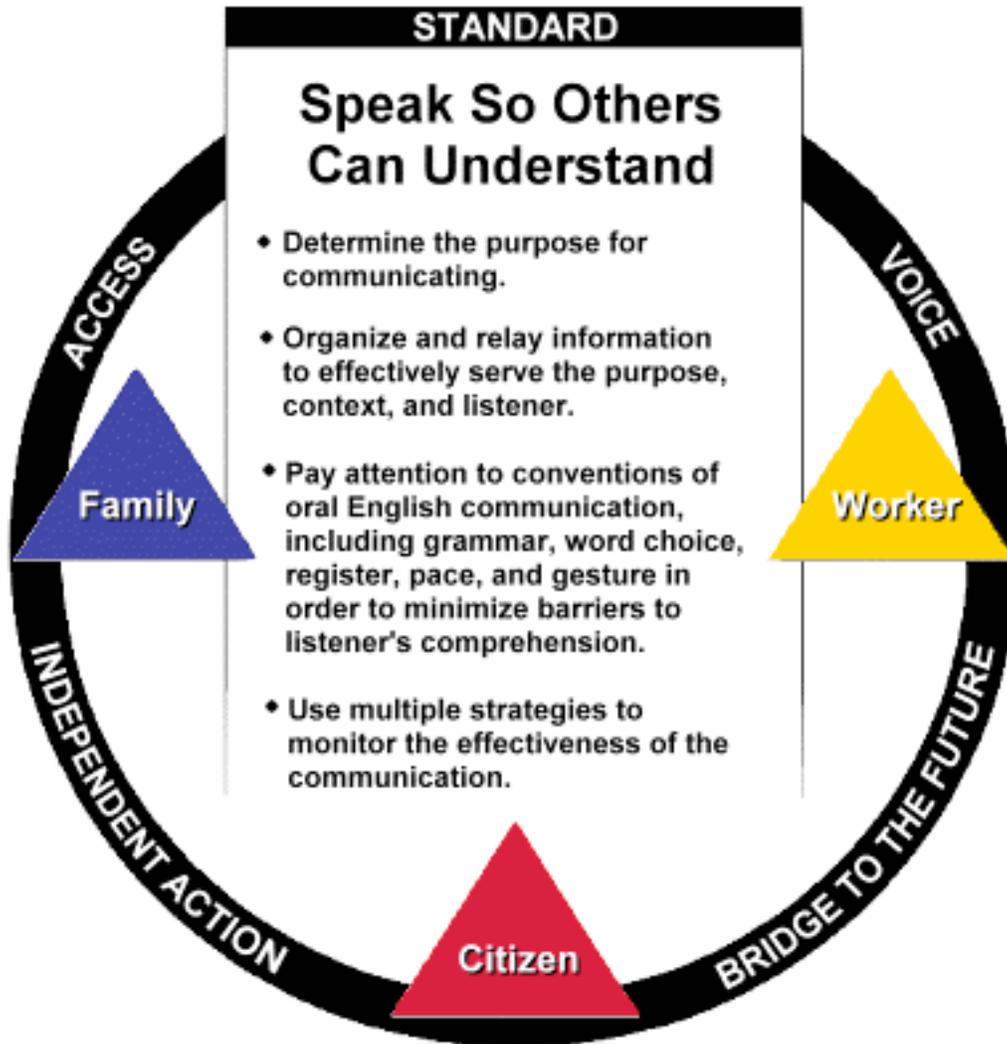
- Ask the class to look at the EFF Skill Wheel and choose the skills that are most important for communicating with customers.
- The participants will probably pick more than one but tell them that for today they are going to focus on *Speak So Others Can Understand*.
- State that, when communicating with customers (both “external” and “internal” customers), it is very important to speak clearly and otherwise be sure that the customer understands what you are saying.
- Ask participants to give examples from their lives in which people do NOT speak clearly.

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- Ask them to look at the components of performance for the EFF standard “Speak So Others Can Understand” (below).



- Discuss each component and – in particular -- what it means for communicating with customers. Clarify terminology, if necessary.
- Ask participants to complete the “Speak So Others Can Understand” worksheet.

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Activity 5.a.

Worksheet

Speak So Others Can Understand

My name _____ *Today's date* _____

Example from my daily life in which I need to "speak so others can understand":

Components of Performance for "Speak So Others Can Understand"	How I would use the EFF standard to communicate effectively in this situation
Determine the purpose for communicating	
Organize and relay information to effectively serve the purpose, context, and listener	
Pay attention to conventions of oral English Communication, including grammar, word choice, register, pace, and gesture, in order to minimize barriers to listener's comprehension	
Use multiple strategies to monitor effectiveness of the communication	

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- Ask a few participants to explain what they recorded on this worksheet.
- Comment on how we communicate depends on the audience, purpose, timing, and other factors of the situation. (For example, we communicate differently in an emergency situation than we would when speaking to an employer.)
- Explain that, because so much of our communications are done orally (i.e., through speaking and listening), it is very important to have good speaking skills.

Activity 5.b.: TLD Role Plays

- Explain that participants will now get a chance to practice some of the speaking skills they can use in TLD workplace situations.
- Divide the participants into pairs.
- Give each pair one of the following role play assignments.
- Ask them to create dialogues and present them to the class.

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Activity 5.b.

Assignment for TLD Role Play

for

“Speak So Others Can Understand”

YOUR ASSIGNMENT

Outlined below are situations taken from various TLD jobs in which an employee must “speak so others can understand.” In your team you should:

- read your situation carefully.
- prepare a dialogue. Make sure that the employee in the role play “speaks so others can understand.”
- present your dialogue before the class.

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- When you present the dialogue, make sure to:
 - introduce team members to the class;
 - explain the situation to the class;
 - explain the roles you and your partner are going to perform;
 - present the role play.

THE SITUATIONS

Situation #1

You are the Shipping and Receiving Clerk for a multinational courier company. A customer comes to you and explains he wants to ship some books to his home country. Greet the customer and continue the conversation.

Situation #2

You are a Truck Driver for a courier company. You want to deliver a package to a customer, but the person who comes to the door has refused to accept the package telling you that somebody has given you the wrong address and he is not the customer listed on the package. He also has a complaint of mishandling of his package by your company last month. Talk to the customer and try to calm him down and tell him different options your company can offer him/her as a solution.

Situation #3

You are a Packager for a distribution company which assembles electronic appliances for shipment to retail stores. You need to train a student who is there as an apprentice. Communicate with him to tell him some basic things about the job. Also take his questions.

Situation #4

You are the Ticketing Clerk for a cargo company. Your boss wants to visit one of his warehouses in Mexico. He is facing problems finding the most reasonable prices for the tickets. Talk to him and tell him about how you might help him find the best price for the ticket he wants.

Situation #5

You work as a Material Mover for a freight forwarding company. One of your clients is visiting the company when nobody else is there to help him/her. The client has a complaint about

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mishandling of shipping items by the material movers. Try to respond to this customer's complaint.

Situation #6

You are a Dispatcher for a trucking company. A client calls you to check the delivery of three of his orders. According to the client, the orders were due today and are already late. He is trying to check the status online using the tracking number, but the system is not working at all. Try to solve his problem.

Situation #7

You are the Mechanic for a trucking company. You have to inform a customer about serious problems with his truck. You have to apologize for the fact that the previous quote or rate that your company provided to him is less than the actual amount that the repair will cost. You have to talk to the customer nicely without losing the credibility of the company.

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- Ask the participants to present their role plays.
- Ask others to identify strengths of the presentations and suggest how communications could have been more clear. How well did the employees “speak so others can understand”?
- Add your own suggestions for how an employee might use effective oral communications in these kinds of workplace scenarios. For example:
 - The employee might have a list of answers to Frequently Asked Questions.
 - The employee should avoid taking complaints personally or getting angry.
 - The employee needs to speak clearly and, if necessary, repeat what he/she says and ask the other person to do the same.

Self- Study Activity

Ask the participants to visit the following web site and read the article on “How to Speak Clearly.”

<http://www.wikihow.com/Speak-Clearly>

Encourage them to also visit the other links at the end of the article to get more ideas about clear speaking.

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Lesson 6: Basic Skills for Truck Drivers

OBJECTIVES

By the end of this lesson, participants will:

- be able to describe key examples and requirements of the truck driver position;
- have practiced reading, test-taking, speaking and listening, and report-writing skills useful for TLD jobs.

RESOURCES REQUIRED

- Learner Handbook (or separate handouts, if not using Learner Handbook)
- Computers with Internet access

ACTIVITIES

Activity 6.a.: Reading Skills for Truck Drivers

- Explain:
 - Reading is an important skill for any worker, including truck drivers. A truck driver needs reading skills for many kinds of reading tasks, including:
 - reading of technical materials (about the vehicle, laws, regulations, etc.);
 - reading of safety materials;
 - reading to prepare for and take examinations;
 - reading required to move ahead with one's education (e.g., to take college-level courses to advance one's career);
 - reading of written directions (e.g., Map Quest) and maps;

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- reading of information on delivery forms, labels, charts, lists, etc.
 - In this activity, participants will be asked to read an article about Truck Drivers. Participants will:
 - practice doing the kind of reading they might do in an instructional manual or technical textbook;
 - practice their test-taking skills;
 - better understand the truck driver job.
- Divide the participants into pairs. Ask the pairs to read the first section (“Nature of the Work” section in the text and answer the comprehension questions. Depending on the time available, you might then have participants read additional sections of the text (e.g., all might read the same section, or different groups can read different sections) and then respond to questions you pose to them about those sections. You can also assign additional sections as a Self-Study Activity.

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Activity 6.a.

Reading about Truck Drivers

INSTRUCTIONS: Read the “Nature of the Work” section of the following text and answer the five questions with your partner. Take notes to help you prepare your answers. You will have 10 minutes to complete the reading and the test.

Truck Driver Overview (from Bureau of Labor Statistics: www.bls.gov)

Nature of the Work

Truck drivers are a constant presence on the nation’s highways and interstates. They deliver everything from automobiles to canned food. Firms of all kinds rely on trucks to pick up and deliver goods because no other form of transportation can deliver goods door-to-door. Even though many goods travel at least part of their journey by ship, train, or airplane, almost everything is carried by trucks at some point.

Before leaving the terminal or warehouse, truck drivers check the fuel level and oil in their trucks. They also inspect the trucks to make sure that the brakes, windshield wipers, and lights are working and that a fire extinguisher, flares, and other safety equipment are aboard and in working order. Drivers make sure their cargo is secure and adjust the mirrors so that both sides

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of the truck are visible from the driver's seat. Drivers report equipment that is inoperable, missing, or loaded improperly to the dispatcher.

Drivers keep a log of their activities, as required by the U.S. Department of Transportation, to the condition of the truck, and the circumstances of any accidents.

Heavy truck and tractor-trailer drivers operate trucks or vans with a capacity of at least 26,000 pounds Gross Vehicle Weight (GVW). They transport goods including cars, livestock, and other materials in liquid, loose, or packaged form. Many routes are from city to city and cover long distances. Some companies use two drivers on very long runs—one drives while the other sleeps in a berth behind the cab. These “sleeper” runs can last for days, or even weeks. Trucks on sleeper runs typically stop only for fuel, food, loading, and unloading.

Some heavy truck and tractor-trailer drivers who have regular runs transport freight to the same city on a regular basis. Other drivers perform ad hoc runs because shippers request varying service to different cities every day.

Long-distance heavy truck and tractor-trailer drivers spend most of their working time behind the wheel but also may have to load or unload their cargo. This is especially common when drivers haul specialty cargo because they may be the only ones at the destination familiar with procedures or certified to handle the materials. Auto-transport drivers, for example, position cars on the trailers at the manufacturing plant and remove them at the dealerships. When picking up or delivering furniture, drivers of long-distance moving vans hire local workers to help them load or unload.

Light or delivery services truck drivers operate vans and trucks weighing less than 26,000 pounds GVW. They pick up or deliver merchandise and packages within a specific area. This may include short “turnarounds” to deliver a shipment to a nearby city, pick up another loaded truck or van, and drive it back to their home base the same day. These services may require use of electronic delivery tracking systems to track the whereabouts of the merchandise or packages. Light or delivery services truck drivers usually load or unload the merchandise at the customer's place of business. They may have helpers if there are many deliveries to make during the day or if the load requires heavy moving. Typically, before the driver arrives for work, material handlers load the trucks and arrange items for ease of delivery. Customers must sign receipts for goods and pay drivers the balance due on the merchandise if there is a cash-on-delivery arrangement. At the end of the day, drivers turn in receipts, payments, records of deliveries made, and any reports on mechanical problems with their trucks.

A driver's responsibilities and assignments change according to the type of loads transported and their vehicle's size. The duration of runs depends on the types of cargo and the destinations. Local drivers may provide daily service for a specific route or region, while other drivers make longer, intercity and interstate deliveries. Interstate and intercity cargo tends to vary from job to job more than local cargo does.

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Some local truck drivers have sales and customer service responsibilities. The primary responsibility of *driver/sales workers*, or *route drivers*, is to deliver and sell their firms' products over established routes or within an established territory. They sell goods such as food products, including restaurant takeout items, or pick up and deliver items such as laundry. Their response to customer complaints and requests can make the difference between a large order and a lost customer. Route drivers may also take orders and collect payments.

The duties of driver/sales workers vary according to their industry, the policies of their employer, and the emphasis placed on their sales responsibility. Most have wholesale routes that deliver to businesses and stores, rather than to homes. For example, wholesale bakery driver/sales workers deliver and arrange bread, cakes, rolls, and other baked goods on display racks in grocery stores. They estimate how many of each item to stock by paying close attention to what is selling. They may recommend changes in a store's order or encourage the manager to stock new bakery products. Laundries that rent linens, towels, work clothes, and other items employ driver/sales workers to visit businesses regularly to replace soiled laundry. Their duties also may include soliciting new customers along their sales route.

After completing their route, driver/sales workers place orders for their next deliveries based on product sales and customer requests.

Satellites and the Global Positioning System link many trucks with their company's headquarters. Troubleshooting information, directions, weather reports, and other important communications can be instantly relayed to the truck. Drivers can easily communicate with the dispatcher to discuss delivery schedules and what to do in the event of mechanical problems. The satellite link also allows the dispatcher to track the truck's location, fuel consumption, and engine performance. Some drivers also work with computerized inventory tracking equipment. It is important for the producer, warehouse, and customer to know their products' location at all times so they can maintain a high quality of service.

Work environment

Truck driving has become less physically demanding because most trucks now have more comfortable seats, better ventilation, and improved, ergonomically designed cabs. Although these changes make the work environment less taxing, driving for many hours at a stretch, loading and unloading cargo, and making many deliveries can be tiring. Local truck drivers, unlike long-distance drivers, usually return home in the evening. Some self-employed long-distance truck drivers who own and operate their trucks spend most of the year away from home.

The U.S. Department of Transportation governs work hours and other working conditions of truck drivers engaged in interstate commerce. A long-distance driver may drive for 11 hours and work for up to 14 hours—including driving and non-driving duties—after having 10 hours off-duty. A driver may not drive after having worked for 60 hours in the past 7 days or 70 hours in the past 8 days unless they have taken at least 34 consecutive hours off. Most drivers are required to document their time in a logbook. Many drivers, particularly on long runs, work close to the maximum time permitted because they typically are compensated according to the number of *TLD Ready*

miles or hours they drive. Drivers on long runs face boredom, loneliness, and fatigue. Drivers often travel nights, holidays, and weekends to avoid traffic delays.

Local truck drivers frequently work 50 or more hours a week. Drivers who handle food for chain grocery stores, produce markets, or bakeries typically work long hours—starting late at night or early in the morning. Although most drivers have regular routes, some have different routes each day. Many local truck drivers, particularly driver/sales workers, load and unload their own trucks. This requires considerable lifting, carrying, and walking each day.

Training, Other Qualifications, and Advancement

A commercial driver's license (CDL) is required to drive large trucks and a regular driver's license is required to drive all other trucks. Training for the CDL is offered by many private and public vocational-technical schools. Many jobs driving smaller trucks require only brief on-the-job training.

Education and training

Taking driver-training courses is a good way to prepare for truck driving jobs and to obtain a commercial drivers license (CDL). High school courses in driver training and automotive mechanics also may be helpful. Many private and public vocational-technical schools offer tractor-trailer driver training programs. Students learn to maneuver large vehicles on crowded streets and in highway traffic. They also learn to inspect trucks and freight for compliance with regulations. Some States require prospective drivers to complete a training course in basic truck driving before getting their CDL.

Completion of a program does not guarantee a job. Some programs provide only a limited amount of actual driving experience. People interested in attending a driving school should check with local trucking companies to make sure the school's training is acceptable. The Professional Truck Driver Institute (PTDI), a nonprofit organization established by the trucking industry, manufacturers, and others, certifies driver-training courses at truck driver training schools that meet industry standards and Federal Highway Administration guidelines for training tractor-trailer drivers.

Training given to new drivers by employers is usually informal and may consist of only a few hours of instruction from an experienced driver, sometimes on the new employee's own time. New drivers may also ride with and observe experienced drivers before getting their own assignments. Drivers receive additional training to drive special types of trucks or handle hazardous materials. Some companies give 1 to 2 days of classroom instruction covering general duties, the operation and loading of a truck, company policies, and the preparation of delivery forms and company records. Driver/sales workers also receive training on the various types of products their company carries so that they can effectively answer questions about the products and more easily market them to their customers.

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New drivers sometimes start on panel trucks or other small straight trucks. As they gain experience and show competent driving skills, new drivers may advance to larger, heavier trucks and finally to tractor-trailers.

Licensure

State and Federal regulations govern the qualifications and standards for truck drivers. All drivers must comply with Federal regulations and any State regulations that are in excess of those Federal requirements. Truck drivers must have a driver's license issued by the State in which they live, and most employers require a clean driving record. Drivers of trucks designed to carry 26,000 pounds or more—including most tractor-trailers, as well as bigger straight trucks—must obtain a commercial driver's license. All truck drivers who operate trucks transporting hazardous materials must obtain a CDL, regardless of truck size. In order to receive the hazardous materials endorsement, a driver must be fingerprinted and submit to a criminal background check by the Transportation Security Administration. In many States, a regular driver's license is sufficient for driving light trucks and vans.

To qualify for a CDL, an applicant must have a clean driving record, pass a written test on rules and regulations, and demonstrate that they can operate a commercial truck safely. A national database permanently records all driving violations committed by those with a CDL. A State will check these records and deny a CDL to those who already have a license suspended or revoked in another State. Licensed drivers must accompany trainees until they get their own CDL. A person may not hold more than one license at a time and must surrender any other licenses when a CDL is issued. Information on how to apply for a CDL may be obtained from State motor vehicle administrations.

