

Statewide
Manufacturing Bridge
Language Arts/Writing
Activities and
Resources

Student Self-Assessment

Name: _____ Date: _____

Please check all that apply:

1. How do you study during a typical week?

- I read all the assignments.
- I read part of the assignments.
- I review notes and power points.
- I watch assigned videos.
- I study alone.
- I study in a group/with someone.

2. These are some of my study habits:

- Reading the assigned chapters.
- Reviewing class outlines, notes, power points.
- Reviewing only objectives and highlighted areas in the text.
- Reviewing the assigned videos.
- I have a daily study routine.
- I study here and there based on my school schedule, work, and family.
- I often get distracted when I am trying to study.

3. Organization and time management skills:

- I am organized and can manage my time well.
- I have trouble organizing my materials.
- I have trouble keeping track of assignments, due dates, and quiz/exam dates.
- I keep a calendar.
- I plan to study but run out of time.
- I procrastinate until the very last minute.
- I try to study but get distracted.
- I have difficulty focusing on studying.

4. I have the following responsibilities:

- Work (number of hours per week) _____ What shift? _____
- Family
- Anything else?

5. My test taking strategies include:

- Reading the question more than once.
- Identifying all the wrong answers before selecting.
- Watching for negative words (such as except).
- Changing my answer frequently.
- Picking out which answer is not like the others.

6. My exam experiences include:

- I have significant test taking anxiety.
- I am one of the first students done.
- I am one of the last students done.
- I feel the pressure to hurry and finish.
- When I change my answers on the exam, I often change to the wrong answer.

7. My impression of why I performed below my required score is/are:

- I misread questions.
- I misunderstood questions.
- I read too much into the questions.
- I missed important key words.
- I did not remember the content.
- I did not understand the content.
- I guessed wrong.
- I changed my answer.
- I marked the answer wrong accidentally.
- I did not read all the responses carefully.
- I did not have time to study.

8. Are there any other factors you feel have affected your performance?

Plan for success:

- Develop daily study habits, such as: _____
- Develop test taking strategies, such as: _____
- Participate in study groups or work with a study partner.
- Visit tutoring services.
- Create a daily schedule to manage time and organize study schedule.
- Other: _____

Study Groups 101

As you consider ways to improve your academic success, look to your classmates! Study groups can be very helpful. When you work together in a group, everyone benefits through active involvement while focusing on the course content, discussing challenging issues, and learning how to be a group/team member.

What an Effective Study Group Looks Like

Choose members carefully:

- Ask students motivated to learn, have similar schedules to yours, and who you feel would be easy to work with for the semester.
- Study groups work best when they have between 2-4 members.
- All members must be committed to meeting frequently, being on time, and contributing effectively.

Determine your group goals:

- Discuss what you want to achieve through the group and write down your goals.
- Make sure everyone has a copy of those goals.

Outline group rules:

- Determine when, location, time and how often you will meet.
- Set up guidelines and make sure to exchange phone numbers.

Identify what to study and how you will study:

- Consider a Q&A review of the content at the beginning of the group. Each member should be prepared through studying and review to contribute.
- Bring questions you may have to the group, especially on content you do not understand.
- Use your textbook questions, found at the end of most textbook chapters, to discuss with other.
- Develop a group concept map of the key ideas and share with each other.
- Be a good and respectful listener.
- If someone in the group is off track and you think they may be wrong, ask for textbook clarification – check the facts together.
- Plan to do something fun after the big exam, like meeting for lunch or coffee.

Study groups can be a big help to students if they are formed and run using some guidelines. Have fun and study hard!

Study Strategies

Time Management

- Understanding how you **CHOOSE** to spend your time, setting goals and prioritizing, and having the motivation to **DO IT!**
- Develop a weekly schedule and included timeframes for everything you want to accomplish. **THEN** create a daily schedule that includes everything.
- Prioritize your goals and commitments.
- You must build in some flexibility to your schedule to accommodate unexpected surprises and issues.
- Get organized and stay organized.

Studying at Home

- Do not study in a place where there are distractions (distractions may be a person, technology, noise level, disorganized workspace).
- Maintain balance, and make sure to eat right and get some **EXERCISE** (both contribute to a healthy lifestyle and better brain function).
- Get some sleep (sleep deprivation does not help your ability to retain information and may increase your anxiety).
- Do not sweat the small stuff.
- Take responsibility and accountability for **YOUR** learning and make it a priority.

General Study Tips

- Study to **LEARN** and **UNDERSTAND**, not just memorize.
- Use a variety of study materials and methods (reading textbook, notes videos, flashcards, chapter questions, study group discussion, etc.).
- Study for 30-45 minutes, then take a break (play with your pet, check your texts/emails, read to your children, eat a snack).
- After 15 minutes, you **MUST** return to studying.
- Pick what works for **YOU** and study with that in mind.
- If you are struggling, seek help early (instructor, tutor, retention specialist).

Textbook Strategies – PARROT Reading

1. **Preview:** Look over the assignments to get familiar with the material. Look at illustrations, tables, headings, and things that stand out in your book. Page through assigned reading (to determine how long it might take to read).
2. **Ask:** Ask yourself if anything is familiar. Ask yourself what you may already know. Ask what you need to learn from the reading. Ask “why” something happens and make connections.
3. **Read:** Read the content without highlighting or taking notes first, focus on key points and concepts, and things that were emphasized in lecture.
4. **Recite:** Check your comprehension by summarizing what you just read. Say it out loud, in your own words. Explain the material to yourself.
5. **Organize:** Now take notes on what you have learned. Use an outline, study cards, concept map, or any organized method that you understand. **DO NOT TAKE NOTES ON WHAT YOU ALREADY KNOW.** Focus on recalling and understanding information that is unclear, and complex.