Many States allow those who are as young as 18 years old to drive trucks within their borders. To drive a commercial vehicle between States one must be at least 21 years of age, according to the Federal Motor Carrier Safety Regulations published by the U.S. Department of Transportation (U. S. DOT). Regulations also require drivers to pass a physical examination once every 2 years. Physical qualifications include good hearing, at least 20/40 vision with glasses or corrective lenses, and a 70-degree field of vision in each eye. Drivers may not be colorblind. Drivers must also be able to hear a forced whisper in one ear at not less than 5 feet, with a hearing aid if needed. Drivers must have normal use of arms and legs and normal blood pressure. People with epilepsy or diabetes controlled by insulin are not permitted to be interstate truck drivers.

Federal regulations also require employers to test their drivers for alcohol and drug use as a condition of employment and require periodic random tests of the drivers while they are on duty. Drivers may not use any controlled substances, unless prescribed by a licensed physician. A driver must not have been convicted of a felony involving the use of a motor vehicle or a crime involving drugs, driving under the influence of drugs or alcohol, refusing to submit to an alcohol test required by a State or its implied consent laws or regulations, leaving the scene of a crime, or causing a fatality through negligent operation of a motor vehicle. All drivers must be able to read

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and speak English well enough to read road signs, prepare reports, and communicate with law enforcement officers and the public.

Other qualifications

Many trucking companies have higher standards than those described here. Many firms require that drivers be at least 22 years old, be able to lift heavy objects, and have driven trucks for 3 to 5 years. Many prefer to hire high school graduates and require annual physical examinations. Companies have an economic incentive to hire less risky drivers, as good drivers use less fuel and cost less to insure.

Drivers must get along well with people because they often deal directly with customers. Employers seek driver/sales workers who speak well and have self-confidence, initiative, tact, and a neat appearance. Employers also look for responsible, self-motivated individuals who are able to work well with little supervision.

Advancement

Although most new truck drivers are assigned to regular driving jobs immediately, some start as extra drivers—substituting for regular drivers who are ill or on vacation. Extra drivers receive a regular assignment when an opening occurs.

Truck drivers can advance to driving runs that provide higher earnings, preferred schedules, or better working conditions. Local truck drivers may advance to driving heavy or specialized trucks or transfer to long-distance truck driving. Working for companies that also employ long-distance drivers is the best way to advance to these positions. Few truck drivers become dispatchers or managers.

Many long-distance truck drivers purchase trucks and go into business for themselves. Although some of these owner-operators are successful, others fail to cover expenses and go out of business. Owner-operators should have good business sense as well as truck driving experience. Courses in accounting, business, and business mathematics are helpful. Knowledge of truck mechanics can enable owner-operators to perform their own routine maintenance and minor repairs.

Employment

Truck drivers and driver/sales workers held about 3.4 million jobs in 2006. Of these workers, 445,000 were driver/sales workers and 2.9 million were truck drivers. Most truck drivers find employment in large metropolitan areas or along major interstate roadways where trucking, retail, and wholesale companies tend to have their distribution outlets. Some drivers work in rural areas, providing specialized services such as delivering newspapers to customers.

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The truck transportation industry employed 26 percent of all truck drivers and driver/sales workers in the United States. Another 25 percent worked for companies engaged in wholesale or retail trade. The remaining truck drivers and driver/sales workers were distributed across many industries, including construction and manufacturing.

Around 9 percent of all truck drivers and driver/sales workers were self-employed. Of these, a significant number were owner-operators who either served a variety of businesses independently or leased their services and trucks to a trucking company.

Job Outlook

Overall job opportunities should be favorable for truck drivers, although opportunities may vary greatly in terms of earnings, weekly work hours, number of nights spent on the road, and quality of equipment. Competition is expected for jobs offering the highest earnings or most favorable work schedules. Average growth is expected.

Employment change

Overall employment of truck drivers and driver/sales workers is expected to increase by 8 percent over the 2006-16 decade, which is about as fast as the average for all occupations, due to growth in the economy and in the amount of freight carried by truck. Because it is such a large occupation, truck drivers will have a very large number of new jobs arise, over 258,000 over the 2006-16 period. Competing forms of freight transportation—rail, air, and ship transportation—require trucks to move the goods between ports, depots, airports, warehouses, retailers, and final consumers who are not connected to these other modes of transportation. Demand for long-distance drivers will remain strong because they can transport perishable and time-sensitive goods more effectively than alternate modes of transportation.

Job prospects

Job opportunities should be favorable for truck drivers. In addition to growth in demand for truck drivers, numerous job openings will occur as experienced drivers leave this large occupation to transfer to other fields of work, retire, or leave the labor force for other reasons. Jobs vary greatly in terms of earnings, weekly work hours, the number of nights spent on the road, and quality of equipment. There may be competition for the jobs with the highest earnings and most favorable work schedules. There will be more competition for jobs with local carriers than for those with long-distance carriers because of the more desirable working conditions of local carriers.

Job opportunities may vary from year to year since the output of the economy dictates the amount of freight to be moved. Companies tend to hire more drivers when the economy is strong and their services are in high demand. When the economy slows, employers hire fewer drivers or may lay off some drivers. Independent owner-operators are particularly vulnerable to slowdowns. Industries least likely to be affected by economic fluctuation, such as grocery stores, tend to be the most stable employers of truck drivers and driver/sales workers.

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Earnings

Median hourly earnings of heavy truck and tractor-trailer drivers were \$16.85 in May 2006. The middle 50 percent earned between \$13.33 and \$21.04 an hour. The lowest 10 percent earned less than \$10.80, and the highest 10 percent earned more than \$25.39 an hour. Median hourly earnings in the industries employing the largest numbers of heavy truck and tractor-trailer drivers in May 2006 were:

General freight trucking	\$18.38
Grocery and related product wholesalers	18.01
Specialized freight trucking	16.40
Cement and concrete product manufacturing	15.26
Other specialty trade contractors	14.94

Median hourly earnings of light or delivery services truck drivers were \$12.17 in May 2006. The middle 50 percent earned between \$9.31 and \$16.16 an hour. The lowest 10 percent earned less than \$7.47, and the highest 10 percent earned more than \$21.23 an hour. Median hourly earnings in the industries employing the largest numbers of light or delivery services truck drivers in May 2006 were:

Couriers	\$17.80
General freight trucking	15.33
Grocery and related product wholesalers	12.84
Building material and supplies dealers	11.54
Automotive parts, accessories, and tire stores	8.38

Median hourly earnings of driver/sales workers, including commissions, were \$9.99 in May 2006. The middle 50 percent earned between \$7.12 and \$15.00 an hour. The lowest 10 percent earned less than \$6.19, and the highest 10 percent earned more than \$20.30 an hour. Median hourly earnings in the industries employing the largest numbers of driver/sales workers in May 2006 were:

Dry-cleaning and laundry services	\$14.81
Direct selling establishments	13.72
Grocery and related product wholesalers	12.37
Full-service restaurants	7.11
Limited-service eating places	7.02

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Local truck drivers tend to be paid by the hour, with extra pay for working overtime. Employers pay long-distance drivers primarily by the mile. The per-mile rate can vary greatly from employer to employer and may even depend on the type of cargo being hauled. Some long-distance drivers are paid a percent of each load's revenue. Typically, earnings increase with mileage driven, seniority, and the size and type of truck driven. Most driver/sales workers receive commissions based on their sales in addition to their hourly wages.

Most self-employed truck drivers are primarily engaged in long-distance hauling. Many truck drivers are members of the International Brotherhood of Teamsters. Some truck drivers employed by companies outside the trucking industry are members of unions representing the plant workers of the companies for which they work.

Information on truck driver employment opportunities is available from local trucking companies and local offices of the State employment service.

- Information on career opportunities in truck driving may be obtained from: American Trucking Associations, Inc., 950 North Glebe Road., Suite 210, Arlington, VA 22203. Internet: <http://www.truckline.com>
- A list of certified tractor-trailer driver training courses may be obtained from: Professional Truck Driver Institute, 555 E Braddock Rd., Alexandria, VA 22314. Internet: <http://www.ptdi.org>
- Information on becoming a truck driver may be obtained from: <http://www.gettrucking.com>
- Information on union truck driving can be obtained from: The International Brotherhood of Teamsters, 25 Louisiana Ave. NW, Washington, DC 20001.

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Activity 6.a.

Reading about Truck Drivers:

Reading Comprehension Questions

1. Which type of driver can go on a "sleeper" run?
 - a. Heavy truck and tractor-trailer driver

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- b. Light or delivery services truck driver
 - c. Both a and b
 - d. None of the above
2. What things on the vehicle should a driver check before leaving the terminal or warehouse?
- a. the fuel level and oil in their trucks.
 - b. the brakes, windshield wipers, and lights.
 - c. position of mirrors.
 - d. all of the above.
3. What does a Global Positioning System do?
- a. prevents truck from being stolen or vandalized.
 - b. keeps track of truck fuel consumption.
 - c. links many trucks with their company's headquarters.
 - d. helps driver avoid traffic tickets.
4. A driver who delivers baked goods from a bakery to local stores is an example of what kind of driver?
- a. tractor-trailer driver.
 - b. delivery services truck driver.
 - c. heavy truck driver.
 - d. all of the above.
5. Why must a delivery driver pay attention to customer complaints and requests?
- a. It is required by the U.S. Department of Transportation.
 - b. It is not the driver's job to do so.
 - c. To be sure the Global Positioning System is working correctly.

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- d. The driver's response can make the difference between a large order and a lost customer.

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- When the pairs are done with this “quiz”:
 - Ask pairs to explain their answers. Give them the correct answers, as needed.
 - Explain:
 - This “quiz” is an example of the kinds of multiple choice questions they might encounter in a licensing exam or other occupational test.
 - Succeeding on these exams requires certain kinds of skills. In this course, we will be practicing taking these kinds of tests, so that participants will develop these skills and be read for these kinds of exams.
 - Ask participants:
 - When taking this kind of multiple choice test, what skills are required? (Write participants' responses on board or flipchart.)
 - Explain that, to succeed on this kind of test, the following test-taking skills are required:
 - Manage your time: Stay focused, using the given time efficiently. If you can't answer a question quickly, move to the next one.
 - Focus on the information needed: read the questions first. Identify the information needed to answer the question. Then look for that information (by looking for key words found in the question).
 - Skim through the text to find the needed information. Underline or circle the information needed. Take notes in the margins.
 - Repeat: Participants will be given opportunities in this course to practice their test taking skills by taking lots of mini-tests.

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Activity 6.b.: Speaking and Listening Skills for Truck Drivers

- Explain that truck drivers require good speaking and listening skills for many types of situations. Write the following phrase on the board or flipchart and ask participants to complete the sentence. (Write their responses on the board/chart.)

Truck drivers need good speaking and listening skills when they . . .

- Review participants' responses and as appropriate add the following:
 - communicate with customers;
 - communicate with their supervisors;
 - communicate with their co-workers;
 - communicate with loading dock personnel (when picking up and delivering goods);
 - communicate with dispatches;
 - communicate with other drivers;
 - communicate with police officers;
 - communicate with emergency personnel.
- Explain that in the next activity, participants will get some practice performing the kinds of speaking and listening tasks they might face as a truck driver.
- Ask participants to divide into pairs or threes. Ask them to prepare to present a role play to the class based on the scenario they are given. Give them 20 minutes to prepare this role play.

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Activity 6.b.

Role Play on

Speaking and Listening Skills for Truck Drivers

Pair 1: Driver communicates with dispatcher.

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You are a truck driver. You receive weather alerts on your radio. You cannot drive to a certain area of the city due to flooding. There are some deliveries already scheduled for that area. You have to call and communicate about this situation with your dispatcher.

Pair 2: Driver communicates with neighbor and then dispatcher.

You are a truck driver for a courier company. You have to deliver a package to a section of an office building. This section of the building has been locked all three times you attempted to visit it. Ask the neighbor if she/he knows why the office building is locked, so you can figure out what to do. After talking with the neighbor, contact your company dispatcher and communicate about this situation.

Pair 3: Driver communicates with unhappy customer.

You are delivering an urgent package to a customer. However, due to some road construction, you get stuck in traffic and were very late for this particular delivery. You find the customer unhappy about this fact. Greet the customer politely and explain the reason for the delay.

Pair 4: Driver communicates with police officer.

A police officer stops you for careless driving. You were not aware of the speed limit as you are new to this street and you did not see the speed limit sign. Apologize for any inconvenience and politely ask the officer to give you a warning only.

Pair 5: Driver communicates with warehouse staff.

You deliver to a warehouse regularly and you know the receiving staff there very well. Today you see that there are some new people on the staff. Greet them and introduce yourself to them. Explain the products you deliver, when you typically come, any requests you might have for them, and your willingness to work with them. (Remember that these staff can either be helpful to you when you come with your shipments or they can create delays for you!)

Pair 6: Driver communicates with elderly driver and 911.

You are driving on northbound Interstate 99 a half mile north of Exit 13 when you see a car suddenly get a flat tire in front of you. You see that the car is being driven by an elderly couple. You pull over your truck and walk back to ask if they need help. They tell you that they are not able to change the flat tire themselves. Your company does not allow you to help change other people's tires, so you call 911 to report this problem so you can get help for these people. What do you say to the 911 dispatcher?

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- Give the groups about 20 minutes to prepare their role plays. Then have the groups reconvene and tell them:
 - Each group will now present its role play. As they do so, all other class members should observe the role play and use the following check list to take notes when observing the role plays:

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Activity 6.b.

Check List for Observing “Speaking and Listening” Role Play

1. When the characters were speaking, did they:
 - a. speak clearly (loud enough, slowly enough, using easy to understand vocabulary) so the other person could understand?
 - b. make sure that the other person understood (by asking for them to repeat back what the speaker said, etc.)?
 - c. speak in a friendly and polite way?
2. Did the “listener”:
 - a. pay attention to what the speaker was saying?
 - b. take notes?
 - c. ask questions?

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- After the groups have presented their role plays, ask the participants to comment on the various role plays, referring to the notes they took on the “Check List for Observing ‘Speaking and Listening’ Role Play.”
- Note :
 - The EFF Standards “Speak So Others Can Understand” and “Listen Actively” summarize the components of effective speaking and listening.

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- We all need to pay attention to our speaking and listening skills if we are to communicate effectively. This is especially true when we are in stressful workplace situations, where it might be noisy, or we are in a hurry, or we are trying to communicate with someone who doesn't speak the same language we are comfortable in, or there is an emergency situation.
- Being aware of and practicing our speaking and listening skills can help us prepare for workplace communications tasks.
- Employers often cite the need for workers who can communicate clearly and effectively, to reduce miscommunications and to foster good relations with customers and co-workers.
- Good communication skills are also typically needed if someone wants to move into a supervisor position or one that requires interaction with the public.

Activity 6.c.: Writing an Incident Report

- Explain that truck drivers have to have certain types of writing skills to handle particular writing tasks they encounter in their jobs. Write the following phrase on the board or flipchart and ask participants to complete the sentence. (Write their responses on the board/chart.)

Truck drivers need writing skills when they . . .

- Review participants' responses and as appropriate add the following:
 - complete delivery forms (when picking up and dropping off items);
 - complete incident reports;
 - complete safety inspections of their vehicles.
- Explain:
 - In the next activity, participants will get some practice performing the kinds of writing tasks they might face as a truck driver.

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- In this case, they will practice filling out an Incident Report. This is a form that is used not only by truck drivers but by most employees in most kinds of companies. Though the forms will vary from place to place and job to job, they basically ask for the same kinds of information.
- Show a sample Incident Report Form (below) to the participants.

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Sample Incident Report

Name of person completing form:	
Address, phone, e-mail of person completing form:	
Date form completed:	
Date and Time of Occurrence:	
Location of Occurrence:	
Were medical staff required to be involved? If so, provide name of medical staff	
Was medical treatment required?	
Please list the names and roles/titles of all involved parties.	

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<p>If a visitor(s) was involved, please list name, address, and telephone.</p>	
<p>Please list names (and addresses, if applicable) of any witnesses.</p>	
<p>Describe the event/situation/occurrence, including how “discovered.”</p>	
<p>Describe any Immediate corrective actions taken:</p>	
<p>Signature of person reporting/completing this form:</p>	

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- Ask them whether they have ever had to use such forms and, if so, give some details of why and how the form was used.
- Explain that when filling out Incident Reports, a worker should follow the kinds of guidelines described in “Tips for Filling Out an Incident Report” below:

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Activity 6.c.

Tips for Filling Out an Incident Report

- write (or print) clearly;
- use clear, concise language;
- state facts, not opinions;
- focus on the incident of concern, not unrelated details;
- record accurate information about relevant dates, times, names, physical conditions, and other details;
- get names and contact information for those involved in incident and any witnesses.

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- Ask participants to work in pairs to complete an Incident Report based on the following situation. (You should read this scenario to the group. They need to listen carefully and take notes to be prepared to fill out the Incident Report properly.)

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Activity 6.c.

An Incident at Acme Trucking

You are starting the day in your job as a driver at Acme Trucking. It's a beautiful May morning, with clear skies and dry conditions. The sun is just coming up. It's 5:30 a.m. You have completed your safety check of your delivery van and gotten into your truck. You start up the truck, put on your seat belt, and say goodbye to the dispatcher. You are heading to the airport to pick up some packages that have come in by plane overnight. You are going to deliver them to several local destinations.

You are about to pull your truck out of the truck yard onto the main road. You look both ways and begin to drive out of the gate. Suddenly a car appears, heading right at you. The car appears to be speeding and appears to have run a stop light that is about 30 yard from your van. You hit your brakes and your van stops, but the car continues moving toward you. You hear the screech of brakes as the other driver attempts to stop his car. The car hits your front fender and comes to a stop.

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You jump out of your truck to go to the assistance of the other driver. You control your anger. You see that the other car's air bag has deployed. The other driver is a young man. He appears dazed. You run to see if he is all right. He is not able to speak clearly.

You use your cell phone to call 911 and your dispatcher. A police car arrives. Your dispatcher runs outside to help. The ambulance arrives. The young man is carried away in the ambulance. He is conscious but complaining of a sore neck. The police officer gets the man's driver's license.

At 6:15 you back your damaged truck back into your lot. You go into the office and sit down. At that time you notice that your neck hurts.

Your dispatcher hands you an Incident Report and asks you to fill it out. He asks whether you want to go to the Emergency Room at the hospital to have a check-up.

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- Ask participants to work in pairs to complete the attached Incident Report based on the information they have heard. Give them about 15-20 minutes to complete the Incident Report.
- With the whole group, go through each section of the Incident Report and ask them what they wrote in the various sections of the Report. Note how there is variation among groups about particular details. Explain that different people hear and observe and remember incidents differently
- Explain that, in order to create an accurate Incident Report, it is important at the time of an incident to:
 - get the names and contact information for those involved in the incident and any witnesses;
 - quickly and accurately write down (on an Incident Report report or elsewhere) pertinent information about time, date, conditions, what occurred, actions taken, who did what, etc.

Self-Study Activity

Ask participants to complete an Incident Report with details of an incident that they have observed or been involved in in the past year. The incident could be a traffic accident, a medical

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emergency, a crime, an insurance-related incident (e.g., a tree falling in a wind storm and damaging a house). They should refer to the “Tips for Preparing an Incident Report” when writing their report.

An alternative would be for the participants to interview a family member, co-worker, or friend to record information about an incident that that person was involved in.

Participants can leave out or change details to protect the identity of those involved.

Lesson 7: Basic Skills for Dispatchers

OBJECTIVES

By the end of this lesson, participants will:

- be able to describe examples and duties of the dispatcher position;
- have practiced reading, test taking, note-taking, and speaking and listening skills useful for dispatchers and other TLD positions;
- become familiar with on-line sources of information about dispatchers.

RESOURCES REQUIRED

- Learner Handbook (or separate handouts, if not using Learner Handbook)
- Computers with Internet access

ACTIVITIES

Activity 7.a.: Reading Skills for Dispatchers

- Explain:
 - Reading is an important skill for any worker, including dispatchers. A dispatcher needs reading skills for many kinds of reading tasks, including:
 - reading of handwritten messages from customers and drivers;
 - reading of technical materials (about company policies, or public laws and regulations, etc.);
 - reading required to move ahead with one's education (e.g., to take college-level courses to advance one's career);
 - reading of written directions (e.g., Map Quest) and maps;

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- reading of information on delivery forms, labels, charts, lists, etc.
- In this activity, participants will be asked to read an article about dispatchers. Participants will:
 - practice doing the kind of reading they might do in an instructional manual or technical textbook;
 - practice their test-taking skills;
 - better understand the dispatcher job.
- Divide the participants into pairs. Ask the pairs to read the first section (“Nature of the Work” section in the text and answer the comprehension questions. Depending on the time available, you might then have participants read additional sections of the text (e.g., all might read the same section, or different groups can read different sections) and then respond to questions you pose to them about those sections. You can also assign additional sections as a Self-Study Activity.

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Activity 7.a.

Reading about Dispatchers

INSTRUCTIONS: Read the “Nature of the Work” section of the following text and answer the five questions with your partner. Take notes to help you prepare your answers. You will have 10 minutes to complete the reading and the test.

Dispatcher Overview (from Bureau of Labor Statistics: www.bls.gov)

Nature of the Work

Dispatchers schedule and dispatch workers, equipment, or service vehicles to carry materials or passengers. Some dispatchers take calls for taxi companies, for example, or for police or ambulance assistance. They keep records, logs, and schedules of the calls that they receive and of the transportation vehicles that they monitor and control. In fact, they usually prepare a detailed report on all activities occurring during their shifts. Many dispatchers employ computer-aided dispatch systems to accomplish these tasks.

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All dispatchers are assigned a specific territory and have responsibility for all communications within that area. Many work in teams, especially dispatchers in large communications centers or companies. The work of dispatchers varies greatly, depending on the industry in which they work.

Police, fire, and ambulance dispatchers work in a variety of settings—a police station, a fire station, a hospital, or, increasingly, a centralized communications center. In some areas, one of the major departments serves as the communications center. In these situations, all emergency calls go to that department, where a dispatcher handles their calls and screens the others before transferring them to the appropriate service.

When handling calls, dispatchers question each caller carefully to determine the type, seriousness, and location of the emergency. The information obtained is posted either electronically by computer or, with decreasing frequency, by hand. The dispatcher then quickly decides the priority of the incident, the kind and number of units needed, and the location of the closest and most suitable units available. When appropriate, dispatchers stay in close contact with other service providers—for example, a police dispatcher would monitor the response of the fire department when there is a major fire. In a medical emergency, dispatchers keep in close touch not only with the dispatched units, but also with the caller. They may give extensive first-aid instructions before the emergency personnel arrive, while the caller is waiting for the ambulance. Dispatchers continuously give updates on the patient's condition to the ambulance personnel and often serve as a link between the medical staff in a hospital and the emergency medical technicians in the ambulance.

Other dispatchers coordinate deliveries, service calls, and related activities for a variety of firms. *Truck dispatchers*, who work for local and long-distance trucking companies, coordinate the movement of trucks and freight between cities. These dispatchers direct the pickup and delivery activities of drivers, receive customers' requests for the pickup and delivery of freight, consolidate freight orders into truckloads for specific destinations, assign drivers and trucks, and draw up routes and pickup and delivery schedules. *Bus dispatchers* make sure that local and long-distance buses stay on schedule. They handle all problems that may disrupt service, and they dispatch other buses or arrange for repairs in order to restore service and schedules. *Train dispatchers* ensure the timely and efficient movement of trains according to orders and schedules. They must be aware of track switch positions, track maintenance areas, and the location of other trains running on the track. *Taxicab dispatchers*, or starters, dispatch taxis in response to requests for service and keep logs on all road service calls. *Tow-truck dispatchers* take calls for emergency road service. They relay the nature of the problem to a nearby service station or a tow-truck service and see to it that the road service is completed. *Gas and water service dispatchers* monitor gaslines and water mains, and send out service trucks and crews to take care of emergencies.

Work environment

The work of dispatchers can be very hectic when many calls come in at the same time. The job of public safety dispatchers is particularly stressful because a slow or an improper response to a TLD Ready

call can result in serious injury or further harm. Also, callers who are anxious or afraid may become excited and be unable to provide needed information; some may even become abusive. Despite provocations, dispatchers must remain calm, objective, and in control of the situation.

Dispatchers sit for long periods, using telephones, computers, and two-way radios. Much of their time is spent at video display terminals, viewing monitors and observing traffic patterns. As a result of working for long stretches with computers and other electronic equipment, dispatchers can experience significant eyestrain and back discomfort. Generally, dispatchers work a 40-hour week; however, rotating shifts and compressed work schedules are common. Alternative work schedules are necessary to accommodate evening, weekend, and holiday work and 24-hour-per-day, 7-day-per-week operations.

Training, Other Qualifications, and Advancement

Dispatchers generally are entry-level workers who are trained on the job and need no more than a high school diploma. Many States require specific types of training or certification.

Education and training

Workers usually develop the necessary skills on the job. This informal training lasts from several days to a few months, depending on the complexity of the job. While working with an experienced dispatcher, new employees monitor calls and learn how to operate a variety of communications equipment, including telephones, radios, and various wireless devices. As trainees gain confidence, they begin to handle calls themselves. In smaller operations, dispatchers sometimes act as customer service representatives, processing orders. Many public safety dispatchers also participate in structured training programs sponsored by their employer. Increasingly, public safety dispatchers receive training in stress and crisis management as well as in family counseling. This training helps them to provide effective services to others; and, at the same time, it helps them manage the stress involved in their work.

Licensure

Many States require specific types of training or certification from a professional association. Certification often requires several months in a classroom for instruction in computer-assisted dispatching and other emerging technologies as well as radio dispatching and stress management.

Other qualifications

State or local government civil service regulations usually govern police, fire, and emergency medical dispatching jobs. Candidates for these positions may have to pass written, oral, and performance tests. Also, they may be asked to attend training classes in order to qualify for advancement.

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Communication skills and the ability to work under pressure are important personal qualities for dispatchers. Residency in the city or county of employment frequently is required for public safety dispatchers. Dispatchers in transportation industries must be able to deal with sudden influxes of shipments and disruptions of shipping schedules caused by bad weather, road construction, or accidents.

Certification and advancement

Although there are no mandatory licensing requirements, some States require that public safety dispatchers possess a certificate to work on a State network, such as the Police Information Network. Many dispatchers participate in these programs in order to improve their prospects for career advancement.

Dispatchers who work for private firms, which usually are small, will find few opportunities for advancement. In contrast, public safety dispatchers may become a shift or divisional supervisor or chief of communications, or they may move to higher paying administrative jobs. Some become police officers or fire fighters.

Employment

Dispatchers held 289,000 jobs in May of 2006. About 34 percent were police, fire, and ambulance dispatchers, almost all of whom worked for State and local governments—primarily local police and fire departments. About 28 percent of all dispatchers worked in the transportation and warehousing industry, and the rest worked in a wide variety of mainly service-providing industries.

Although dispatching jobs are found throughout the country, most dispatchers work in urban areas, where large communications centers and businesses are located

Job Outlook

Employment change

Employment of dispatchers is expected to increase 6 percent over the 2006-16 decade, more slowly than the average for all occupations. Population growth and economic expansion are expected to spur employment growth for all types of dispatchers. The growing and aging population will increase demand for emergency services and stimulate employment growth of police, fire, and ambulance dispatchers.

Job prospects

In addition to openings due to growth, job openings will result from the need to replace workers who transfer to other occupations or leave the labor force. Many districts are consolidating their communications centers into a shared area-wide facility. As the equipment becomes more

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complex, individuals with computer skills and experience will have a greater opportunity for employment as public safety dispatchers.

Employment of some dispatchers is more adversely affected by economic downturns than employment of other dispatchers. For example, when economic activity falls, demand for transportation services declines. As a result, taxicab, train, and truck dispatchers may experience layoffs or a shortened workweek, and jobseekers may have some difficulty finding entry-level jobs. Employment of tow-truck dispatchers, by contrast, is seldom affected by general economic conditions, because of the emergency nature of their business. Likewise, public safety dispatchers are unlikely to be affected by economic downturns

Earnings

Median annual wage-and-salary earnings of dispatchers, except police, fire, and ambulance in May 2006 were \$32,190. The middle 50 percent earned between \$24,860 and \$42,030. The lowest 10 percent earned less than \$19,780, and the highest 10 percent earned more than \$53,250.

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Activity 7.a.

Reading about Dispatchers:

Reading Comprehension Questions

1. What type of written records do dispatchers keep?
 - a. prices of vehicles;
 - b. names of dealers of vehicles;
 - c. logs and schedules of the calls that they receive and of the transportation vehicles that they monitor and control.
 - d. none of the above.
2. Name some types of dispatchers.
 - a. Truck dispatchers;
 - b. Bus dispatchers;
 - c. Taxicab dispatchers and gas and water service dispatchers;

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- d. All of the above.
3. What does a gas and water dispatcher NOT do?
 - a. monitor gas lines and water mains;
 - b. send out service trucks to take care of emergencies;
 - c. drive to emergency locations;
 - d. send out service crews to take care of emergencies.
 4. Name one duty performed by a truck dispatcher.
 - a. perform emergency repairs on vehicles stranded on road;
 - b. coordinate the movement of trucks and freight between cities;
 - c. relay information to taxis and limousines;
 - d. interact with railroad, airline, and bus drivers.
 5. What does a police, fire, and ambulance dispatcher NOT do?
 - a. question each caller carefully to determine the type, seriousness, and location of the emergency;
 - b. post information from callers either electronically by computer or, with decreasing frequency, by hand;
 - c. take payments over the phone using credit cards;
 - d. work in a variety of settings—a police station, a fire station, a hospital, or, increasingly, a centralized communications center.

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- When the pairs are done with this “quiz”:
 - Ask pairs to explain their answers. Give them the correct answers, as needed.
 - Explain:
 - This “quiz” is an example of the kinds of multiple choice questions they might encounter in a licensing exam or other occupational test.

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- Succeeding on these exams requires certain kinds of skills. In this course, we will be practicing taking these kinds of tests, so that participants will develop these skills and be read for these kinds of exams.
- As necessary, review the test taking tips discussed in the previous lesson. Explain that, to succeed on this kind of test, the following test-taking skills are required:
 - Manage your time: Stay focused, using the given time efficiently. If you can't answer a question quickly, move to the next one.
 - Focus on the information needed: read the questions first. Identify the information needed to answer the question. Then look for that information (by looking for key words found in the question).
 - Skim through the text to find the needed information. Underline or circle the information needed. Take notes in the margins.
- Repeat: Participants will be given opportunities in this course to practice their test taking skills by taking lots of mini-tests.

Activity 7.b.: Note-Taking about a Video about the Dispatcher Job

- Explain:
 - All workers (in TLD and other industries) need to be able to take notes, for various purposes. These purposes include:
 - recording information to use when filling out incident reports, order forms, labels, logs, and other workplace documents;
 - recording information given in workplace meetings and training sessions;
 - recording information available when doing research on the Internet, in technical manuals, and in text books.
 - Note taking is a way to help us (a) reflect on and make sense of new information or large amounts of information; (b) keep track of needed information in an organized, accurate way, and (c) avoid having to memorize information.
- Explain that, in the following activity, they will get the opportunity to:
 - practice taking notes;

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- learn where they can useful information about TLD jobs;
- learn about the dispatcher job.
- Ask participants to:
 - go to one of the following links:
 - www.careervoyages.gov/transportation-videos.cfm (see video on Dispatchers);
 - <http://www.youtube.com/watch?v=MJAHXv2tpK4>
 - <http://www.youtube.com/watch?v=EhNQrPKYjy8>
 - <http://www.youtube.com/watch?v=bBXWPtw8sWM>
 - take notes about the kinds of communication skills required for this job;
 - share their notes after the video is completed.
- Comment on how accurate they were in their note-taking. (Did they get all the information asked for? Did they record that information accurately?)
- Ask them:
 - How comfortable were they taking notes?
 - Do they normally take notes on the job? If so, in what situations?
 - What tips do they have for workers who want to take notes?
- Record participants' "Tips for Note-Taking" on the board or on a flipchart.
- Share your own tips, including:

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Activity 7.b.

Tips for Note-Takers

- If recording information to be used in an incident report, see "Tips for Filling Out an Incident Report" (from previous lesson).
- If taking notes during a lecture, meeting, or video presentation:

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- Record the day, time, location, and attendees (if any) of the meeting.
- Try at the beginning to capture the overall purpose and content of the presentation/meeting at the beginning of your notes. (If you aren't clear, ask the presenter to state this information.)
- Capture the key topics covered and relevant points presented and discussed and by whom. (Don't try to write down everything that is said.)
- Get handouts and sources for more information, if available.
- Write down questions or comments you have related to this presentation as you go along and afterward while they are fresh in your mind.

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Activity 7.c.: Speaking and Listening Skills for Dispatchers

- Explain that dispatchers require good speaking and listening skills for many types of situations. Write the following phrase on the board or flipchart and ask participants to complete the sentence. (Write their responses on the board/chart.)

Dispatchers need good speaking and listening skills when they . . .

- Review participants' responses and as appropriate add the following:
 - communicate with drivers;
 - communicate with customers;
 - communicate with their supervisors;
 - communicate with their co-workers;
 - communicate with police officers and other emergency personnel.
- Explain that in the next activity, participants will get some practice performing the kinds of speaking and listening tasks they might face as a dispatcher.
- Ask participants to divide into pairs or threes. Ask them to prepare to present a role play to the class based on the scenario they are given. Give them 20 minutes to prepare this role play.

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Activity 7.c.

**Role Play on
Speaking and Listening Skills for Dispatchers**

Pair 1: Dispatcher communicates with truck driver.

It is Saturday morning. You are a dispatcher. You use your radio to tell one of your truck drivers that the road leading into Millville is flooded. No vehicles can get through. You tell the driver about an alternative route he can take to get to the town. But you also explain that, because of the weather, there is some chance that no one will be available at the destination to receive the shipment. You and the driver have to decide whether to wait until Monday to try to make the delivery.

Pair 2: Dispatcher communicates with customer service agent and driver.

You are a dispatcher for a courier company. A customer has called your customer service desk to ask where her shipment is. It was supposed to be delivered yesterday. You first talk to the customer service agent and then call the driver to find out where the shipment is.

Pair 3: Dispatcher communicates with a truck driver and 911.

You are a dispatcher. One of your delivery drivers calls you to say that he has witnessed a serious car accident at the intersection of Main Street and First Avenue in Huntsville. You call 911 to report the accident. You then call the driver to tell him that help is on the way and should arrive within 15 minutes.

Pair 4: Dispatcher communicates with mechanic and freight handlers.

You are a dispatcher for Acme Trucking. One of your deliver van drivers calls and tells you that the “Check Engine” light has come on in his truck. The driver says she is bringing the truck back to the Acme Trucking terminal to change trucks. You call the Acme mechanic to report this situation. You also call the Acme freight handling department to alert them that they will have to move the cargo from the van to a different van so that the driver can make her deliveries on time.

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- Give the groups about 20 minutes to prepare their role plays. Then have the groups reconvene and tell them:

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- Each group will now present its role play. As they do so, all other class members should observe the role play and use the following check list to take notes when observing the role plays:

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Activity 7.c.

Check List for Observing “Speaking and Listening” Role Play

1. When the characters were speaking, did they:
 - a. speak clearly (loud enough, slowly enough, using easy to understand vocabulary) so the other person could understand?
 - b. make sure that the other person understood (by asking for them to repeat back what the speaker said, etc.)?
 - c. speak in a friendly and polite way?
2. Did the “listener”:
 - a. pay attention to what the speaker was saying?
 - b. take notes?
 - c. ask questions?

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- After the groups have presented their role plays, ask the participants to comment on the various role plays, referring to the notes they took on the “Check List for Observing ‘Speaking and Listening’ Role Play.”
- As appropriate, note the same comments that were covered in the previous lesson:
 - The EFF Standards “Speak So Others Can Understand” and “Listen Actively” summarize the components of effective speaking and listening.
 - We all need to pay attention to our speaking and listening skills if we are to communicate effectively. This is especially true when we are in stressful workplace situations, where it might be noisy, or we are in a hurry, or we are

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trying to communicate with someone who doesn't speak the same language we are comfortable in, or there is an emergency situation.

- Being aware of and practicing our speaking and listening skills can help us prepare for workplace communications tasks.
- Employers often cite the need for workers who can communicate clearly and effectively, to reduce miscommunications and to foster good relations with customers and co-workers.
- Good communication skills are also typically needed if someone wants to move into a supervisor position or one that requires interaction with the public.

Self-Study Activity

Ask participants to (on their own or with another person who is comfortable using the Internet)

- watch one of the following videos: (Select one that was not viewed earlier in this lesson.)
 - www.careervoyages.gov/transportation-videos.cfm (See video on Dispatchers.)
 - <http://www.youtube.com/watch?v=MJAHXv2tpK4>
 - <http://www.youtube.com/watch?v=EhNOrPKYjy8>
 - <http://www.youtube.com/watch?v=bBXWPtw8sWM>
- as they watch the video, write down what the speaker says about the qualities of a good truck dispatcher.
- bring those notes to the next class to share with the instructor.