6. **Test:** Complete the study questions, or use online sources, such as Quizlet, flashcards, Kahoot!, to determine what you have learned. If you can answer questions successfully, move ahead. If you have answered questions incorrectly, go back and review what you got wrong. **DO NOT STUDY WHAT YOU KNOW.**

Preparing for Class

- You will retain much more from class if you spend some time preparing **BEFORE** you come.
- Read or skim your assigned readings, focus on the objectives, highlighted/bold content, key terms, and key points.
- Your brain needs repeated exposure to content for a solid understanding of the material.
- Eat before class, and come prepared with notes, handouts, and questions.

In Class

- Take good notes.
- Anything your instructor writes on the board should appear in your notes. (Your phone camera can help you with pictures of the board notes)
- Highlight or underline important/emphasized content on power points, notes, or handouts.
- Be an active learner, ask questions, especially if you are confused.
- If group work is assigned, participate fully. You will learn a great deal by discussing and interacting with other students.

Daily Studying – The Four R’s - Review, Read, Repeat, Retain

- Repeated exposure to material is required to fully understand and retain the information.
- Review before your lecture.
- Review your notes for 10-15 minutes immediately after your lecture.
- That evening, review your notes thoroughly, and review the assigned textbook reading, handouts, and videos.
- Healthcare lessons build on everything from the moment you start class one! So, the better you are at learning, understanding, and retaining information, the better you will do on your exams.
- If you are a part of a study group, meet prior to the exam (not the night before).

Preparing for an Exam

- The key to success is **PREPARATION!**
- The ideal situation is to keep up with assigned readings, complete practice quizzes/assignments, review websites, videos, and meet with your study group prior to the exam.
- Do NOT begin to read or study the night before an exam.
- Review the material every night for 20-30 minutes so that you learn and understand concepts (the more you use and review the information, the better you will understand it).
- The 2-3 days before an exam should be for review (not when you learn material).
- Prepare to read through your notes a few times.
- Spend more time reviewing things that are complex and challenging.
- Do not waste time reviewing the things you already know.

Career Success Study Plan Recommendations

Name: _____ Date: _____

- Read textbook, or skim key concepts, before class.
- Record lectures and listen to lecture while going through notes.
- Take notes while reading/highlight key concepts.
- Rewrite notes.
- Join study group.
- Read notes and textbook aloud.
- Make notecards/flashcards/charts/concept maps.
- Take notes and insert pictures/images.
- Make diagrams and fill them in.
- Take frequent study breaks – study 1 hour, 15-minute break, then go back to studying.
- Study with active learners, play games like flash cards, true/false, fill in the blank.
- Take detailed notes on everything.
- Study alone without any distractions.
- Make outlines.
- As you read, repeat key concepts to yourself several times.
- Teach others in your study group. Create a detailed daily study schedule and stick to it – use a planner.
 - Adjust your work hours to allow for more study time.
 - Current number of work hours _____.
 - Other responsibilities _____

Testing Anxiety

Test Anxiety is quite common among students in a school setting. Students are so worried how their test scores are going to turn out that they experience anxiety, some at levels more severe than others.

Preparing for a test will decrease the level of anxiety so you can focus on the test without worrying about your performance.

- Develop study habits and strategies that are efficient.
- Manage time wisely, do not procrastinate your studies.
- Organize your study materials to better review them.
- Create a step-by-step approach, look at all the aspects, to better help you prepare for each test.
- Look at your last test, what needs to be improved upon? What could you have done better?

Here are some more ways to reduce your stress levels:

- **Prepare yourself!** Organize and review all materials, make a checklist.
- **Do not cram!** Studying only the night before will increase anxiety.
- **Exercise!** This brings blood to the brain and will help you sleep better.
- **Get a good night's sleep!** You will feel rested and calm, so you can focus on your test.
- **Wear comfortable clothes!** This will reduce distractions and keep your anxiety levels down.
- **Eat a healthy meal!** Feed your brain with fruits and vegetables, processed food disrupts the brain function.
- **Bring a healthy snack and water!**
- **Be confident!** Take the test in stride – view it as an opportunity to show how much you studied.
- **Arrive early!** Allow yourself more time to relax before the test, examine your surroundings, pick a place with good lighting and the least distractions.
- **Separate** yourself from negative thoughts! If other students are expressing their worry, move or it may increase your anxiety.
- **Reward yourself!** Lunch out with friends, a coffee date, or an afternoon in the sun relaxing to reward yourself for your hard work.

During your test, make sure:

- **Read** all instructions – ask for clarification before you start answering questions if necessary.
- **Check** the time for the test, then estimate how much time you can spend on each question.
- **Wiggle!** Change your body position to help you relax and focus on the test.
- **Stuck** on a question? Mark it, skip and move on. When you have answered all the other questions, come back, and use your test taking skills to choose the right answer.
- **Do not get flustered!** This is not a race! Take as much time as is available for your test.

When you have completed the test, review how you did.

- Think about **what worked**, make a list, and use it to prepare for the next test.
- **Make a list** of what did not work and what needs improvement.
- **Review** all your study strategies. Which ones worked? Which did not?
- **Celebrate!** You are one step closer to overcoming test anxiety!

One more thing:

If you suffer with test anxiety, make sure to express your concerns with your instructor far in advance. They might be able to go over the material with you or recommend a tutor/mentor that can help you study and review.

Happy Testing!

Test Taking Strategies – Multiple Choice Questions

Test Day

- Arrive early
- Avoid discussing material with other students
- Scan the entire test
- Jot down memory aids
- Pace yourself

How to Read Multiple Choice Questions

- Read the entire question carefully.
- Try to understand what the question is asking.
- Answer only what is being asked.
- Look for key words.
- Spend time thinking about possible answers before looking at the answer choices.
- Review the answers and if your answer appears in your answer choices, it is probably correct.

Narrow Down the Answers

- If you do not know the answer, start narrowing down the choices by eliminating the answers you know are not correct.
- Choose the answer you believe best fits the question. This will increase your chances of selecting the correct answer.

And then there were two....

- Once you have narrowed it down to two possible answer choices, analyze the two options.
- You must like the whole answer, not just a part of it, to choose it.
- Check the key words in the question.
- Use common sense and logic if you cannot decide on an answer.

Helpful Hints

- If you do know the answer, make an educated guess.
- If you have not heard or read that answer in your textbook or notes, it is likely not the answer.
- Absolutes are often wrong (always, never), words like usually, often, frequently, are right more than an absolute.
- Which of the answers is not like the others – odd man wins.

DO NOT go back and change your answer

- Many students second guess their choice, go back, and change the answer.
- Typically, your first choice is the correct one.
- Example of how to Answer a Question
- Read the question carefully.
- If you know the answer immediately, answer it, and move on to the next question.
- If you do not, skip it, mark the question so you know to come back to it later.
- Do not stress because you did not know the answer. Simply move on.
- Repeat this pattern until you get to the end of the exam.
- Take a deep breath, say “I know this” and go back to the questions you skipped.
- Give yourself extra time to think about the question, consider each answer as an option, and then choose the answer you think is best.

ALTS	BOM
CAD	CFD
CHANGE REQUEST	CM

Commercialization	Consigned
Costed BOM	DFM
DFMEA	DHF

DVT	EAU
EBOM	ECO
EVT	FEA

IP	ISO 13485
ISO 9000	Lean Manufacturing
MBOM	MOQ

Multi-Level BOM	NPD
NPI	ODM
OEM	PLM

Prototype	PVT
Reference Designator	Rework
RFI	RFP .

RFQ	RMA
RoHS	Single Level BOM
Six Sigma.	SKU

SOP	Sub-Assembly
Supplier	Tolerance
Tooling	TTM

Turnkey	UL
UOM	VMI

<p>ALTS Alternative Components Components that can be substituted for those initially specified without compromising performance in an effort to reduce cost or lead times.</p>	<p>BOM Bill of Materials The complete list of all the material and parts that a manufacturer needs to create a certain product.</p>
<p>CAD Computer Aided Design A specialized graphics software used to design a part or work piece.</p>	<p>CFD Computational Fluid Dynamics The examination of fluid flow in accordance with its physical properties such as velocity, pressure, temperature, density, and viscosity.</p>
<p>CHANGE REQUEST A request specifying proposed modifications to the manufacturing process or equipment</p>	<p>CM Contract Manufacturer A manufacturer who contracts with companies to make certain components or products over a mutually agreed period of time.</p>
<p>Commercialization The process by which a new product is introduced into the general market.</p>	<p>Consigned Partial outsourcing in which companies are able to retain some of the inhouse controls over the manufacturing and supply chain process.</p>
<p>Costed BOM The bill of materials including the component costs for each component of the product.</p>	<p>DFM Design for Manufacturing The practice in which ease and cost of manufacturing, as well as quality-assurance issues, are emphasized during the product design stage.</p>
<p>DFMEA Design Failure Mode Effects Analysis An analytical technique used by a design responsible engineer or team as an effective means to identify potential failure modes and their associated causes, assign a risk priority number and address ways to mitigate the potential failures through enhanced process controls or increased detection controls.</p>	<p>DHF Design History File A document mandated by the FDA containing all of the product development documentation pertaining to a finished medical device</p>
<p>DVT Design Validation Test Using one design configuration to build a small quantity of nits using proper production processes and put them through strenuous tests to ensure durability and reliability.</p>	<p>EAU Estimated Annual Usage The quantity of a component or material used in a year, multiplied by its unit cost.</p>

<p>EBOM Engineering Bill of Materials Defines the finished product as it was originally designed by engineering, including the items, parts, components, sub-assemblies and assemblies.</p>	<p>ECO Engineering Change Order A documentation packet that outlines the proposed change, lists the product, or parts that would be affected and requests review and approval from the individuals who would be impacted or charged with implementing the change. They are used to make modifications to components, assemblies, associated documentation and other types of product information.</p>
<p>EVT Engineering Validation Test Combining works-like and looks-like prototypes to ensure all functional requirements are to spec. The goal here is to finalize an intended design to weed out any hardware failures.</p>	<p>FEA Finite Element Analysis The simulation of any given physical phenomenon used by engineers to reduce the number of physical prototypes and experiments to optimize components in their design phase to develop better products.</p>
<p>IP Intellectual Property A collection of ideas to which one has rights, and for which one may apply for a patent, trademark or copyright. One type of IP, industrial property, includes patents for inventions and industrial designs.</p>	<p>ISO 13485 An agreed upon standard that sets the requirements for a quality management system specific to the medical device industry.</p>
<p>ISO 9000 An international quality-process auditing program, based on a series of standards published by the International Standards Organization through which manufacturing plants receive certification attesting that their stated quality processes are adhered to in practice.</p>	<p>Lean Manufacturing An act of continuous improvement within a business to be environmentally responsible by reducing the seven wastes often occurring in manufacturing so the quality, cost and production time can all be reduced when manufacturing a part.</p>
<p>MBOM Manufacturing BOM Contains information on all the parts and assemblies required to build a complete and shippable product, including all the packaging materials required to ship the finished product to the customer.</p>	<p>MOQ Minimum Order Quantity The lowest quantity of a certain product that a supplier is willing to sell.</p>