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Lesson 8: Basic Skills for Material Movers

OBJECTIVES

By the end of this lesson, participants will be able to:

- be able to describe examples and duties of the material mover job;
- have practiced reading, test-taking, note-taking, and procedure-writing skills useful for material movers and other TLD jobs;
- become familiar with useful on-line resources related to material movers.

RESOURCES REQUIRED

- Learner Handbook (or separate handouts, if not using Learner Handbook)
- Computers with Internet access

ACTIVITIES

Activity 8.a.: Reading Skills for Material Movers

- Explain:
 - Reading is an important skill for any worker, including material movers. A material mover needs reading skills for many kinds of reading tasks, including:
 - reading of technical materials (about company policies, safety laws and procedures, etc.);
 - reading required to move ahead with one's education (e.g., to take college-level courses to advance one's career);
 - reading of information on delivery forms, labels, charts, lists, etc.

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- In this activity, participants will be asked to read an article about material movers. Participants will:
 - practice doing the kind of reading they might do in an instructional manual or technical textbook;
 - practice their test-taking skills;
 - better understand the material mover job.
- Divide the participants into pairs. Ask the pairs to read the first section (“Nature of the Work” section in the text and answer the comprehension questions. Depending on the time available, you might then have participants read additional sections of the text (e.g., all might read the same section, or different groups can read different sections) and then respond to questions you pose to them about those sections. You can also assign additional sections as a Self-Study Activity.

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Activity 8.a.

Reading about Material Movers

INSTRUCTIONS: Read the “Nature of the Work” section of the following text and answer the five questions with your partner. Take notes to help you prepare your answers. You will have 10 minutes to complete the reading and the test.

Material Mover Overview (from Bureau of Labor Statistics: www.bls.gov)

Nature of the Work

Material moving workers are categorized into two groups—operators and laborers. Operators use machinery to move construction materials, earth, petroleum products, and other heavy materials. Generally, they move materials over short distances—around construction sites, factories, or warehouses. Some move materials onto or off of trucks and ships. Operators control equipment by moving levers, wheels, and/or foot pedals; operating switches; or turning dials. They also may set up and inspect equipment, make adjustments, and perform minor maintenance or repairs.

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Laborers and hand material movers move freight, stock, or other materials by hand; clean vehicles, machinery, and other equipment; feed materials into or remove materials from machines or equipment; and pack or package products and materials.

Industrial truck and tractor operators drive and control industrial trucks or tractors equipped to move materials around warehouses, storage yards, factories, construction sites, or other worksites. A typical industrial truck, often called a forklift or lift truck, has a hydraulic lifting mechanism and forks for moving heavy and large objects. Industrial truck and tractor operators also may operate tractors that pull trailers loaded with materials, goods, or equipment within factories and warehouses or around outdoor storage areas.

Excavating and loading machine and dragline operators tend or operate machinery equipped with scoops, shovels, or buckets to dig and load sand, gravel, earth, or similar materials into trucks or onto conveyors. Construction and mining industries employ the majority of excavation and loading machine and dragline operators. *Dredge operators* excavate waterways, removing sand, gravel, rock, or other materials from harbors, lakes, rivers, and streams. Dredges are used primarily to maintain navigable channels but also are used to restore wetlands and other aquatic habitats; reclaim land; and create and maintain beaches. *Underground mining loading machine operators* use underground loading machines to load coal, ore, or rock into shuttles and mine cars or onto conveyors. Loading equipment may include power shovels, hoisting engines equipped with cable-drawn scrapers or scoops, and machines equipped with gathering arms and conveyors.

Crane and tower operators work mechanical boom and cable or tower and cable equipment to lift and move materials, machinery, and other heavy objects. Operators extend and retract horizontally mounted booms and lower and raise hooks attached to load lines. Most operators are guided by other workers using hand signals or a radio. Operators position loads from an onboard console or from a remote console at the site. While crane and tower operators are noticeable at office building and other construction sites, the biggest group works in primary metal, metal

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fabrication, and transportation equipment manufacturing industries that use heavy, bulky materials. Operators also work at major ports, loading and unloading large containers on and off ships. *Hoist and winch operators* control movement of cables, cages, and platforms to move workers and materials for manufacturing, logging, and other industrial operations. They work in positions such as derrick operators and hydraulic boom operators. Many hoist and winch operators are found in manufacturing or construction industries.

Pump operators tend, control, and operate pump and manifold systems that transfer gases, oil, or other materials to vessels or equipment. They maintain the equipment and regulate the flow of materials according to a schedule set up by petroleum Engineers or production supervisors. *Gas compressor and gas pumping station operators* operate steam, gas, electric motor, or internal combustion engine-driven compressors. They transmit, compress, or recover gases, such as butane, nitrogen, hydrogen, and natural gas. *Wellhead pumpers* operate pumps and auxiliary equipment to produce flows of oil or gas from extraction sites.

Tank car, truck, and ship loaders operate ship-loading and -unloading equipment, conveyors, hoists, and other specialized material-handling equipment such as railroad tank car-unloading equipment. They may gauge or sample shipping tanks and test them for leaks. *Conveyor operators and tenders* control and tend conveyor systems that move materials to or from stockpiles, processing stations, departments, or vehicles. *Shuttle car operators* run diesel or electric-powered shuttle cars in underground mines, transporting materials from the working face to mine cars or conveyors.

Laborers and hand freight, stock, and material movers manually move materials and perform other unskilled, general labor. These workers move freight, stock, and other materials to and from storage and production areas, loading docks, delivery vehicles, ships, and containers. Their specific duties vary by industry and work setting. In factories, they may move raw materials or finished goods between loading docks, storage areas, and work areas, as well as sort materials and supplies and prepare them according to their work orders. Specialized workers within this

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group include baggage and cargo handlers—who work in transportation industries—and truck loaders and unloaders.

Hand packers and packagers manually pack, package, or wrap a variety of materials. They may inspect items for defects, label cartons, stamp information on products, keep records of items packed, and stack packages on loading docks. This group also includes order fillers, who pack materials for shipment, as well as grocery store courtesy clerks. In grocery stores, they may bag groceries, carry packages to customers' cars, and return shopping carts to designated areas.

Machine feeders and offbearers feed materials into or remove materials from equipment or machines tended by other workers.

Cleaners of vehicles and equipment clean machinery, vehicles, storage tanks, pipelines, and similar equipment using water and cleaning agents, vacuums, hoses, brushes, cloths, or other cleaning equipment.

Refuse and recyclable material collectors gather refuse and recyclables from homes and businesses into their trucks for transport to a dump, landfill, or recycling center. They lift and empty garbage cans or recycling bins by hand or, using hydraulic lift trucks, pick up and empty dumpsters. They work along scheduled routes.

Work environment

Material moving work tends to be repetitive and physically demanding. Workers may lift and carry heavy objects and stoop, kneel, crouch, or crawl in awkward positions. Some work at great heights and some work outdoors—regardless of weather and climate. Some jobs expose workers to fumes, odors, loud noises, harmful materials and chemicals, or dangerous machinery. To protect their eyes, respiratory systems, and hearing, these workers wear safety clothing, such as gloves, hardhats, and other safety devices such as respirators. These jobs have become much less

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dangerous as safety equipment—such as overhead guards on lift trucks—has become common. Accidents usually can be avoided by observing proper operating procedures and safety practices.

Material movers generally work 8-hour shifts—though longer shifts are not uncommon. In industries that work around the clock, material movers may work overnight shifts. Some do this because their employers do not want to disturb customers during normal business hours. Refuse and recyclable material collectors often work shifts starting at 5 or 6 a.m. Some material movers work only during certain seasons, such as when the weather permits construction activity.

Training, Other Qualifications, and Advancement

Many material moving occupations require little or no formal training. Most training for these occupations is done on the job. For those jobs requiring physical exertion, employers may require that applicants pass a physical exam. Some employers also require drug testing or background checks.

Education and training

Material movers generally learn skills informally, on the job, from more experienced workers or their supervisors. Some employers prefer applicants with a high school diploma, but most simply require workers to be at least 18 years old and physically able to perform the work.

Workers who handle toxic chemicals or use industrial trucks or other dangerous equipment must receive specialized training in safety awareness and procedures. Many of the training requirements are standardized through the U.S. Occupational Safety and Health Administration. This training is usually provided by the employer. Employers also must certify that each operator has received the training and evaluate each operator at least once every 3 years.

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For other operators, such as crane operators and those working with specialized loads, there are some training and apprenticeship programs available, such as that offered by the International Union of Operating Engineers. Apprenticeships combine paid on-the-job training with classroom instruction.

Licensure

Fifteen States and 6 cities have laws requiring crane operators to be licensed. Licensing requirements typically include a written as well as a skills test to demonstrate that the licensee can operate a crane safely.

Certification and other qualifications

Some types of equipment operators can become certified by professional associations, such as the National Commission for the Certification of Crane Operators, and some employers may require operators to be certified.

Material moving equipment operators need a good sense of balance, the ability to judge distances, and eye-hand-foot coordination. For jobs that involve dealing with the public, such as grocery store courtesy clerks, workers should be pleasant and courteous. Most jobs require basic arithmetic skills and the ability to read procedural manuals, to understand orders, and other billing documents. Mechanical aptitude and training in automobile or diesel mechanics can be helpful because some operators may perform basic maintenance on their equipment. Experience operating mobile equipment—such as tractors on farms or heavy equipment in the Armed Forces—is an asset. As material moving equipment becomes more advanced, workers will need to be increasingly comfortable with technology.

Advancement

In many of these occupations, experience may allow workers to qualify or become trainees for jobs such as construction trades workers; assemblers or other production workers; motor vehicle

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operators; or vehicle and mobile equipment mechanics, installers, and repairers. In many workplaces new employees gain experience in a material moving position before being promoted to a better paying and more highly skilled job. Some may eventually advance to become supervisors.

Employment

About 29 percent of all material movers worked in the wholesale trade or retail trade industries. Another 21 percent worked in manufacturing; 16 percent in transportation and warehousing; 4 percent in construction and mining; and 14 percent in the employment services industry, on a temporary or contract basis. For example, companies that need workers for only a few days, to move materials or to clean up a site, may contract with temporary help agencies specializing in providing suitable workers on a short-term basis. A small proportion of material movers were self-employed.

Material movers work in every part of the country. Some work in remote locations on large construction projects such as highways and dams, while others work in factories, warehouses, or mining operations

Job Outlook

Job openings should be numerous because these occupations are very large and turnover is relatively high, even though little or no change in employment is expected because of automation.

Job prospects

Despite the little or no employment growth expected, job openings should be plentiful due to the fact that these occupations are very large and there will be a relatively high number of openings created by the need replace workers who transfer to other occupations or who retire or leave the labor force for other reasons—characteristic of occupations requiring little prior or formal training.

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Earnings

Wages vary according to experience and job responsibilities. Wages usually are higher in metropolitan areas. Seasonal peaks and lulls in workload can affect the number of hours scheduled which affects earnings. Some crane operators, such as those unloading containers from ships at major ports earn substantially more than their counterparts in other industries or establishments. Certified crane operators tend to have a slightly higher hourly rate than those who are not certified.

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Activity 8.a.

Reading about Material Movers:

Reading Comprehension Questions

1. What does an operator NOT do?
 - a. control equipment by moving levers, wheels, and/or foot pedals;
 - b. control equipment by operating switches;
 - c. control equipment by turning dials;
 - d. control equipment by moving amplifiers and punch presses.
2. Choose the answer that completes this sentence properly: Laborers and hand material movers . . .
 - a. clean vehicles;
 - b. are the same as operators;
 - c. are not allowed to move freight by hand;
 - d. use dials to control equipment.
3. Select the duties performed by hand packers and packagers.

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- a. inspect items for defects, label cartons, stamp information on products;
 - b. manually pack, package, or wrap a variety of materials.
 - c. a. and b.
 - d. none of the above.
4. Choose the item below which describes tank car, truck, and ship loaders.
- a. must have a Commercial Driver’s License;
 - b. spend most of their time cleaning vehicles;
 - c. operate ship-loading and -unloading equipment, conveyors, hoists, and other specialized material-handling equipment;
 - d. are the same as owner-operators.
5. Choose the answer(s) below which describes a recyclable material collector.
- a. performs basically the same duties as a refuse collector;
 - b. gathers refuse from homes;
 - c. collects recyclables from businesses into their trucks for transport to a dump, landfill, or recycling center.
 - d. all of the above.

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- When the pairs are done with this “quiz”:
- Ask pairs to explain their answers. Give them the correct answers, as needed.
- Explain:
 - This “quiz” is an example of the kinds of multiple choice questions they might encounter in a licensing exam or other occupational test.
 - Succeeding on these exams requires certain kinds of skills. In this course, we will be practicing taking these kinds of tests, so that participants will develop these skills and be read for these kinds of exams.

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- As necessary, review the test taking tips discussed in the previous lesson. Explain that, to succeed on this kind of test, the following test-taking skills are required:
 - Manage your time: Stay focused, using the given time efficiently. If you can't answer a question quickly, move to the next one.
 - Focus on the information needed: read the questions first. Identify the information needed to answer the question. Then look for that information (by looking for key words found in the question).
 - Skim through the text to find the needed information. Underline or circle the information needed. Take notes in the margins.
- Repeat: Participants will be given opportunities in this course to practice their test taking skills by taking lots of mini-tests.

Activity 8.b.: Taking Notes about a Video about a Material Mover

- Explain:
 - All workers (in TLD and other industries) need to be able to take notes, for various purposes. These purposes include:
 - recording information to use when filling out incident reports, order forms, labels, logs, and other workplace documents;
 - recording information given in workplace meetings and training sessions;
 - recording information available when doing research on the Internet, in technical manuals, and in text books.
 - Note taking is a way to help us (a) reflect on and make sense of new information or large amounts of information; (b) keep track of needed information in an organized, accurate way, and (c) avoid having to memorize information.
- Explain that, in the following activity, they will get the opportunity to:
 - practice taking notes;
 - learn where they can use useful information about TLD jobs;
 - learn about material mover jobs.

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- Ask participants to go to www.youtube.com . Tell them to watch one of the following videos and take notes about the key skill requirements of the job shown in the video.
 - Excavating and loading machine and dragline operators: <http://www.youtube.com/watch?v=x4s6IRPXXsA> .
 - Crane and tower operators: <http://www.youtube.com/watch?v=BV8riasARog> .
 - Pump operators: <http://www.youtube.com/watch?v=qnum16YYP2A> .
 - Packers and packagers: <http://www.youtube.com/watch?v=O45iY86IXbU> .
 - Machine feeders: <http://www.youtube.com/watch?v=WXOTszHCRTE> .
- When the video is completed, ask them to refer to their notes and describe the skills required for the job. Comment on how accurate they were in their note-taking. (Did they get all the information asked for? Did they record that information accurately?)
- Ask them:
 - How comfortable were they taking notes?
 - Do they normally take notes on the job? If so, in what situations?
 - What tips do they have for workers who want to take notes?
- Record participants' "Tips for Note-Taking" on the board or on a flipchart.
- Share your own tips, including:

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Activity 8.b.

Tips for Note-Takers

- If recording information to be used in an incident report, see "Tips for Filling Out an Incident Report" (from previous lesson).
- If taking notes during a lecture, meeting, or video presentation:
 - Record the day, time, location, and attendees (if any) of the meeting.

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- Try at the beginning to capture the overall purpose and content of the presentation/meeting at the beginning of your notes. (If you aren't clear, ask the presenter to state this information.)
- Capture the key topics covered and relevant points presented and discussed and by whom. (Don't try to write down everything that is said.)
- Get handouts and sources for more information, if available.
- Write down questions or comments you have related to this presentation as you go along and afterward while they are fresh in your mind.

Activity 8.c.: Writing Clear and Accurate Procedures

Explain:

- It is important for workers to be able to be able to write accurate and clear procedures used in their jobs. This is useful for these reasons:
 - Workers are sometimes asked to train others in how they do their jobs. When training others, it is useful to be able to describe – in writing – the steps used to perform a particular job task.
 - If a worker will be out on vacation or sick leave, it can be useful to write out instructions for the worker who will be filling in.
 - If a machine breaks down and requires repair, a worker can write out the procedures she/he has been using to help the repair person understand the situation in which the machine is malfunctioning.
 - Workers can help themselves learn their job by keeping their own “procedures manual” containing steps they use in their jobs. These steps can be learned through interviews with other workers and their supervisors, reading of technical manuals, and personal experience on the job. Writing out procedures for him/herself can be a way for a worker to think through the most effective ways to perform the job.
 - Supervisory-level jobs often require personnel who can communicate procedures clearly to others in writing and orally.

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- If a worker enrolls in a technical training program, they might be required to write procedures used in various kinds of occupational settings.
- In this activity, participants will assess their own ability to write clear instructions/procedures for others. In subsequent lessons, they will get further practice in these areas.
- Give participants the following assignment:

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Activity 8.c.

Guidelines for Writing Procedures

You have ten minutes to write a “procedures manual” on any one of the following tasks:

- a. How to make the breakfast that you ate this morning.
- b. How to change a flat tire on your car.
- c. How to shovel 6 inches of snow from your driveway.
- d. How to change a diaper on a baby.

In your description, you should:

- a. State what the task is.
- b. State when this task is to be performed and for what purpose.
- c. State what equipment, tools, supplies are required.
- d. State (in a step-by-step format) the procedures to be used to complete this task in a efficient, safe, legal, and otherwise appropriate way.
- e. Use clear, concise language.
- f. Use illustrations or other graphic presentations if necessary.
- g. Cite sources where readers can go for further information on this topic.

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- When participants are done with this assignment, ask for volunteers to read their “procedures manual.”

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- Ask others to suggest how the procedure descriptions could be improved.
- Ask whether participants ever have to write out procedures in this way in their work or other areas of their lives.
- State that there will be other opportunities to practice “writing of procedures” in this course and that participants should refer to the “Guidelines for Writing Procedures” when doing so. Acknowledge that each workplace will have its own policies and guidelines for how it wants employees to write procedures, but the “Guidelines for Writing Procedures” can be adapted to most workplaces.

Self-Study Activity

Ask participants to write procedures for one of the tasks described in the “Guidelines for Writing Procedures” assignment. (They should choose a task other than the one they chose for the class activity.)

Lesson 9: Basic Skills for Diesel Service Technicians and Mechanics

OBJECTIVES

By the end of this lesson, participants will:

- be able to describe key examples and requirements of Diesel Service Technicians and Mechanics.
- have practiced reading, test-taking, speaking and listening, and report-writing skills useful for TLD jobs.