<p>Multi-Level BOM Also know as the indented BOM, shows the hierarchical structure of assemblies and their related parts and components. It is nested list whose parts or items are listed in two or more levels of detail to illustrate multiple assemblies within a products BOM's.</p>	<p>NPD New Product Development The early development to finalize the product design, requiring many iterations to get the product ready to hand off to operations.</p>
<p>NPI New Product Introduction Like NPD, NPI focuses more on getting operations tams and supply chain partners aligned around the final released product design to effectively plan, produce, and ramp to volume production.</p>	<p>ODM Original Design Manufacturer A company which designs and produces a product according to their own specifications.</p>
<p>OEM Original Equipment Manufacturer The company responsible for designing and building a product according to the buyer's specifications.</p>	<p>PLM Product Lifecycle Management The integration of all aspects of a product, taking it from conception through the product life cycle to the disposal of the product and components. This typically lowers the cost and speeds the time to market (TTM) for new product development.</p>
<p>Prototype A first or preliminary model of a product from which other forms are developed.</p>	<p>PVT Product Validation Test The first official production run, with units ideally passing all tests and proving suitable to sell.</p>
<p>Reference Designator Identifies a component within an electrical schematic or on a printed circuit board (PCB)</p>	<p>Rework Fixing defective products so they pass final inspection.</p>
<p>RFI Request for Information A preliminary document used by companies that don't understand the marketplace they're about to enter</p>	<p>RFP Request for Proposal A document asking vendors to propose solutions to a customer's problems or business requirements. This usually follows an RFI.</p>
<p>RFQ Request for Quote A detailed document drilling down to the exact specifications required by the company and the cost of the service or product. These are more specifically focused on a cost estimate than an RFP may contain.</p>	<p>RMA Return Material Authorization An authorization from a manufacturer for their customer to return products that do not meet the required specifications.</p>

<p>RoHS Restriction of Hazardous Substances Restricts the use of specific hazardous materials found in electrical and electronic products.</p>	<p>Single Level BOM Represents one level of an assembly and does not include any lower-level assemblies</p>
<p>Six Sigma A set of management techniques intended to improve business processes by greatly reducing the probability that an error or defect will occur.</p>	<p>SKU Stock Keeping Unit A product code that can be used to search and identify stock on hand from lists, invoices, or order forms.</p>
<p>SOP Standard Operating Procedure A set of step-by-step instructions complied by an organization to help workers carry out complex routine operations with efficiency, quality, and uniformity.</p>	<p>Sub-Assembly A unit assembled separately but designed to be incorporated with other units into a larger manufactured product.</p>
<p>Supplier Anyone who provides goods or services to another entity.</p>	<p>Tolerance A range of dimensions that is given for a certain part labeling how close a part must be made to that specific dimension.</p>
<p>Tooling The tools and equipment that help industrial personnel make product parts of consistent size, shape, and quality.</p>	<p>TTM Time to Market The period of time from the start of design and development work to commercial product availability.</p>
<p>Turnkey A complete manufacturing function that provides all the manufacturing and supply chain services.</p>	<p>UL Underwriters Laboratories A global safety science company that tests the latest products and technologies for safety before they are marketed around the world.</p>
<p>UOM Unit of Measure A physical unit, such as kg or meter, used to quantify the inventory of items in stock.</p>	<p>VMI Vendor Managed Inventory Materials, components, or sub-assemblies managed and replenished by on-site vendors with whom the plant has prearranged purchasing agreements. The supplier take responsibility for the availability of supplies.</p>

Writing Step by Step Instructions

Part 1 - You may need to explain or write step-by-step instructions for a task you perform in the workplace. Writing clear, concise steps will be important to the person following those steps. Follow the instructions and sequence the steps with the activity below.

Number the tasks for the correct order in which they are done.

Step	Task
	Make sure the load is balanced and secure
	Check for overhead obstructions
	Back out, stop completely, then lower load.
	Make sure forks are positioned properly.
	Raise the forks to the proper height.
	Bring the forks all the way into a pallet and tilt the mast back to stabilize the load before moving.
	Make sure the load does not exceed the capacity of your forklift.

Part 2 – Obtain a task from your instructor and write the step-by-step actions to complete the task. Use the following table, adding another sheet of paper if needed.

Task: _____

Step	Action
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

Instructor Key

Part 1 Sequential Order

1	Make sure your load does not exceed the capacity of your forklift
2	Check for overhead obstructions
3	Raise the forks to the proper height
4	Make sure the forks are positioned properly
5	Bring the forks all the way into a pallet and tilt the mast to stabilize the load before moving
6	Make sure the load is balanced and secure
7	Back out, stop completely, the lower load

Part 2 – Tasks

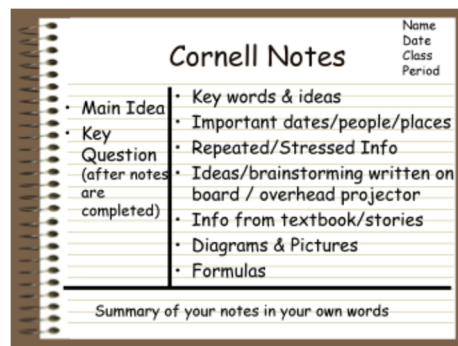
Cut out into strips and randomly assign to students. These are a few task ideas, add to list, depending on number of students in class.

Making a chocolate fudge sundae with nuts and cherries on top
Cleaning the refrigerator
Tying your shoes
Backing out of the driveway
Taking a telephone message
Building a bookcase
Assembling a chocolate cake
Making the bed
Eating watermelon

The FIVE Best Notetaking Strategies

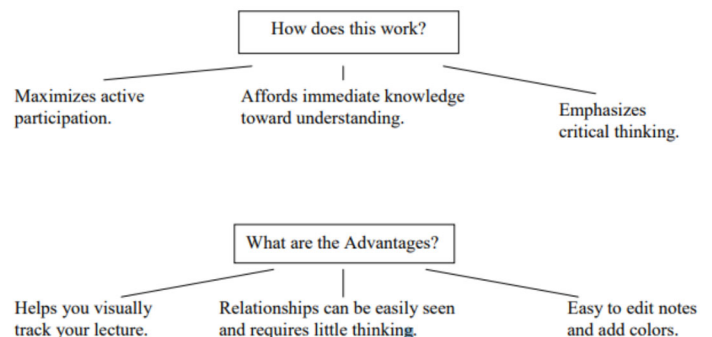
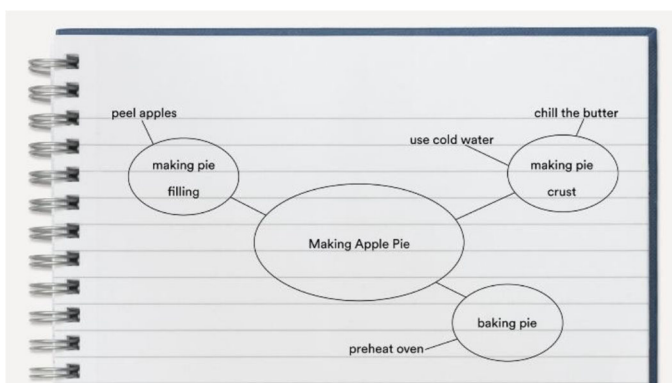
1. Cornell Notes Strategy

- i. Divide your paper into three sections (see example below).
- ii. The **RIGHT** column is the largest and for your INITIAL notes.
- iii. The **LEFT** column is used to review your initial notes and record key points, terms other clues you may need to recall the information.
- iv. The **BOTTOM** column is a reflection section or summary of your notes.



2. Mapping Strategy

- i. This is best if you are a **VISUAL** learner.
- ii. Looks like a flowchart, that helps you identify relationships between concepts, phrases, and key terms.
- iii. Place the **MAIN** idea in the center of the page (see example below).
- iv. As you read, use lines or arrows to link the supporting information to the main idea.
- v. You can link further information to the supporting information.



Prepared by: D. Karavites-Uhl

Adapted from Colorado State University; *Effective Note Taking Tips and Strategies*

<https://www.csum.edu/university-advising/media/effective-note-taking-strategies.pdf>

3. Charting Strategy

- i. Determine the number of **COLUMNS** and **ROWS** needed with appropriate **HEADINGS** for each topic (see example below).
- ii. Use the columns to record important phrases, terms, and ideas by placing the information under the appropriate heading.

How?	Advantages	Disadvantages	When to use it?
Set up your paper in columns and label headings	Helps pull out the relevant information.	Can be a hard system to learn to use.	If you'll be tested on facts and relationships
The headings could be categories covered in the lecture.	Reduces the amount of writing required.	You will need to know what content is being covered at the beginning of the lecture.	If content is heavy and presented quickly — such as a history course with dates, people, events, etc.
Insert information (words, phrases, main ideas, etc.) into the appropriate column	Provides easy review for memorizing facts and studying comparisons and relationships		If you want to make an overview of the whole course on one big paper.

4. Sentence Strategy

- i. This is a **LIST** making strategy to record important information as you read (see example below).
- ii. Each sentence is a main point or important concept.
- iii. Number each sentence as you take the notes, so you can distinguish between the different concepts.
- iv. To make it easier to review your notes, rewrite and organize the sentences into categories or themes.

THE SENTENCE METHOD

Page #

Today's Date

1. Write every new thought, fact, or topic on a separate line as you progress, numbering each sentence.
2. Advantages: it's more organized than writing paragraphs and still records most of the information.
3. Disadvantages: it's hard to determine major/minor points and it's hard to edit and review with clean-up.
4. It's a good method when there's lots of information and you don't know how the ideas fit together. You can make some connections as you go (for more information, refer to #2).

5. Outline Strategy

Prepared by: D. Karavites-Uhl

Adapted from Colorado State University; *Effective Note Taking Tips and Strategies*

<https://www.csum.edu/university-advising/media/effective-note-taking-strategies.pdf>

- i. This strategy is an **ORGANIZED** version of the Sentence strategy.
- ii. When you rewrite your notes, you can format an outline in Microsoft Word using the Outline format under the VIEW tab.
- iii. The first sentence is the main idea, and each additional sentence is a supporting statement (see example below).

THE OUTLINING METHOD

Page #	Today's Date
	Class Topic: How To Outline Notes
I.	The first level is reserved for each new topic/idea and is very general.
	a. This concept must always apply to the level above it (I)
	i. This concept must always apply to the level above it (a)
	ii. This is a second supporting piece of information for the level above it (a) but is equal to the previous information (i)
	iii. This information is a sister to (i) and (ii)
	b. This concept applies to the level above it (I) and is a “sister” to (a)
II.	You don't have to use Roman Numerals, Letters, and Numbers – try only indents, dashes, and bullets!
III.	Outlining requires listening and writing in points in an organizational pattern based on space indentation

Jigsaw – Trellborg Sealing Solutions Streamwood Handbook

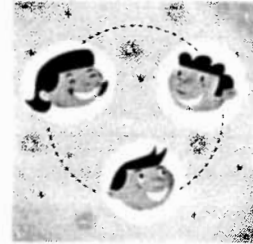
Group Recorder	Group Spokesperson	Letter/Page of Handbook

Section	Main Idea	Vocabulary to Define

rate for hours worked in excess of 8 hours in a workday. This classification contains two categories – Salaried Non-Exempt and Hourly.

EMPLOYMENT OF RELATIVES

TSSS will consider the hiring of employee relatives when the individual candidates meet the requirements of an open position. In those situations where a relative of an existing employee has applied for, or is being considered for, a position with the Company, the employee will not be involved in any aspect of the selection or hiring processes. In the same regard, related employees should not be placed in a supervisor/subordinate relationship.



INTERNAL JOB OPPORTUNITY

The Company has established a job-posting program to give employees an opportunity to apply for positions for which they are interested and qualified. Vacancies, excluding senior management level positions, are normally posted on designated bulletin boards.

Full-time employees with at least six months of continuous service in the current job, and who have a satisfactory performance and attendance record, as well as no employee corrective actions, are eligible to apply for posted openings. Job openings will be posted in the breakrooms for a duration of up to one week (open and close dates are indicated on the actual job posting).