RESOURCES REQUIRED

- Learner Handbook (or separate handouts, if not using Learner Handbook)
- Computers with Internet access

ACTIVITIES

Activity 9.a.: Reading Skills for Diesel Service Technicians and Mechanics

- Explain:
 - Reading is an important skill for any worker, including Mechanics. A mechanic needs reading skills for many kinds of reading tasks, including:
 - reading of technical materials (about the vehicle's features, tools, repair procedures, laws, regulations, etc.);
 - reading of safety materials;
 - reading to prepare for and take examinations;

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- reading required to move ahead with one’s education (e.g., to take college-level courses to advance one’s career);
- In this activity, participants will be asked to read an article about Mechanics. Participants will:
 - practice doing the kind of reading they might do in an instructional manual or technical textbook;
 - practice their test-taking skills;
 - better understand the mechanic job.
- Divide the participants into pairs. Ask the pairs to read the first section (“Nature of the Work”) in the text and answer the comprehension questions. Depending on the time available, you might then have participants read additional sections of the text (e.g., all might read the same section, or different groups can read different sections) and then respond to questions you pose to them about those sections. You can also assign additional sections as a Self-Study Activity.

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Activity 9.a.

Reading about Diesel Service Technicians and Mechanics

INSTRUCTIONS: Read the “Nature of the Work” section of the following text and answer the five questions with your partner. Take notes to help you prepare your answers. You will have 10 minutes to complete the reading and the test.

Diesel Service Technicians and Mechanics Overview (from www.bls.gov)

Nature of the Work

Diesel-powered engines are more efficient and durable than their gasoline-burning counterparts. These powerful engines are standard in our nation’s trucks, locomotives, and buses and are becoming more prevalent in light vehicles, including passenger vehicles, pickups, and other work trucks.

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Diesel service technicians and mechanics, including *bus and truck mechanics and diesel engine specialists*, repair and maintain the diesel engines that power transportation equipment. Some diesel technicians and mechanics also work on other heavy vehicles and mobile equipment, including bulldozers, cranes, road graders, farm tractors, and combines. Other technicians repair diesel-powered passenger automobiles, light trucks, or boats. (For information on technicians and mechanics working primarily on gasoline-powered automobiles, heavy vehicles and mobile equipment, or boat engines, see the *Handbook* sections on automotive service technicians, heavy vehicle and mobile equipment service technicians, and small engine mechanics.)

Increasingly, diesel technicians must be versatile to adapt to customers' needs and new technologies. It is common for technicians to handle all kinds of repairs, working on a vehicle's electrical system one day and doing major engine repairs the next. Diesel maintenance is becoming increasingly complex, as more electronic components are used to control the operation of an engine. For example, microprocessors now regulate and manage fuel timing, increasing the engine's efficiency. Also, new emissions standards require mechanics to retrofit engines with emissions control systems, such as emission filters and catalysts, to comply with pollution regulations. In modern shops, diesel service technicians use hand-held or laptop computers to diagnose problems and adjust engine functions.

Technicians who work for organizations that maintain their own vehicles spend most of their time doing preventive maintenance. During a routine maintenance check, technicians follow a checklist that includes inspecting brake systems, steering mechanisms, wheel bearings, and other important parts. Following inspection, technicians repair or adjust parts that do not work properly or remove and replace parts that cannot be fixed.

Diesel service technicians use a variety of tools in their work, including power tools, such as pneumatic wrenches that remove bolts quickly; machine tools, such as lathes and grinding machines to rebuild brakes; welding and flame-cutting equipment to remove and repair exhaust systems; and jacks and hoists to lift and move large parts. Common handtools—screwdrivers,

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pliers, and wrenches—are used to work on small parts and get at hard-to-reach places. Diesel service technicians and mechanics also use a variety of computerized testing equipment to pinpoint and analyze malfunctions in electrical systems and engines. Employers typically furnish expensive power tools, computerized engine analyzers, and other diagnostic equipment, but workers usually accumulate their own hand tools over time.

Work environment

Technicians normally work in well-lighted and ventilated areas. However, some shops are drafty and noisy. Many employers provide lockers and shower facilities. Diesel technicians usually work indoors, although they occasionally repair vehicles on the road. Diesel technicians may lift heavy parts and tools, handle greasy and dirty parts, and stand or lie in awkward positions while making repairs. Minor cuts, burns, and bruises are common, although serious accidents can usually be avoided when safety procedures are followed. Technicians may work as a team or be assisted by an apprentice or helper when doing heavy work, such as removing engines and transmissions.

Most service technicians work a standard 40-hour week, although some work longer hours, particularly if they are self-employed. A growing number of shops have expanded their hours to speed repairs and offer more convenience to customers. Technicians employed by truck and bus firms providing service around the clock may work evenings, nights, and weekends.

Training, Other Qualifications, and Advancement

Employers prefer to hire graduates of formal training programs because those workers are able to advance quickly to the journey level of diesel service. Other workers who learn diesel engine repair through on-the-job training need 3 to 4 years of experience before becoming journey-level technicians.

Education and training

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High school courses in automotive repair, electronics, English, mathematics, and physics provide a strong educational background for a career as a diesel service technician or mechanic. Many mechanics also have additional training after high school.

A large number of community colleges and trade and vocational schools offer programs in diesel engine repair. These programs usually last from 6 months to 2 years and may lead to a certificate of completion or an associate degree. Some offer about 30 hours per week of hands-on training with equipment; others offer more lab or classroom instruction. Formal training provides a foundation in the latest diesel technology and instruction in the service and repair of the equipment that technicians will encounter on the job. Training programs also teach technicians to interpret technical manuals and to communicate well with coworkers and customers.

Increasingly, employers work closely with representatives of educational programs, providing instructors with the latest equipment, techniques, and tools and offering jobs to graduates.

Although formal training programs lead to the best prospects, some technicians and mechanics learn through on-the-job training. Unskilled beginners generally are assigned tasks such as cleaning parts, fueling and lubricating vehicles, and driving vehicles into and out of the shop. Beginners are usually promoted to trainee positions as they gain experience and as vacancies become available.

After a few months' experience, most trainees can perform routine service tasks and make minor repairs. These workers advance to increasingly difficult jobs as they prove their ability and competence. After technicians master the repair and service of diesel engines, they learn to work on related components, such as brakes, transmissions, and electrical systems. Generally, technicians with at least 3 to 4 years of on-the-job experience will qualify as journey-level diesel technicians.

Employers often send experienced technicians and mechanics to special training classes conducted by manufacturers and vendors, in which workers learn about the latest technology and repair techniques.

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Other qualifications

Employers usually look for applicants who have mechanical aptitude and strong problem-solving skills and who are at least 18 years old and in good physical condition. Technicians need a State commercial driver's license to test-drive trucks or buses on public roads. Many companies also require applicants to pass a drug test. Practical experience in automobile repair at an automotive service station, in the Armed Forces, or as a hobby is valuable as well.

Certification and advancement

Experienced diesel service technicians and mechanics with leadership ability may advance to shop supervisor or service manager, and some open their own repair shops. Technicians and mechanics with sales ability sometimes become sales representatives.

Although national certification is not required for employment, many diesel engine technicians and mechanics find that it increases their ability to advance. Certification by the National Institute for Automotive Service Excellence (ASE) is the recognized industry credential for diesel and other automotive service technicians and mechanics. Diesel service technicians may be certified as master medium/heavy truck technicians, master school bus technicians, or master truck equipment technicians. They may also be certified in specific areas of truck repair, such as drivetrains, brakes, suspension and steering, electrical and electronic systems, or preventive maintenance and inspection. For certification in each area, a technician must pass one or more of the ASE-administered exams and present proof of 2 years of relevant work experience. To remain certified, technicians must be retested every 5 years.

Employment

Diesel service technicians and mechanics held about 275,000 jobs in 2006. These workers were employed in almost every industry, particularly those that use trucks, buses, and equipment to haul, deliver, and transport materials, goods, and people. The largest employer, the truck

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transportation industry, employed 1 out of 6 diesel service technicians and mechanics. Less than 1 out of 10 were employed by local governments, mainly to repair school buses, waste removal trucks, and road equipment. A similar number were employed by automotive repair and maintenance facilities. The rest were employed throughout the economy, including construction, manufacturing, retail and wholesale trade, and automotive leasing. About 16,000, a relatively small number, were self-employed. Nearly every area of the country employs diesel service technicians and mechanics, although most work is found in towns and cities where trucking companies, bus lines, and other fleet owners have large operations.

Job Outlook

Employment change

Employment of diesel service technicians and mechanics is expected to grow 11 percent from 2006 to 2016, about as fast as the average for all occupations. Additional trucks—and truck repairers—will be needed to keep pace with the increasing volume of freight shipped nationwide. Moreover, the greater durability and economy of the diesel engine relative to the gasoline engine is expected to increase the number of buses, trucks, and other vehicles powered by diesel engines.

And because diesel engines are now cleaner burning and more efficient—to comply with emissions and environmental standards—they are expected to be used in more passenger vehicles, which will create jobs for diesel service technicians and mechanics over the long run. In fact, auto industry executives are projecting more sales of diesel passenger vehicles as gasoline prices increase. In the short-run, many older diesel engines in trucks must be retrofitted to comply with the new emissions regulations, creating more jobs for diesel engine mechanics.

Job prospects

People who enter diesel engine repair will find favorable opportunities, especially as the need to replace workers who retire increases over the next decade. Opportunities should be very good for TL D Ready

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people who complete formal training in diesel mechanics at community colleges or vocational and technical schools. Applicants without formal training will face stiffer competition for jobs.

Most people entering this occupation can expect relatively steady work because changes in economic conditions have less of an effect on the diesel repair business than on other sectors of the economy. During a downturn in the economy, however, employers may be reluctant to hire new workers.

Earnings

Median hourly earnings of bus and truck mechanics and diesel engine specialists, including incentive pay, were \$18.11 in May 2006, more than the \$17.65 median hourly earnings for all installation, maintenance, and repair occupations. The middle 50 percent earned between \$14.48 and \$22.07 an hour. The lowest 10 percent earned less than \$11.71, and the highest 10 percent earned more than \$26.50 an hour. Median hourly earnings in the industries employing the largest numbers of bus and truck mechanics and diesel engine specialists in May 2006 were as follows:

Local government	\$21.22
Motor vehicle and motor vehicle parts and supplies merchant wholesalers	18.27
Automotive repair and maintenance	17.53
General freight trucking	17.14
Specialized freight trucking	16.15

Because many experienced technicians employed by truck fleet dealers and independent repair shops receive a commission related to the labor cost charged to the customer, weekly earnings depend on the amount of work completed. Beginners usually earn from 50 to 75 percent of the rate of skilled workers and receive increases as they become more skilled.

About 23 percent of diesel service technicians and mechanics are members of labor unions, including the International Association of Machinists and Aerospace Workers; the Amalgamated *TLD Ready*

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Transit Union; the International Union, United Automobile, Aerospace and Agricultural Implement Workers of America; the Transport Workers Union of America; the Sheet Metal Workers' International Association; and the International Brotherhood of Teamsters. Labor unions may provide additional benefits for their members.

Sources of Additional Information

More details about work opportunities for diesel service technicians and mechanics may be obtained from local employers such as trucking companies, truck dealers, or buslines; locals of the unions previously mentioned; and local offices of your State employment service. Local State employment service offices also may have information about training programs. State boards of postsecondary career schools have information on licensed schools with training programs for diesel service technicians and mechanics.

For general information about a career as a diesel service technician or mechanic, write:

Association of Diesel Specialists, 10 Laboratory Dr., PO Box 13966, Research Triangle Park, NC 27709. Internet: <http://www.diesel.org>

Information on how to become a certified diesel technician of medium to heavy-duty vehicles or a certified bus technician is available from:

- National Institute for Automotive Service Excellence (ASE), 101 Blue Seal Dr. SE, Suite 101, Leesburg, VA 20175. Internet: <http://www.asecert.org>

For a directory of accredited private trade and technical schools with training programs for diesel service technicians and mechanics, contact:

- Accrediting Commission of Career Schools and Colleges of Technology, 2101 Wilson Blvd., Suite 302, Arlington, VA 22201. Internet: <http://www.accsct.org>
- National Automotive Technicians Education Foundation, 101 Blue Seal Dr. SE., Suite 101, Leesburg, VA 20175. Internet: <http://www.natef.org>

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Activity 9.a.

Reading about Diesel Service Technicians and Mechanics:

Reading Comprehension Questions

1. Diesel Service Technicians and Mechanics:
 - a. work on nuclear engines;
 - b. repair and maintain the diesel engines that power transportation equipment;
 - c. repair lawn mowers, snow blowers, and other light gasoline powered equipment;
 - d. all of the above.

2. Why is diesel maintenance becoming increasingly complex?
 - a. More electronic components are used to control the engines;
 - b. New emissions standards require mechanics to retrofit engines with Flander Mixing Devices;
 - c. Mechanics must adjust to changes in the U.S. Stock Exchange;
 - d. b and c

3. What is preventive maintenance?
 - a. Follow a checklist to see if key parts are working properly;
 - b. Make necessary repairs to parts that do not work properly (or replace those parts);
 - c. a and b;
 - d. None of the above.

4. Name three tools commonly used by diesel mechanics in their work.
 - a. Pneumatic wrench, colander, screwdriver;
 - b. Grinding machine, pliers, computerized testing equipment;
 - c. Lathes, pottery wheel, welding equipment;
 - d. All of the above.

5. Diesel mechanics might use laptops and other computer equipment to do which of the following:
 - a. Send Farquar symptom reports;

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- b. Diagnose problems and adjust engine functions;
- c. Find administrative quotients and symptoms;
- d. None of the above.

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- When the pairs are done with this “quiz”:
- Ask pairs to explain their answers. Give them the correct answers, as needed.
- Explain:
 - This “quiz” is an example of the kinds of multiple choice questions they might encounter in a licensing exam or other occupational test.
 - Succeeding on these exams requires certain kinds of skills. In this course, we will be practicing taking these kinds of tests, so that participants will develop these skills and be read for these kinds of exams.

Activity 9.b.: Communication Technologies Used by Diesel Service Technicians and Mechanics

- Explain:
 - The above “Nature of the Work” reading described some of the computer technologies that Diesel Service Technicians and Mechanics now use. These technologies have made the work of maintaining vehicles easier in many ways, but they have also put new demands on mechanics. For example:
 - A generation ago mechanics looked up information about vehicles in large service manuals; today they get that information by looking it up on-line;
 - A generation ago mechanics would order parts via telephone; now they research options and order them on-line;
 - A generation ago mechanics hand-wrote service orders and invoices; now they increasingly use computer-based software to generate those documents;

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- A generation ago mechanics did their work schedules by hand; now those schedules are done via computerized software.
 - Because of these new information technologies, mechanics need the kinds of EFF skills discussed in Lesson 4.
 - To get some practice in the kinds of EFF skills required for the information technologies now used by mechanics, we've prepared the following exercise.
- Break participants into pairs or small groups and give them the following assignment.

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Activity 9.b.

Using the Internet to Research Product Information

Your Name _____ Today's Date _____

ASSIGNMENT: You are a Diesel Technician. You need to find prices for the following three products. Get two quotations for each product.

- Cobra CB Radio (29 LTD Classic model)
- Yellow Plastic Low Profile "Jeepers Creeper" (made by Lisle Creeper)
- Little Giant Air Horn (12" X 6.5" X 6.5")

Use the Internet to find those prices and prepare a Price Quotation List which shows the following information:

Product Name	Source for Price Quote #1	Price Quote #1	Source for Price Quote #2	Price Quote #2
Cobra CB Radio (29 LTD Classic model)				

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Yellow Plastic Low Profile “Jeepers Creeper” (made by Lisle Creeper)				
Little Giant Air Horn (12” X 6.5”X 6.5”)				

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- When the teams have completed their research, ask them to report their findings. You might share your own findings.
- Ask the participants:
 - What strategies did they use to find this information? (That is, did they use Google? If so, how did they find the two sources they ended up quoting?)
 - Was it difficult to find more than one price quotation?
 - Do they shop on-line?
 - What are the pro’s and con’s of shopping on-line?
 - What EFF skills did they use when doing this activity?
- Point out that, in this kind of exercise, most of the EFF skills are required to varying degrees, including:
 - Read with understanding;
 - Convey ideas in writing;
 - (possibly) Speak so others can understand (if the participant is going to present her/his findings to others);
 - Use math to solve problems and communicate;

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- Cooperate with others (if this activity is done in a team);
 - Advocate and influence (if the participant is going to argue for one product based on price or other factors);
 - Guide others (by making recommendations based on the research);
 - Take responsibility for learning (by doing research to educate oneself about product options);
 - Reflect and evaluate (to think about the price options);
 - Learn through research (by searching for relevant information to answer the question);
 - Use information and communications technology (to conduct research and report results).
- If time permits, assign three more products for the participants to (a) research and (b) prepare a price quotation for.

Activity 9.c.: Paperwork Used by Diesel Service Technicians and Mechanics

- Explain:
 - Diesel Service Technicians and Mechanics in some cases need to complete price estimates and other paperwork for customers or for internal use. It is important to complete these documents accurately and neatly. This requires attention to detail. Though seemingly simple, these paperwork tasks require a number of EFF skills.
 - To provide some practice in the kinds of EFF skills required for common forms of paperwork, we've prepared the following exercise.
- Break participants into pairs or small groups and give them the following assignment.

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Activity 9.c.

Preparing a Price Estimate for a Diesel Repair

Your Name _____

Today's Date _____

ASSIGNMENT: You are a Diesel Technician. You need to prepare a price quotation for a truck owner. You will be doing the following repairs:

- Install one solid base low mount mirror assembly (cost per item = \$43.89) (*One hour of labor*)
- Install two 7 inch mufflers (cost per item = \$393.00) (*2 hours of labor*)
- Install two heavy duty rubber mud flaps (cost per item = \$19.29) (*30 minutes of labor*)
- Install one steering wheel (cost per item = \$290.00) (*one hour of labor*)

Additional information:

- Sales tax on each item is 6 percent.
- Labor cost is \$40 per hour.
- Disposal cost of used items is \$10.00

Use the following form to prepare your quotation for the parts only:

Ace Truck Repair

14329 Main Street

Indianapolis, IN

659-9073

Part	Cost per Unit	Number of Units	Sub-Total	Tax	Total Price

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- When the teams have completed their price estimates, ask them to report their findings. You might share your own findings.
- Ask the participants:
 - What other costs do we have to add to prepare a complete invoice?
 - What kind of format (grid) might they design to show those costs and to finalize the invoice?
 - Have they previously prepared these kinds of invoices?
 - What EFF skills are required to do this kind of invoicing?
- Point out that, in preparing an invoice in a truck repair shop, most of the EFF skills are required to varying degrees, including:
 - Read with understanding;
 - Convey ideas in writing;

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- (possibly) Speak so others can understand (if the participant is going to present the invoice to others);
- Use math to solve problems and communicate;
- Cooperate with others (if this repair and invoicing activity is done in a team);
- Learn through research (by searching for relevant information about product prices);
- Use information and communications technology (to conduct research, calculate prices, and prepare a paper invoice).

Self-Study Activity

Ask participants to watch the following You Tube videos about the Diesel Mechanic position:

- www.youtube.com/watch?v=_CLyvcHPsTc
- www.youtube.com/watch?v=wmBONwjAHtU&NR=1&feature=fvwp
- www.youtube.com/watch?v=z6lKTKqdhe8
- www.youtube.com/watch?v=21UaXPqd59o&feature=PlayList&p=7A27F35520381F02&playnext=1&playnext_from=PL&index=2

As they watch the videos, they should take notes about:

- Do you think you might like to pursue a Diesel Mechanic job?
- Why or why not?
- If they were to pursue a Diesel Mechanic job, what steps would they need to take to do so?

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Lesson 10:

Basic Skills for Shipping, Receiving, and Traffic Clerks

OBJECTIVES

By the end of this lesson, participants will:

- be able to describe key examples and requirements of Shipping, Receiving, and Traffic Clerks.
- have practiced reading, test-taking, speaking and listening, and report-writing skills useful for TLD jobs.

RESOURCES REQUIRED

- Learner Handbook (or separate handouts, if not using Learner Handbook)
- Computers with Internet access

ACTIVITIES

Activity 10.a.: Reading Skills for Shipping, Receiving, and Traffic Clerks

- Explain:
 - Reading is an important skill for any worker, including Shipping, Receiving, and Traffic Clerks. A Clerk needs reading skills for many kinds of reading tasks, including:
 - reading of shipping documents (forms, labels);
 - reading of shipping-related procedures, laws, regulations;
 - reading of safety materials;
 - reading to prepare for and take examinations;

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- reading required to move ahead with one’s education (e.g., to take college-level courses to advance one’s career);
- In this activity, participants will be asked to read an article about Shipping, Receiving, and Traffic Clerks. Participants will:
 - practice doing the kind of reading they might do in an instructional manual or technical textbook;
 - practice their test-taking skills;
 - better understand the Shipping, Receiving, and Traffic Clerks job.
- Divide the participants into pairs. Ask the pairs to read the first section (“Nature of the Work”) in the text and answer the comprehension questions. Depending on the time available, you might then have participants read additional sections of the text (e.g., all might read the same section, or different groups can read different sections) and then respond to questions you pose to them about those sections. You can also assign additional sections as a Self-Study Activity.

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Activity 10.a.

Reading about Shipping, Receiving, and Traffic Clerks

INSTRUCTIONS: Read the “Nature of the Work” section of the following text and answer the five questions with your partner. Take notes to help you prepare your answers. You will have 10 minutes to complete the reading and the test.

Shipping, Receiving, and Traffic Clerks Overview (from www.bls.gov)

Nature of the Work

Shipping, receiving, and traffic clerks keep records of all goods shipped and received. Their duties depend on the size of the establishment they work for and the level of automation used. Larger companies typically are better able to finance the purchase of computers, scanners, and other equipment to handle some or all of a clerk’s responsibilities. In smaller companies, a clerk maintains records, prepares shipments, sorts packages, and accepts deliveries. In both environments, shipping, receiving, and traffic clerks may lift cartons of various sizes.

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Shipping clerks keep records of all outgoing shipments. They prepare shipping documents and mailing labels and make sure that orders have been filled correctly. Also, they record items taken from inventory and note when orders were filled. Sometimes they fill the order themselves, taking merchandise from the stockroom, noting when inventories run low, and wrapping or packing the goods in shipping containers. They also address and label packages, look up and compute freight or postal rates, and record the weight and cost of each shipment. In addition, shipping clerks may prepare invoices and furnish information about shipments to other parts of the company, such as the accounting department. Once a shipment is checked and ready to go, shipping clerks may sort and move the goods from the warehouse—sometimes by forklift—to the shipping dock or truck terminal and direct their loading.

Receiving clerks perform tasks similar to those of shipping clerks. They determine whether orders have been filled correctly by verifying incoming shipments against the original order and the accompanying bill of lading or invoice. They make a record of the shipment and the condition of its contents. In many firms, receiving clerks either use hand-held scanners to record barcodes on incoming products or manually enter the information into a computer. These data then can be transferred to the appropriate departments. An increasing number of clerks at larger, more automated companies use radio-frequency identification (RFID) scanners, which store and remotely retrieve data using tags or transponders. Clerks then check the shipment for any discrepancies in quantity, price, and discounts. Receiving clerks may route or move shipments to the proper department, warehouse section, or stockroom. They also may arrange for adjustments with shippers if merchandise is lost or damaged. Receiving clerks in small businesses may perform some duties similar to those of stock clerks. In larger establishments, receiving clerks may control all receiving platform operations, such as scheduling of trucks, recording of shipments, and handling of damaged goods.

Traffic clerks maintain records on the destination, weight, and charges on all incoming and outgoing freight. They verify rate charges by comparing the classification of materials with rate charts. In many companies, this work may be automated. Information either is scanned or is entered by hand into a computer for use by the accounting department or other departments within the company. Traffic clerks also keep a file of claims for overcharges and for damage to goods in transit.

Work environment

Most jobs for shipping, receiving, and traffic clerks involve frequent standing, bending, walking, and stretching. Lifting and carrying smaller items also may be involved, especially at small companies with less automation. Although automated devices have lessened the physical demands of this occupation, their use remains somewhat limited. The work still can be strenuous, even though mechanical material handling equipment, such as computerized conveyor systems, is used to move heavy items at a rapid pace.

The typical workweek is Monday through Friday; however, evening and weekend hours are common in some jobs and may be required when large shipments are involved or during major holiday periods.

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Training, Other Qualifications, and Advancement

Shipping, receiving, and traffic clerks generally are entry-level workers who need no more than a high school diploma. Because of increasing automation, however, employers prefer to hire those familiar with computers and other electronic office and business equipment.

Education and training

Shipping, receiving, and traffic clerks usually learn the job by doing routine tasks under close supervision. They first learn how to count and mark stock, and then they start keeping records and taking inventory.

Training in the use of automated equipment usually is done informally, on the job. As these occupations become more automated, however, workers may need longer periods of training to master the use of the equipment and technology. Because of increasing automation, employers prefer to hire those familiar with computers and other electronic office and business equipment.

Other qualifications

Strength, stamina, good eyesight, and an ability to work at repetitive tasks, sometimes under pressure, are important characteristics. Shipping, receiving, and traffic clerks who handle jewelry, liquor, or drugs may need to be bonded.

Advancement

Shipping, receiving, and traffic clerks are commonly promoted to head clerk, and those with a broad understanding of shipping and receiving may sometimes become purchasing agents or enter a related field, such as industrial traffic management. The Warehousing Education and Research Council offers online courses in distribution and logistics, which may enhance a clerk's potential for advancement.

Job Outlook

Slower-than-average employment growth is expected as a result of increasing automation. However, many additional job openings will result from the need to replace shipping, receiving, and traffic clerks who leave the occupation.

Employment change

Employment of shipping, receiving, and traffic clerks is expected to grow 4 percent between 2006 and 2016, [more slowly than the average](#) for all occupations. Job growth will continue to be

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limited by automation as all but the smallest firms move to reduce labor costs by using computers and high-technology scanners to store and retrieve shipping and receiving records.

Methods of handling materials have changed significantly in recent years. Large warehouses are increasingly becoming automated, with equipment such as automatic sorting systems, robots, computer-directed trucks, and programmed data storage and retrieval systems. This automation, coupled with the growing use of hand-held barcode and RFID scanners in shipping and receiving departments, has increased the productivity of shipping, receiving, and traffic clerks.

Job prospects

In addition to some openings from employment growth, many job openings will occur because of the need to replace shipping, receiving, and traffic clerks who leave the occupation. This is a large entry-level occupation, and many vacancies are created each year as workers leave as part of their normal career progression. Because smaller warehouses, distribution centers, and trucking terminals will continue to rely on sorting and moving goods by hand, job opportunities at those facilities may be better than at larger, more automated centers.

Earnings

Median annual earnings of wage-and-salary shipping, receiving, and traffic clerks in May 2006 were \$26,070. The middle 50 percent earned between \$20,670 and \$32,840. The lowest 10 percent earned less than \$16,970, and the highest 10 percent earned more than \$40,590.

These workers usually receive the same benefits as most other workers. If uniforms are required, employers generally provide them or offer an allowance to purchase them.

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Activity 10.a.

Reading about Shipping, Receiving, and Traffic Clerks

Reading Comprehension Questions

1. What is a duty that a shipping clerk does NOT perform?
 - a. keeps records of all outgoing shipments;
 - b. makes sure that orders have been filled correctly;

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- c. drives truck to airport security zone to make high priority deliveries;
 - d. addresses and labels packages.
- 2. What is a duty performed by a traffic clerk?
 - a. Directs traffic of trucks leaving and arriving at warehouse;
 - b. Addresses and labels packages;
 - c. Uses a computer to enter information;
 - d. Damages computers and other goods.
- 3. Larger companies are often able to afford what kind of equipment for a clerk?
 - a. computers,
 - b. scanners,
 - c. a and b
 - d. none of the above.
- 4. In large and small companies, shipping, receiving, and traffic clerks may:
 - a. patrol perimeters;
 - b. lift cartons of various sizes.
 - c. repair diesel technologies;
 - d. tabulate rates on mortgages.
- 5. What does a radio-frequency identification scanner do?
 - a. measures the circumference of truck tires;
 - b. functions as a walkie talkie in emergencies;
 - c. prints ID tags for employees;
 - d. remotely retrieves data using tags or transponders.

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- When the pairs are done with this “quiz”:
 - Ask pairs to explain their answers. Give them the correct answers, as needed.
 - Explain:
 - This “quiz” is an example of the kinds of multiple choice questions they might encounter in a licensing exam or other occupational test.
 - Succeeding on these exams requires certain kinds of skills. In this course, we will be practicing taking these kinds of tests, so that participants will develop these skills and be read for these kinds of exams.

Activity 10.b.: Using On-Line Forms

- Explain:
 - In the past 20 years, shipping clerks have increasingly moved toward use of computerized equipment to put addresses on items, track shipments (to know where they are, whether they have arrived, when they’ve arrived), and document inventories (the location of items in the warehouse).
 - The average consumer can now do the same. The US Postal Service web site provides some good examples of the various forms that must be completed if a consumer wants to ship a package by regular mail or express mail. These forms can be downloaded to reduce the need to go to the post office to fill them out in person. In some cases, a consumer can complete these forms on line, thereby avoiding having to travel (and use fuel and time) and to complete a paper form (and use paper). In fact, the US Postal Service has made “going green” a major focus. (Read about the Postal Service’s environmental initiatives at http://www.usps.com/green/welcome.htm?from=home_ftpromo&page=gogreen.)
 - The following activity is designed to give participants some practice in using on-line shipping forms. The use of these on-line forms requires a number of EFF skills, as well.
- Break participants into pairs or small groups and give them the following “Using On-Line Forms” assignment.

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Activity 10.b.

Using On-Line Forms

ASSIGNMENT: You are planning a one-week vacation to begin on March 2nd. You want to stop delivery of your mail during that period. Go to the following web site and follow the instructions listed below.

Web site: US Postal Service

Instructions:

1. Find the “Hold Mail” link.
2. Click on that link.
3. Write down (or print out) what Hold Mail Service will do for a customer.
4. Find the “Hold Mail FAQs” link.
5. Open the “Hold Mail FAQs” link.
6. Find the “Change of Address – Forwarding Mail” link.
7. Open the “Change of Address – Forwarding Mail” link.
8. Find the section titled “PERMANENT Change of Address” section.
9. Answer the following question in writing: “What are three ways that a Change of Address request may be filed?”

-
- When the participants have completed this assignment, ask for volunteers to report back:
 - whether they had trouble navigating this web site;
 - what their responses were to Instruction 3 and Instruction 9. (Number 9’s answer is “Online,” “Telephone,” and “Fill out Request Form.”)
 - Compare the answers of the various groups.
 - Ask participants:

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- How many of them use this kind of technology on the US Postal Service web site?
- How many use other web sites to order items, do banking, or other tasks that formerly required face-to-face encounters with someone (at a store, at the bank, at the post office, etc.)?
- What kinds of EFF skills are required for this assignment?
- What has been gained and what has been lost by the shift to doing business via the Internet?

Activity 10.c.: Comparing Two Shipping Companies

Ask the participants to go to the web sites of other shipping companies such as FedEx and UPS to do the following assignment:

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Activity 10.c.

Comparing Two Shipping Companies

Your name _____ Today's date _____

ASSIGNMENT: Use the web sites of two major shipping companies to compare the prices and services they offer. Follow the instructions below:

FedEx

1. Use Google to find the FedEx web site.
2. On the web site, click on "Get Rates and Transit Times."
3. Enter:

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- a. addresses of actual locations (e.g., the address of the location where you are holding class, the address of the city hall in your town);
 - b. the weight of a the package you want to have delivered (e.g., 5 lbs);
 - c. the date you want to have the packaged picked up (e.g., the next business day).
4. Click on “Get a Quick Quote.” Write down the options that are provided.

UPS

1. Use Google to find the UPS web site.
2. On the web site, click on “Calculate Time and Cost.”
3. Enter the same information (e.g., addresses, weight, day of pick up, etc.) that you proposed for the FedEx shipment.
4. Write down the options (e.g., price, etc.) that UPS offers.
5. Compare the UPS options with the Fed Ex options.
6. Decide which company you would choose for this shipment.

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- When participants have completed this assignment, have them report back their answers to the last question and explain their decision.
- Note the various EFF skills required to use this kind of technology.

Activity 10.d.: Technology and Our Future

- Explain:
 - In this course, we have seen how technologies have changed the way jobs are done in the TLD industry.
 - To put these changing technologies and the changing world of work, let’s watch this 8-minute video:

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<http://edutube.org/en/video/did-you-know-20-technology-and-future>

- Show the video.
- Discuss:
 - How the statistics about technology use might impact them in their roles as workers, family members, and citizens. Do they need to learn more about how to use computers?
 - How the statistics might impact their children and communities.

Self-Study Activity

1. Ask the participants to watch the following video:

<http://edutube.org/en/video/history-internet> .

2. Ask the participants to write answers to these questions:
 - a. How do they use computers in their daily lives?
 - b. Are they interested in learning more about how to use computers?
 - c. If so, what uses of computers might they focus on?
 - d. Why might it be helpful for them to learn these uses of computers?

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Lesson 11: Using the Internet for Research, Planning, and Customer Service

OBJECTIVES

By the end of the session, participants will have practiced:

- using the Internet to find information needed to make airline reservations and find ground travel directions;
- speaking and listening skills useful for TLD workers.

RESOURCES REQUIRED

- Learner Handbook (or handouts)
- Computers with Internet access

ACTIVITIES

Activity 11.a.: Introduction

Explain:

- Many TLD jobs require workers to do research and create plans and/or to communicate in a helpful way with customers. Increasingly, the Internet is used as a tool to do research.
- These are skills that most U.S. adults need in their daily lives if they are to, for example, go on vacation, order things over the phone, or to perform other tasks.
- These skills (e.g., researching, planning, using the Internet, etc.) are also useful when seeking a job (e.g., to look up information about available jobs, to submit on-line job applications).
- In this lesson, participants will build on their prior experience and practice these skills as they might be used in a TLD workplace.

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Activity 11.b.: Using the Internet to Research and Plan a Trip

- Explain: In this activity, participants will practice a number of skills needed to purchase airline tickets for a family vacation. These skills include:
 - researching
 - planning
 - speaking and listening
 - use of the Internet
 - use of the telephone
- Divide the participants into pairs.
- Give each pair the following assignment.

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Activity 11.b.

Purchasing an Airline Ticket

The Situation

You and three other family members want to go on a vacation in December. Here are the details:

- You will depart from the nearest international airport.
- You will fly to and from San Juan, Puerto Rico.
- Two adults and two children (one age 8 and one age 12 years old) will be traveling together.
- You want to leave around December 18th and return no later than January 3rd.

Your Assignment

1. Go to the web site of one of the following companies:
 - a. Expedia
 - b. Travelocity
 - c. Orbitz
 - d. Priceline

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2. Prepare a report which shows two round trips you might consider. Each option should state:
 - a. dates and times of departure and return
 - b. name of airline(s)
 - c. flight numbers
 - d. cost per person
 - e. total cost for four people

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- When the groups are ready, ask for volunteers to present their reports.
- Discuss:
 - There is variation among the reports.
 - The lowest round trip price identified.
 - While price is an important thing to consider, convenience of time and date are other factors to consider.
 - These on-line travel companies tend to ask for similar things, but they differ in various ways, too. (What are those differences?)
 - Are some of these web sites easier to use than others?
 - Have the participants used these kinds of web sites before? If so, what has been their experience using the web sites? What recommendations do they have for others who might want to use these web sites?

Activity 11.c.: Using the Internet and Telephone to Plan Air Travel

- Explain:
 - TLD jobs can require workers to:
 - use the Internet to conduct research and plan;

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- use telephones to communicate with customers. (Customers can include “internal” customers like co-workers and “external” customers outside the company.)
 - This activity will provide more opportunities to practice:
 - using the Internet to conduct research related to travel arrangements;
 - using telephones to communicate the findings of this research;
 - providing customer service to “internal” customers and “external” customers.
- Divide participants into pairs.
- Give each pair the following assignment:

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Activity 11.c.

Using the Internet to Research Air Travel Options

As a team, please do the following: (You have 10 minutes to do the following two tasks.)

1. Log onto one of the following on-line travel companies:
 - a. Expedia
 - b. Travelocity
 - c. Orbitz
 - d. Priceline
2. Be prepared to serve as a “customer service representative” at one of these companies. Get ready to respond to a customer who is going to phone you and ask you to research travel options for a business trip next week. Your goal is to help the customer and sell a ticket to the customer. To prepare for this phone call:
 - a. write down all the questions you will need to ask this customer, so that you can help the customer in an efficient way.
 - b. familiarize yourself with the travel company web site, so that you can use it to get needed information about flights for the customer.