Qualified and eligible employees should obtain and complete an Internal Job Opportunity Form from Human Resources while also notifying their immediate supervisor of their interest in the open position. Once the form is completed, return it to Human Resources by the closing date specified on the job posting for screening.

Human Resources will review each applicant's qualification. This may include a discussion with the employee's supervisor and a review of the employee's personnel file. Human Resources in partnership with the hiring manager will interview candidates and discuss their qualifications and interest in the job. Any employee lacking the qualifications for the job in question will be notified during this phase of the job posting program.

The selected candidate will be notified of the transfer date by the hiring manager.

PERFORMANCE REVIEWS- NON-UNION EMPLOYEES

The Company maintains a system for evaluating employees' performance to maximize communication and increase contribution to Company objectives. It is our aim that this process will also help to enhance and recognize the employee's performance during a specific period of time.

During this process the Manager/Supervisor will have the opportunity to review the employee's salary and request a modification depending on the employee's performance.

Please contact and advise your supervisor or Human Resources, if more than a year has passed since receiving formal feedback.

PERFORMANCE REVIEWS- UNION EMPLOYEES

The Company maintains a system for evaluating employees' performance to maximize communication and increase contribution to Company objectives. It is our aim that this process will also help to enhance and recognize the employee's performance during a specific period of time.



Salary compensation for union employees is negotiated with the Union. During the performance review process, salary will not be reviewed only the performance level of the union employee.

Please contact and advise your supervisor or Human Resources, if more than a year has passed since receiving formal feedback.

EMPLOYEE BENEFITS

BENEFIT PROGRAM INFORMATION

Our company is proud to offer a very comprehensive benefit package, that we hope will provide you with additional support, to enhance the quality of your personal life and that of your family. Only full time employees are eligible to participate in the program.

If you have been hired as a full time non-union employee, the Human Resources Department will schedule your benefit orientation training, within the first 30 days of your employment. At that time you will be provided with all the information regarding each benefit.

If you have been hired as a full time union employee, the Human Resources Department will schedule your benefit orientation training within the probation period (90 days probation Molding & Orkot; 60 days probation Machining and Finishing).

Keep in mind that you will have a limited window of opportunity to enroll into the benefit program. You are encouraged to familiarize yourself with all the literature and to provide us with all the information required to ensure effective enrollment.

If you missed your initial benefit enrollment period, depending on the benefit, you may have additional opportunities to enroll within the year. The company will provide at least one full open enrollment period per calendar year, in which all employees will have the opportunity to re-enroll in all benefits.

The Company will incur the majority of the cost burden to provide you with this package. However, there are several benefits in which you will be required to share a small percentage of the cost in order to get and/or enhance the coverage provided.

Participation in the benefits of which you will be required to contribute is not mandatory. You will have the opportunity to waive coverage.

The following list provides you with a basic outline on most of the benefits that we offer for non-union employees.

- ↓ Health, Dental and Vision Insurance
- ↓ Short-term and Long-term disability protection
- ↓ Group Term Life Insurance
- ↓ Paid vacation and holidays
- ↓ Membership in the 401(k) Plan
- ↓ Educational Assistance Program
- ↓ Flexible Spending Accounts
- ↓ Work-life balance employee assistance program
- ↓ Worldwide emergency travel assistance services



The following list provides you with a basic outline on most of the benefit that we offer for union employees

- ↓ Health Insurance
- ↓ Short-term disability protection
- ↓ Group Term Life Insurance
- ↓ Paid vacation and holidays
- ↓ Union Pension Plan

For further information and detailed brochures describing coverage, please contact the Human Resources Department.

EDUCATIONAL ASSISTANCE PROGRAM

TSSS is committed to assisting employees in advancing their educational goals to acquire new skills and to enhance their capabilities. The Company offers educational assistance for most of the major costs of further education.

Vacation Year

The "Vacation Year" will begin on January 1st and end December 31st.

Benefit

The table below illustrates the allotments granted to newly hired employees based on their hire date for the current vacation year.

MONTH HIRED	VACATION HOURS (to be used by Dec 31st of their year of hire)	VACATION HOURS FOR THE FOLLOWING VACATION YEAR
January through March	80	80
April through July	40	80
August through December	0	80

The following table shows the vacation allotments based on years of service.

YEARS OF SERVICE	VACATION HOURS
More than 1 but less than 8	80
More than 8 but less than 18	120
More than 18	160

Vacation Allotments

The full vacation allotment must be used within the same vacation year. Vacation hours will not be accumulated and/or rolled over into the following vacation year.

Employees on Long-Term Disability will be prorated on their vacation allotment for the following year.

Salaried Exempt Employees – Vacation must be used within the same vacation year or the vacation days will be lost.

Hourly and Salaried Non-Exempt Employees - At the end of the vacation year the company will pay up to a maximum of forty (40) hours of the employee's remaining, but unused vacation. The employee will forfeit pay and time off on any remaining unused vacation hours over forty (40).

Vacation calculation and payment

Employees will be paid one time their regular hourly rate for all vacation hours used.

Employees that use all of their sick time and incur additional personal/sick absences will automatically apply this time towards any available vacation hours. When this occurs it will be labeled as "vacation substitution".

Payment of Vacation upon Termination

Employees that terminate their employment from the Company will receive payment for unused vacation.

VACATION UNION EMPLOYEES

The Company provides time off, with pay, to employees allowing them the opportunity for rest and relaxation away from the job.

The Company encourages each employee to take the full amount of vacation granted during the calendar year.

You are responsible for providing advance notice when requesting vacation and are highly encouraged to schedule your vacation time with as much anticipation as possible and to also consider alternative time off dates, since the requested dates may need to be switched to alternative dates. Each department head will determine the scheduling of vacations for his or her



Salaried Employees

To make sure you are properly paid, you are required to use the proper forms for documenting vacation, personal/sick days. All vacation personal/sick days must be approved by your manager.