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- After 10 minutes, ask for a group to volunteer to be the first to respond to the customer’s phone call.
- You, another instructor, or a student should then place a “phone call” to the “customer service representatives” and say that you want to know what air flights are available for a business trip that you want to take next week. Be prepared to present the following information to the volunteer team *(but wait for the customer service person to ask for this information.)*
 - Your name: Give fictitious name
 - Date of birth: Give fictitious date of birth
 - The purpose of your travel: Business
 - Dates next week when you want to travel: Leave on Wednesday morning before 9:00 and return after 5:00 pm on Friday evening.
 - Where you will depart from: nearest major airport
 - Destination: Washington, DC
 - Do you need a car rental? Answer yes or no
 - Do you need any special diet? Say that you want a vegetarian meal.
 - Do you have special needs? Say that you are recovering from a leg injury, are using a cane, and need extra time to board the flight.
 - How you will pay for the trip: (Give fictitious credit card number.)
- While this role play is conducted, the other participants should observe the role play and take notes about the performance of both the customer service agents and the customer.
- When the role play is done, ask the participants who observed the role play to respond to the following questions:
 - How well prepared were the customer service agents?
 - How well did they communicate with the customer?
 - Did the customer service agents make a sale?
 - How well prepared was the customer?
 - How well did the customer communicate with the customer service agent?
 - Did the customer get good service?
- Then ask the team who played the role of “customer service agents:”
 - How did they prepare for the phone call from the customer?
 - How comfortable were they using the travel company web site?
 - How comfortable were they in talking with the customer?
 - How might they prepare differently next time?
- As time permits, repeat this exercise with another team of volunteer “customer service representatives.”

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Activity 11.d. Using the Internet and Telephone to Plan Ground Travel

- Explain:
 - TLD jobs can require workers to:
 - use the Internet to conduct research and plan ground travel;
 - use telephones to communicate with co-workers about ground travel.
 - This activity will provide more opportunities to practice:
 - using the Internet to conduct research related to ground travel arrangements;
 - using telephones to communicate the findings of this research to co-workers;
 - providing customer service to co-workers (i.e., “internal” customers).
- Divide participants into pairs.
- Give each pair the following assignment:

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Activity 11.d.

Using the Internet to Research Ground Travel Options

As a team, please do the following: (You have 10 minutes to do the following two tasks.)

3. Log onto one of the following on-line map companies:
 - a. maps.google.com
 - b. MapQuest.com
4. Be prepared to serve as a dispatcher at one of these companies. Get ready to respond to a truck driver in your company who is going to phone you and ask you to provide him with travel directions. Your goal is to help the driver reach his/her destination in a timely and safe way. To prepare for this phone call:
 - a. write down all the questions you will need to ask this driver, so that you can help the driver in an efficient way.
 - b. familiarize yourself with the map company web site, so that you can use it to get needed information about driving directions for the driver.
 - c. decide which team member will play the role of the dispatcher.

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- After 10 minutes, ask for a group to volunteer to be the first to respond to the driver's phone call.
- You, another instructor, or a student should then place a "phone call" to the "dispatcher" and say that you want to know travel directions to a customer. Explain that you had tried to use the Internet to get driving directions earlier in the day, but your computer wasn't working properly. Be prepared to present the following information to the volunteer team (*but wait for the dispatcher to ask for this information.*)
 - Your name: Give fictitious name
 - Your present location: (Give the address of the building where your class is being held right now.)
 - Your destination: (Give the address of the city hall/municipal building of the town where your class is being held right now.)
- While this role play is conducted, the other participants should observe the role play and take notes about the performance of both the dispatcher and the driver.
- When the role play is done, ask the participants who observed the role play to respond to the following questions:
 - How well prepared was the dispatcher?
 - How well did the dispatcher communicate with the driver?
 - How well prepared was the driver?
 - How well did the driver communicate with the dispatcher?
 - Did the driver get good service?
- Then ask the team who played the role of "dispatcher:"
 - How did they prepare for the phone call from the driver?
 - How comfortable were they using the map company web site?
 - How comfortable were they in talking with the driver?
 - How might they prepare differently next time?
- As time permits, repeat this exercise with another team of volunteer "dispatchers."

Self-Study Activity

For a Self-Study Activities, ask the participants to do the following:

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1. Use one of the on-line airline ticketing companies to print out three possible round trips you might take next month from the nearest airport to a destination of your choice.
2. Use one of the on-line map companies to print out directions from the education program's location to a vacation destination of your choice within the United States.

Lesson 12: Solving Problems and Making Decisions

OBJECTIVES

By the end of the lesson, participants will:

- understand the basic components of the EFF standard “solving problems and making decisions;”
- have practiced analyzing and solving problems that TLD workers might face;
- have assessed their own abilities as decision makers.

RESOURCES REQUIRED

- Learner Handbook (or handouts)
- Computers with Internet access

ACTIVITIES

Activity 12.a.: Introduction

- Explain:
 - All TLD workers are called on to solve problems and make decisions every day. These decisions can be big or small. They can often have to be made under stress – such as when there is limited time, necessary information or resources persons aren’t available, when customers are pressuring us for results, or when equipment doesn’t work properly.
 - While workers need to be familiar with accepted procedures for dealing with these situations, sometimes workers simply have to “use their heads” and solve problems on the spot.
 - This lesson will provide participants with opportunities to practice decision making skills they can use in TLD and other workplace situations.

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Activity 12.b: My Daily Decisions

- Pass out the “Decision Making Worksheet.”
- Ask the participants to complete the worksheet.
- Move around the class and help them with grammar or vocabulary.

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Activity 12.b

Decision Making Worksheet

Name _____ Today’s Date _____

INSTRUCTIONS: Write down five decisions that you made last week or last month. Then, circle the most important one.

1. _____

2. _____

3. _____

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4. _____

5. _____

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- When participants have completed this worksheet, ask for volunteers to share what they wrote.
- Comment as appropriate:
 - Participants make a variety of types of decisions.
 - Some are work related. Some are family related.
 - Many involve money. Some have health implications.
 - Some are major. Some are minor.
- Ask participants to describe the process they use to make these decisions. For example:
 - Do they consciously think about the decision?
 - Do they weigh options, do research about alternatives?
 - Do they ask others for advice?

Activity 12.c.: A Big Decision

- Now ask participants to complete the worksheet titled “A Big Decision.”

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Activity 12.c. Worksheet

A Big Decision

Name _____ Today's date _____

INSTRUCTIONS: Write a big decision you've made, why it was so important for you, and the steps you went through to make that decision.

A big decision that I've made

Why it was so important

Steps I took to make that decision

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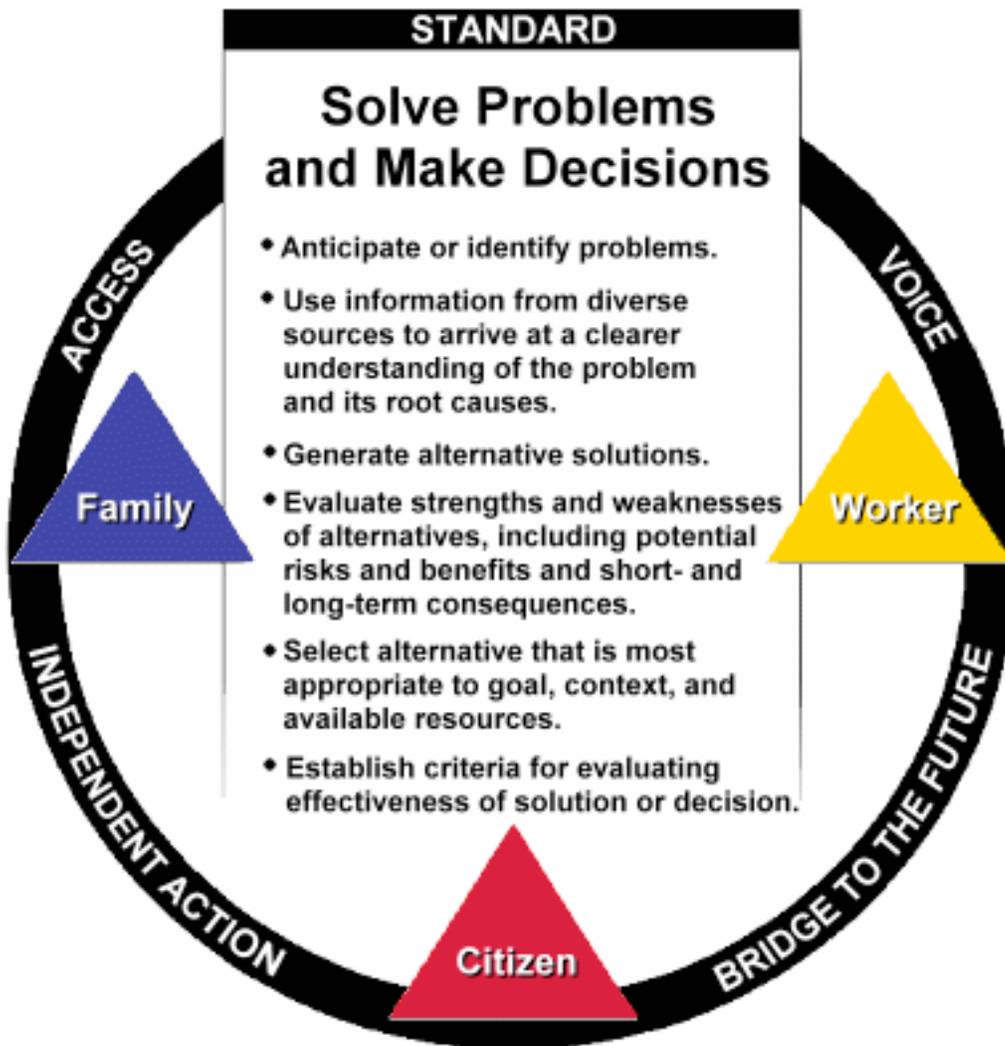
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- When participants have completed this worksheet, ask for a few volunteers to describe what they wrote.
 - Comment that:
 - We often make decisions –even major ones – without much research or planning. This can have major implications for us and others we interact with in our families, workplaces, and community.

Activity 12.d.: Overview of the EFF Standard “Solve Problems and Make Decisions”

- Explain:
 - One of the 16 Equipped for the Future content standards is called “Solve Problems and Make Decisions.” It maps out the steps that one should go through to make solid decisions that deal with problems that adults typically face.
- Review the components of “Solve Problems and Make Decisions” on the illustration below.



- Explain: We will now get some practice in solving problems and making decisions that a TLD worker might encounter.

Activity 12.e.: Practicing “Solving Problems and Making Decisions” in a TLD Workplace

- Divide participants into pairs.
- Distribute the “Solving Problems and Making Decisions in a TLD Workplace” assignment.
- Ask various teams to do different assignments.

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Activity 12.e.

Solving Problems and Making Decisions in a TLD Workplace

Your name _____ Today's date _____

YOUR ASSIGNMENT

For one of the situations below, write a short statement which outlines:

- the problem(s) described
- alternative solutions
- your recommended solution(s)
- why you recommend that solution(s)

SITUATIONS

Situation 1

Juan is a package handler at a courier company. He is strong and hardworking. Everybody in the company likes his work. It was because of his efficiency that he got three quick raises in his salary. Overall he likes his work, but he is a person who always looks for better opportunities.

He knows that if he stays in the same job for six more months, he will sure be promoted to the supervisor level. But this will not satisfy him. He wants a better position. His only problem is his English Language Proficiency. Since he arrived in this country, he has been using Spanish for communication. His friends, his colleagues, his family members, his neighbors, everybody around him uses the Spanish language. He rarely gets a chance to practice English. One of his friends advised him to join a language center or an Adult Education program. He is not sure what to do.

Situation 2

Fred loves driving. He is particularly interested in applying for a Truck Driving position. His only problem is his temperament. He cannot control his temper and impulsiveness when he

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is on the road. In his personal car, he has received many warnings from the Police and lately gotten two tickets for reckless driving and speeding.

Nonetheless, he wants to pursue work as a truck driver. He has been reading articles and talking to people about how to prepare for a truck driver job. He has to do something to make sure he can apply for a trucking job. Otherwise he will have to end up with a job he does not like very much.

Situation 3

Katie is a shipping and receiving clerk. She loves her job. She is one of the best-liked employees at her company. The boss especially likes her as an efficient worker. She has been happily working on this position for the last five years. However, yesterday she made a mistake which she just realized this morning. Due to similar last names of her customers, she mixed up two different shipments and put wrong addresses on both of them. To make matters worse, when she received a call from one of the two customers last afternoon, she unintentionally blamed the mistake on another clerk.

Now she is scared. She recalls the firing of a clerk who worked for the company for one year because of the same mistake. She does not know what to do. Should she inform the boss? Should she inform the other clerk whom she blamed? Should she call the customers and solve the problem with them without informing the boss?

Situation 4

Steve is out on his truck for his everyday delivery. He is making a delivery to the office of a client who was very rude to him yesterday.

Steve found the premises locked. Since there was nobody there he decided to come back again and try a second time. However, he recalled of the customer's behavior the other day. When he arrived there on his way back, for one moment he thought to give the package to the neighbor and take their signature. He also thought to take the package back and report the premises locked. Then, he saw the package; it said "Extremely Urgent and Confidential." However, he was still angry about the previous day's incident. What should he do?

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- When the teams have completed the assignment, ask for volunteers to:
 - read the situation
 - present:

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- the problem(s) described
 - alternative solutions
 - the team’s recommended solution(s)
 - why the team recommend that solution(s)
- Comment on the team’s presentations, as appropriate.
 - Ask whether these are realistic workplace situations. Can participants describe other workplace problems they have encountered? If so, what was their response? Did they use the components described in the EFF standard to solve the problem? Or did they use another method? Or did they ignore the problem and hope it went away?

Activity 12.f: Decision-Making Self-Assessment

- To follow up on the previous problem-solving activity, give your participants the following “Decision-Making Self-Assessment.”
- Ask them to do the tests individually.
- Go around the class to help the participants with vocabulary or comprehension

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Activity 12.f:

Decision-Making Self-Assessment

Name _____ Date _____ Score _____

INSTRUCTIONS: Choose the one characteristic under each category that best describes you as a decision maker.

1. When you come to have the important facts about a situation, which one of the following statements seems to describe your action in making a decision.

1. The answer just comes to you.

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2. With the facts as they are, there is no need for delaying the decision.
3. You want time to think about it.
4. You want to consult a few more people
5. You seek the final answer from a person whose judgment you respect.
6. You keep changing your mind about the right answer.

2. When a decision needs to be made, which of the following do you enjoy most?

1. Acting upon your hunches.
2. Recognizing the situation in which a decision needs to be made.
3. Trusting your judgment.
4. Discussing it with others to learn what they would do.
5. Thinking about the results of each of the choices.
6. Finding out all the facts.
7. Do not enjoy any part of it.

3. In general, as a decision maker, you believe you are:

1. Very good
2. Good
3. Average
4. Fair
5. Poor

4. How fast can you make little or small decisions?

1. Extremely fast
2. Fast
3. Average
4. Slow
5. Extremely slow

5. How fast can you make big decisions?

1. Extremely fast
2. Fast
3. Average
4. Slow
5. Extremely slow

6. After a big decision has been made, which statement best describes your feelings?

1. Forget all about it.
2. Only think about it when a similar decision is to be made.

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3. Usually forget it, but sometimes think back and wonder if it was the right decision.
4. Greatly relieved to have the decision made.
5. Always wonder if you have made the right decision.
6. Regret your decision and wish you had decided differently.

When you have completed these six questions, add up the numbers of the answers you have selected. Then use your score to see where you rank in terms of your ability to make decisions.

SCORE	CLASSIFICATION
0 to 8	Snap decision maker: a choice is made instantly
9 to 13	Quick decision maker: some hesitation, but very little
14 to 23	Deliberate decision maker: some decisions are made fast, but most are solved systematically
24 to 3	Indecisive decision maker: have a hard time making choices

Self Study Activity

Give the following Self-Study Activity to participants:

1. Identify the job that you are now most interested in pursuing.
2. For that job, make a list of decisions you will need to make if you are to attain that job. Those decisions might include:
 - a. How to decide what training and education I might need.
 - b. How to decide other credentials (e.g., apprenticeships, certificates, licenses, tests, endorsements, etc.) I might need.
 - c. How to decide other supports I might need (e.g., transportation, childcare, housing, healthcare, etc.)

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Lesson 13: Researching How to Save Energy in TLD

OBJECTIVES

By the end of this lesson, participants will:

- have identified reasons why it is important for TLD employers to save energy;
- have identified ways that TLD employers can save energy;
- have practiced problem-solving, communication skills, and other EFF skills useful for TLD workers;
- have become familiar with useful on-line resources related to how to save energy.

RESOURCES REQUIRED

- Learner Handbook (or handouts listed below)
- Computers with Internet access.

ACTIVITIES

Activity 13.a.: Introduction

- Explain:
 - We have covered many kinds of EFF skills in this course, including:
 - Speak So Others Can Understand
 - Listen Actively
 - Writing
 - Reading with Understanding
 - Planning
 - Researching
 - Solving Problems and Making Decisions
 - Using Technology to Solve Problems
 - Taking Responsibility for Learning
 - We have also practiced such related skills as:
 - test taking
 - using the Internet

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- In this lesson, we will engage in a learning project in which you will get a chance to practice many of these skills as they apply to an issue that faces TLD and all other industries: how to save energy.

Activity 13.b.: Why Energy Conservation Is Important in TLD

- Ask participants to respond to the following question:

In what ways does the TLD industry use energy?

- Record participants’ responses on a board or flipchart titled “How the TLD industry uses energy.”
- When participants have completed their responses, review the responses and, as appropriate, give other examples such as:
 - Trucks use diesel and other fuels to power the vehicles and related equipment such as refrigeration units.
 - Fork lifts use various kinds of fuels.
 - Warehouses and distribution centers use energy for lighting, to power machinery, for heating and cooling, to power tools.
- Ask participants to now work in teams to complete the following assignment in which they will answer a question related to TLD vehicles and TLD facilities:

.....

Activity 13.b.

Why the TLD Industry Should Save Energy

Assignment for the “Vehicles” Team

Your team has 10 minutes to prepare a response to the following question:

Why should the TLD industry be concerned about conserving energy used by its vehicles?

Assignment for the “Facilities” Team

Your team has 10 minutes to prepare a response to the following question:

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Why should the TLD industry be concerned about conserving energy used by its facilities (e.g., warehouses, distribution centers, offices, etc.)?

.....

- When the teams have prepared their responses to their respective questions, ask each team to present its responses.
- Invite additional comments and suggestions and questions from the other participants.
- Add your own comments, suggestions, and questions as you see fit. You might say that:

Employers should be concerned about conserving energy for the following reasons:

- to save money (by reducing fuel bills and reducing the costs of repairing and replacing vehicle and facilities equipment due to over-use);
- to protect the environment;
- to qualify for government incentives for solar, weatherization, etc.;
- to protect employee and community health (by reducing fumes from exhaust, etc.);
- to get good public relations.

Activity 13.c.: How the TLD Industry Can Save Energy

- Explain that, in the previous activity, the participants generated good ideas based on prior knowledge. (That is, they didn't conduct any new research.)
- Ask the participants to say where/how they got the knowledge that they demonstrated in their responses? From reading print or Internet materials? From television? From a workshop or training course? From personal experience?

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- Explain: Participants will now get an assignment in which they will have to do some new research and make a presentation of their findings. In the process, they will not only develop some new knowledge, but practice many of the EFF skills that we have touched on in this course.
- Divide the participants into groups of two or three. Each team will do research related to either TLD vehicles or TLD facilities. Give the following assignment to the teams:
(Note: This assignment might take 1-2 hours.)

.....

Activity 13.c.

How the TLD Industry Can Save Energy

Assignment for the “Vehicles” Team

Your team is to prepare a response to the following question:

What are some steps that the TLD industry can take to conserve the energy used by its vehicles (e.g., trucks, forklifts, trains, airplanes, ships, etc.)?

You should use the Internet as a source of information to answer this question. You might do a search for “tips for saving energy in trucks (or forklifts, etc.)”

Be prepared to summarize your response in one of the following formats:

- a PowerPoint presentation (preferably);
- an oral presentation (with flipcharts as a visual aid)

Assignment for the “Facilities” Team

Your team is to prepare a response to the following question:

What are some steps that the TLD industry can take to conserve the energy used by its facilities (e.g., warehouses, distribution centers, offices, etc.)?

You should use the Internet as a source of information to answer this question. You might do a search for “tips for saving energy at work” or “. . . “in a warehouse,” etc.

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Be prepared to summarize your response in one of the following formats:

- a PowerPoint presentation (preferably);
- an oral presentation (with flipcharts as a visual aid)

.....

- When the groups have prepared their presentations, ask each group to present its findings.
- Ask other participants to add comments, suggestions, and questions after each presentation.
- As appropriate, you might add your own suggestions, such as:
 - Employers can save energy in vehicles by . . .
 - purchasing fuel efficient vehicles;
 - keeping vehicles maintained;
 - using alternative fuels;
 - requiring drivers to drive in fuel-efficient ways (e.g., no speeding, no fast starts and stops, using most fuel-efficient routes, proper loading of vehicles, no unnecessary idling);
 - promoting car pooling and use of public transportation by employees.
 - Employers can save energy in facilities by . . .
 - using energy-efficient lighting;
 - using energy-efficient heating and cooling (e.g., purchase of fuel-efficient HVAC systems, weatherizing buildings, use of solar and other alternative energy sources);
 - using energy-efficient work processes;
 - using computers and other electronic equipment in energy-efficient ways.
- Ask each group to state:
 - Where did the group get its information?
 - Was it difficult using the Internet to find the information?
 - Was it difficult using PowerPoint to make the presentation?
 - Was it difficult working as a team to prepare and present the presentation?
 - How would they do this assignment differently next time?

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Self Study Activities

1. Invite participants to visit the following web site which describes what one major trucking company is doing to protect the environment:

<http://environment.macktrucks.com/>

2. Invite participants to visit the following web site which describes what one major delivery company – the US Postal Service -- is doing to protect the environment:

http://www.usps.com/green/welcome.htm?from=home_ftpromo&page=gogreen

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Lesson 14: Researching How to Maintain TLD Worker Safety and Health

OBJECTIVES

By the end of this lesson, participants will:

- have identified reasons why it is important for TLD employers to be concerned about worker safety and health;
- have identified ways that TLD employers can protect worker safety and health;
- have practiced problem-solving, communication, and other EFF skills useful for TLD workers;
- have become familiar with useful on-line resources related to worker safety and health.

RESOURCES REQUIRED

- Learner Handbook (or handouts listed below)
- Computers with Internet access.

ACTIVITIES

Activity 14.a.: Introduction

- Explain:
 - We have covered many kinds of EFF skills in this course, including:
 - Speak So Others Can Understand
 - Listen Actively
 - Writing
 - Reading with Understanding
 - Planning
 - Researching
 - Solving Problems and Making Decisions
 - Using Technology to Solve Problems
 - Taking Responsibility for Learning
 - We have also practiced such related skills as:
 - test taking

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- using the Internet
- In this lesson, we will engage in a learning project in which you will get a chance to practice many of these skills as they apply to an issue that faces TLD and all other industries: how to maintain worker safety and health.

Activity 14.b.: Why Worker Safety and Health Are Important in TLD

- Ask participants to respond to the following question:

In what ways are the safety and health of TLD workers at risk?

- Record participants’ responses on a board or flipchart titled “How the TLD industry impacts workers’ safety and health.”
- When participants have completed their responses, review the responses and, as appropriate, give other examples such as:
 - Truck drivers are at risk of accidents, ergonomic problems, hearing loss, bad diet, lack of exercise, drug use, and mental health problems (due to stress of being away from home for long periods).
 - Fork lift drivers are at risk of accidents.
 - Warehouses and distribution centers workers (e.g., material movers) are at risk of accidents, repetitive stress injuries, hearing loss.
- Ask participants to now work in teams to complete the following assignment in which they will answer a question related to TLD vehicles and TLD facilities:

.....

Activity 14.b.

**Why the TLD Industry Should Be Concerned
about Worker Safety and Health**

Your team has 10 minutes to prepare a response to the following question:

Why should the TLD industry be concerned about the safety and health of its workforce?

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- When the teams have prepared their responses to the question, ask each team to present its responses.
- Invite additional comments and suggestions and questions from the other participants.
- Add your own comments, suggestions, and questions as you see fit. You might say that:

TLD employers should be concerned about the safety and health of workers for the following reasons:

- out of concern for workers' well-being;
- to save money (by reducing healthcare costs and reductions in worker productivity);
- to avoid penalties by safety agencies;
- to maintain a positive relationship with workers;
- to have good public relations.

Activity 14.c.: How the TLD Industry Can Protect Worker Safety and Health

- Explain that, in the previous activity, the participants generated good ideas based on prior knowledge. (That is, they didn't conduct any new research.)
- Ask the participants to say where/how they got the knowledge that they demonstrated in their responses? From reading print or Internet materials? From television? From a workshop or training course? From personal experience?
- Explain: Participants will now get an assignment in which they will have to do some new research and make a presentation of their findings. In the process, they will not only

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develop some new knowledge, but practice many of the EFF skills that we have touched on in this course.

- Divide the participants into groups of two or three. Each team will conduct research about the safety and health of a particular type of TLD worker. Give the following assignment to the teams: (Note: This assignment might take 1-2 hours.)

.....

Activity 14.c.

How the TLD Industry Can Protect Worker Safety and Health

Assignment for “Truck Driver” Research Team

Your team is to prepare a response to the following questions:

1. *What health and safety problems do truck drivers encounter on the job?*
2. *What are some steps that the TLD industry can take to protect the safety and health of truck drivers?*

You should use the Internet as a source of information to answer these questions. You might do a search for “health and safety of truck drivers.”

Be prepared to summarize your response in one of the following formats:

- a PowerPoint presentation (preferably);
- an oral presentation (with flipcharts as a visual aid)

Assignment for “Fork Lift Operator” Research Team

Your team is to prepare a response to the following questions:

1. *What health and safety problems do fork lift operators encounter on the job?*
2. *What are some steps that the TLD industry can take to protect the safety and health of fork lift operators?*

You should use the Internet as a source of information to answer these questions. You might do a search for “health and safety of fork lift operators.”

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Be prepared to summarize your response in one of the following formats:

- a PowerPoint presentation (preferably);
- an oral presentation (with flipcharts as a visual aid).

Assignment for “Material Mover” Research Team

Your team is to prepare a response to the following questions:

1. *What health and safety problems do material movers encounter on the job?*
2. *What are some steps that the TLD industry can take to protect the safety and health of material movers?*

You should use the Internet as a source of information to answer these questions. You might do a search for “health and safety of material movers.”

Be prepared to summarize your response in one of the following formats:

- a PowerPoint presentation (preferably);
- an oral presentation (with flipcharts as a visual aid).

.....

- When the groups have prepared their presentations, ask each group to present its findings.
- Ask other participants to add comments, suggestions, and questions after each presentation.
- As appropriate, you might add your own responses, such as:
 - To protect the safety and health of its workers, the TLD industry can take the following steps:*
 - implement health and safety training;
 - enforce health and safety standards and practices;
 - encourage preventive health (e.g., healthy diet, exercise, ergonomic) practices at work and home.
- Ask each group to state:
 - Where did the group get its information?
 - Was it difficult using the Internet to find the information?
 - Was it difficult using PowerPoint to make the presentation?
 - Was it difficult working as a team to prepare and present the presentation?
 - How would they do this assignment differently next time?

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Self Study Activity

Ask participants to write a response to the following question:

What health and safety problems might the following TLD workers encounter on the job?

- *truck driver?*
- *forklift driver?*
- *material mover?*

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Lesson 15: Preparing a TLD Portfolio

OBJECTIVES

Participants will:

- assess what they accomplished in the course;
- give feedback to the instructor about ways to improve the course in the future;
- take an end-of-course exam to measure what they learned;
- organize course documents into a portfolio;
- celebrate the good work they did in the course.

RESOURCES REQUIRED

- Learner Handbook
- Handouts:
 - End-of-Course Self-Assessment
 - End-of-Course Exam

ACTIVITIES

Activity 15.a.: Introduction

- Explain:
 - This is the last session of this course. Today we will focus on:
 - documenting what they accomplished in this course;
 - preparing a portfolio which summarizes the TLD-related skills and knowledge participants have developed.
 - The purpose of a portfolio is to provide yourself and others (e.g., employers, educational institutions) with evidence of the skills and knowledge that you have developed. A portfolio can be very helpful when, for example, applying for a new job or a promotion.
 - Participants in this course have generated many things (e.g., handouts, worksheets) that might be included in a portfolio. Today you will:
 - - Do a Self-Assessment;
 - Take an Exam;

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- b. On a scale of 0 to 10, how well prepared do you now feel you are for that job?
5. What are your next steps for preparing for work in TLD or another industry?
 6. How might this course be improved in the future?
 7. Do you have any further requests for your instructor?

.....

- When the participants have completed this End-of-Course Self-Assessment, collect it and make copies for your records. Return the End-of-Course Self-Assessment to the participants to include in their portfolios if they wish.

Activity 15.c.: End-of-Course Exam

- Explain: To get a more complete understanding of what the participants have learned in the course, they will now do a short “final exam.” Results of this test will be kept confidential. Participants can include this exam in their portfolios if they wish.
- Distribute the following End-of-Course Exam to participants:

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Activity 15.c.

End-of-Course Exam

Your name _____ Today’s date _____

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8. List two reasons why a TLD company might try to save energy:

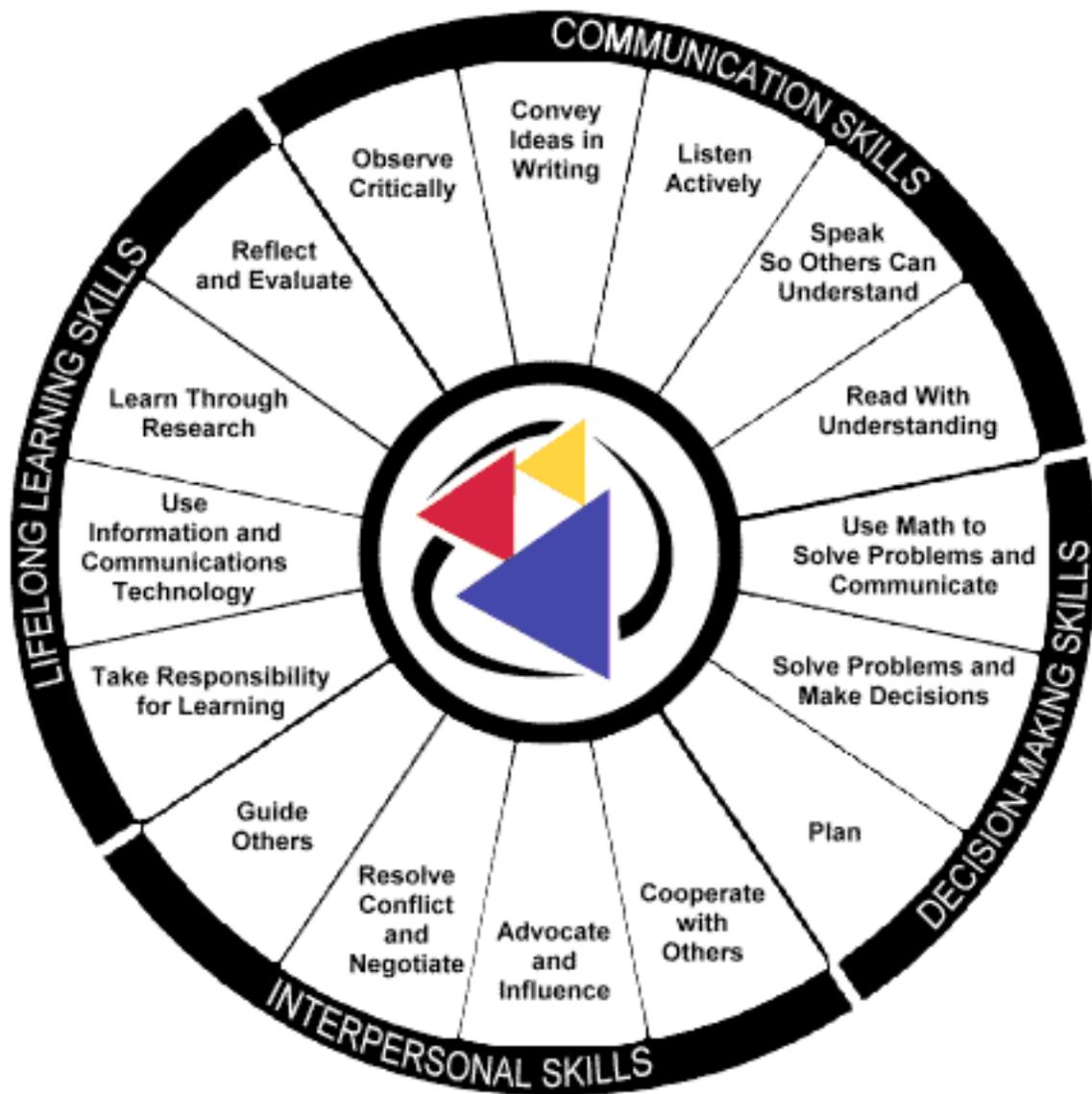
.....

- When participants have completed this Exam, collect it, grade it, and return it to the participants for possible inclusion in their portfolios. Keep a copy of the exams for your course records.

Activity 15.d.: Summarizing What Was Covered in the Course

- Explain: Participants have now done an End-of-Course Self-Assessment and an End-of-Course Exam.
- Explain: Participants in this course have had an opportunity to develop many kinds of skills and knowledge that can be used in a TLD workplace. These include:
 - Equipped for the Future (EFF) skills:
(http://eff.cls.utk.edu/fundamentals/eff_standards.htm)

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- other transferable skills (i.e., skills that can be used in many different jobs), including:
 - basic computer skills (e.g., using the Internet to find information, PowerPoint, etc.)
 - test taking skills;
 - study skills.
- basic knowledge about key jobs in the TLD industry:
 - Truck Drivers (Heavy Tractor and Trailer Services and Light Delivery and Transport Services)

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- Dispatchers
 - Material Movers
 - Diesel Service Technicians and Mechanics
 - Shipping, Receiving, and Traffic Clerks
- connections to an educational program which can provide guidance if you wish to continue with further training and education.

Activity 15.e.: Preparing a TLD Portfolio

- Explain:
 - The purpose of a portfolio is to provide yourself and others (e.g., employers, educational institutions) with evidence of the skills and knowledge that you have developed. A portfolio can be very helpful when, for example, applying for a new job or a promotion.
 - Participants in this course have generated many things (e.g., handouts, worksheets, Self-Assessment, Exam) that might be included in a portfolio. Now you will:
 - select a number of items you’ve created in this course (e.g., worksheets, Self-Assessment, Exam) which you can include in a portfolio;
 - identify other things (e.g., resumes, letters from your instructor) which you might include.
- With the help of other program staff, ask participants to work on their own to do the following assignment:

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Activity 15.e.

Preparing a TLD Portfolio

Your name _____ Today’s date _____

ASSIGNMENT

A portfolio is a folder or binder in which you assemble documents which show your expertise in a particular area. You can show a portfolio to an employer (when applying for a job or promotion) or to an educational institution that you want to enroll in. To prepare your portfolio:

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1. Review your Learner Handbook to identify documents (e.g., goal statements, quizzes, worksheets, etc.) that demonstrate your accomplishments in the course. (Mark those items with a paper clip or Post-It “sticky.”)
2. Identify which of the following additional items you might also include in the portfolio:
 - a. Resume;
 - b. Letter from instructor or educational program;
 - c. Licenses, certificates, credentials;
 - d. Letter from previous employer;
 - e. School transcript or diploma.

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- Help the participants to do the above assignment.
- When they have completed the assignment, ask them to share the kinds of items they might include in their portfolios.
- Discuss how they might continue to develop their portfolios after this last class (e.g., with the help of staff in your program or other agencies).

Activity 15.f.: Wrap-Up and Celebration

In a “wrap-up activity” (graduation ceremony): (You might invite one or more officials from your agency or other partner agencies to participate in this activity.)

- Congratulate participants on a job well done.
- If appropriate:
 - invite participants to stay connected for follow-up support and training,
 - invite comments from the participants,
 - hand out certificates of completion for the course,
 - take photos (with participants’ permission) to include in a program web site, newsletter, or brochure;
 - have some refreshments.

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A P P E N D I X

On-Line Resources for Instructors

Equipped for the Future

<http://eff.cls.utk.edu/fundamentals/default.htm>

Information about TLD jobs

- New Jersey TLD Talent Network web site: www.njtldtn.org
- O*NET (www.online.onetcenter.org)
- Bureau of Labor Statistics (www.bls.gov)
- <http://www.careervoyages.gov>
- www.jobsinlogistics.com
- www.transportation.jobs.topusajobs.com
- www.transportationcrossing.com
- www.logisticsjobsite.com

Other on-line resources

- EduTube: www.edutube.org
- National Public Radio: www.npr.org
- Focus on Basics: <http://www.ncsall.net/?id=31>
- The Change Agent: <http://www.nelrc.org/changeagent/>

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