PAYDAYS

Employees are paid biweekly on Thursday. If the regular payday occurs on a holiday, the payday is the last working day prior to the holiday.

On each payday, you receive a statement showing gross pay, deductions and net pay. Automatic deductions such as additional tax withholding, contributions to voluntary benefit plans and individual savings plans may be arranged through the Human Resources Department.

TSSS requires that paychecks be direct deposit. Your paycheck will be automatically deposited to your savings and/or checking account at your bank of choice. In addition, employees may enroll for paperless paystubs which are accessible from any personal computer.



OVERTIME COMPENSATION NON-UNION HOURLY EMPLOYEES

Occasionally, your supervisor may require you to work overtime. In these instances, you are given as much advance notice as practical.

Non-exempt employees are paid at the rate of one and one-half (1 ½) times their regular hourly rate for hours worked in excess of 40 during the established workweek. The established workweek begins on Monday at 12:00 AM and ends at 11:59 PM on the following Sunday.

Company recognized holidays and actual hours worked only will count towards hours worked when calculating overtime pay.

OVERTIME COMPENSATION UNION HOURLY EMPLOYEES

Occasionally, your supervisor may require you to work overtime. In these instances, you are given as much advance notice as practical (24 hour notice for Saturday).

Keeping a Daily Log

Keeping a record of what you do throughout the day makes you more accountable for your work. You might need a reminder where you left off after taking a break. Most humans are notorious for misjudging the time needed to accomplish a task. A log helps to remind you what you did accomplish for the day and what may need to be done the next business day.

Your assignment is to keep a log for one full day. Complete the chart below and bring it to the next class session.

Date:

Activity	Time Spent	Comments

Total Time Spent:

JT Industries

Pick Up & Delivery Schedule

Monday through Thursday

Delivery & Pick Up

6:00 am to 12 noon

Pick Up Only

1:00 pm to 3:00 pm

Friday

Delivery & Pick Up

6:00 am to 12 noon

Pick Up Only

1:00 pm to 5:00 pm

Saturday Pick Up Only

6:00 am to 12 noon

Closed on Sunday

Read the above ad for JT Industries pick-up and delivery schedule.

1. It is 2:30 pm on a Thursday, when can you expect to get your next delivery?
2. What day(s) of the week and times can you send an employee to pick up parts?

JT Industries Catalog

Item	Description	Box Qty.	Price Per Box
#32857	Green Dog Coats (10-15 lbs.)	6	\$90.00
#97364	Green Dog Coats (16-25 lbs.)	6	\$150.00
#28475	Red Dog Coats (10-15 lbs.)	6	\$120.00
#59752	Red Dog Coats (16-25 lbs.)	6	\$180.00

1. Which of the dog coats will cost consumers more once the store mark-up has been applied?

JT Industries Company Leave/Time off Request

Employee Name: Jasper Smith Employee Number: 625-09

Request for: Vacation Sick Leave Family Leave

Dates Requested: From: August 26, 2024 to Aug 30, 2024

Return to Work: On: Sept 2, 2024 Date submitted: Aug 15, 2024

Hours of Paid Leave: 32 Total number of days requested: 5

Approved by: J Sparks

1. Why does Jasper Smith want time off?
2. How many days is he requesting?
3. How many hours of paid leave will he get?
4. If Jasper works 8 hours per day, and is requesting five days of vacation leave, how many hours will the next paycheck be short?

Savers Bank

Direct Deposit Authorization Form

Check one: New Change to Existing Authorization

Name: Javier Sammy

Account # 2847-3864-282

Company Name: J7 Industries

I am paid: Weekly Bi-Weekly Monthly

HR/Payroll Department: J7 Industries

I want to directly deposit my entire paycheck into my Savers Bank Account.

I want to deduct \$ \$125.00 from each paycheck and deposit it in my Savers Bank Account.

I want to cancel my direct deposit/payroll deduction from my Savers Bank Account

Savers Bank: Please deposit the money from my paycheck as follows:

Regular Savings: \$125.00

Checking: \$649.52

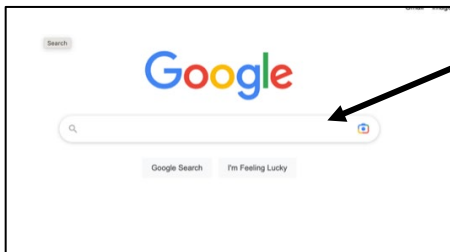
Signature: Javier Sammy

Date: 8-24-2023

1. What is the customer's name? _____
2. What amount will be deposited into savings? _____
3. What type of transaction is this? _____

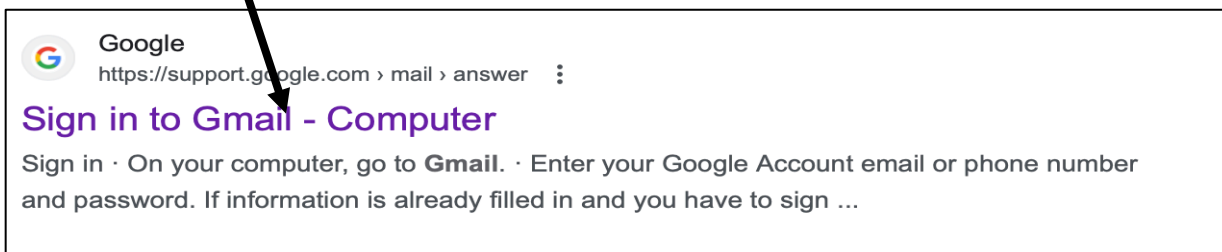
How to Create a Google Doc

1. Log into gmail.com

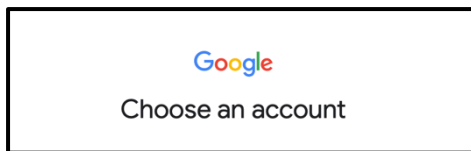


Type in gmail.com

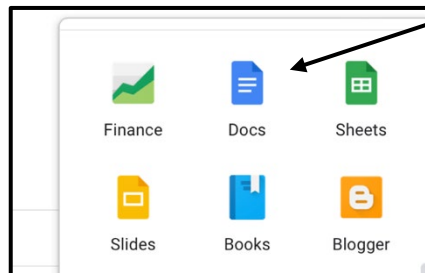
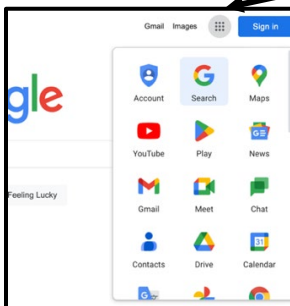
2. Clicks: Gmail-computer



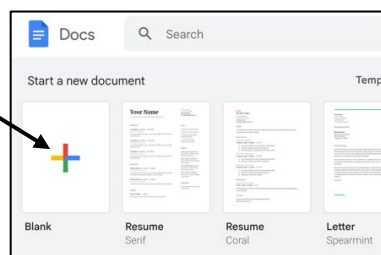
3. If information is filled in, and it is not yours, click on the Use another account tab.



4. Once you are signed in, click on the nine (9) dots on the right side of the screen and scroll to find "DOCS". Click to open.

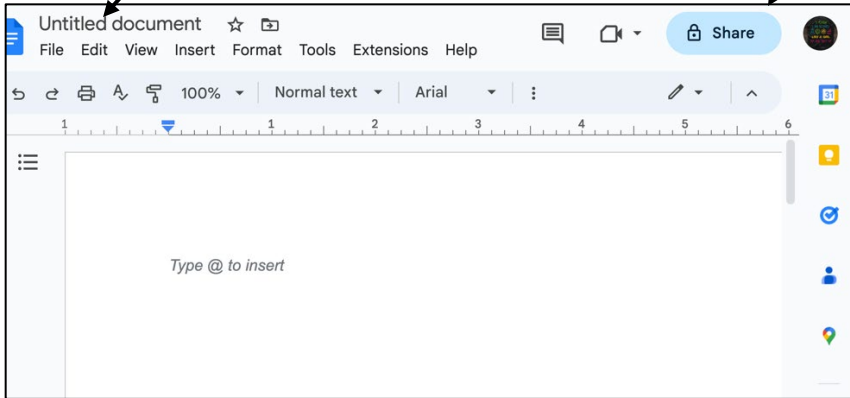


5. Click on "Blank" to start a new document.

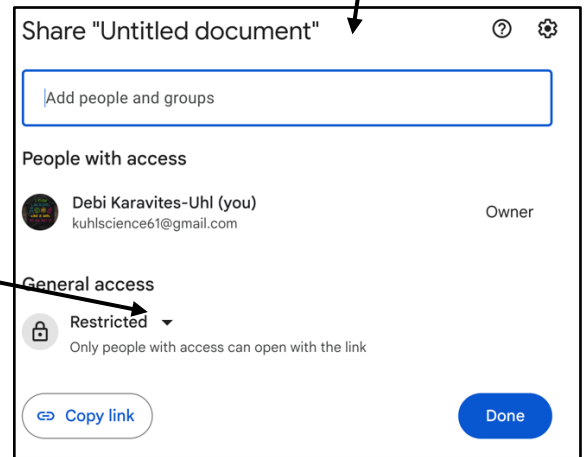


6. Click on "Untitled Document" in the upper left-hand corner. Name your document.

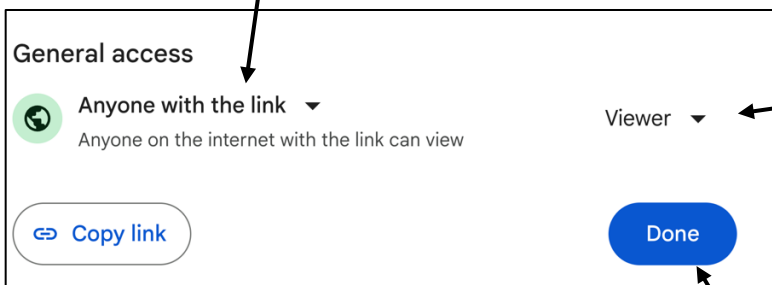
5. When you have titled your document, click the "Share" button on the top right. A screen will appear that asks you – the owner, to add people and groups. Type in the email address of the person/people you want to have access to the document.



6. You are the owner, but your people/groups need access. Click the Restricted tab

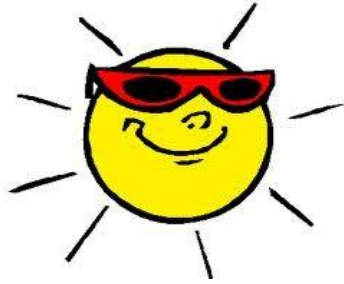


7. Choose Anyone with the link



8. Change Viewer to Editor

9. Click Done to send



End-of-Class Student Survey

I need your help to make this class better, and I really want you to be honest. You do not need to put your name on this. I also ask that you think about how you say things. It is fine to offer criticisms or suggestions for improvement if you are respectful and explain your answers.

1. I felt challenged in this class.

- Yes, almost always
- Most of the time
- Some of the time
- Not really

2. I got the help I needed so I could do my best.

- Yes, almost always
- Most of the time
- Some of the time
- Not really

3. Name something that helped you learn during this class.

4. What activities and lessons did you like from class?

Question 4, continued:

5. What activities and lessons did you not like?

6. Name something that made it hard for you to learn during this class.

7. I felt safe in my classroom.

- Yes, almost always
- Most of the time
- Some of the time
- Not really

Please explain your answer if you wish to share:

8. I felt happy in my classroom.

- Yes, almost always
- Most of the time
- Some of the time
- Not really

Please explain your answer if you wish to share:

9. What should this instructor do differently in this class?
