



Transport Truck Driver

A course designed to develop skills and prepare
for Truck Driver Training.



Literacy Link
EASTERN ONTARIO

Réseau de Littératie
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EMPLOYMENT
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Skills for Success Curriculum Resource Cover Page

Organization

Literacy Link of Eastern Ontario

Curriculum Resource

<p><i>Transport Truck Driver</i></p> <p>This course helps learners build the essential skills needed to succeed in a truck driving career. It is designed for new or aspiring truck drivers and focuses on practical workplace skills that go beyond driving itself.</p> <p>The course includes:</p> <ul style="list-style-type: none">• Skills for Success – An overview of key transferable skills like communication, adaptability, and teamwork.• Digital Skills – Using tools like translation apps, online searches, and AI to find information, navigate websites, and communicate professionally.• Thinking Skills – Developing problem-solving, decision-making, and time management strategies for real-world driving tasks.• Document Use – Learning to read and complete forms, bills of lading, inspection reports, emails, and logs required in the trucking industry.• Health and Safety – Understanding workplace hazards, WHMIS, PPE, and safety procedures, including working alone and transporting dangerous goods.• Workplace Communication – Improving collaboration, handling feedback, resolving conflict, and delivering good customer service. <p>The course includes activities and real-world examples to help learners practice and apply what they learn. It prepares them to be safe, responsible, and professional on the job.</p>
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OALCF Alignment

Competency	Task Group	Level
Competency A -Find and Use Information	A1. Read continuous text	2
Competency A -Find and Use Information	A2. Interpret documents	2
Competency A -Find and Use Information	A3. Extract information from films, broadcasts and presentations	N/A

Competency B - Communicate Ideas and Information	B2. Write continuous text	1
Competency B - Communicate Ideas and Information	B3. Complete and create documents	2
Competency C - Understand and Use Numbers	C2. Manage time	1
Competency C - Understand and Use Numbers	C4. Manage data	1
Competency D - Use Digital Technology	N/A	2
Competency E - Manage Learning	N/A	2
Competency F - Engage with Others	N/A	2

Goal Paths (check all that apply)

- ☒ Employment
- ☐ Postsecondary
- ☐ Apprenticeship
- ☐ Independence
- ☐ Secondary School Credit

Embedded Skills for Success (check all that apply)

- ☒ Adaptability
- ☒ Numeracy
- ☒ Collaboration
- ☒ Problem Solving
- ☒ Communication
- ☒ Reading
- ☐ Creativity and innovation
- ☒ Writing
- ☒ Digital

Notes:

Updated 2025

Transport Truck Driver Skills Tracker

Use this checklist to track your training progress.

Before You Begin

Topic	Reading	Learning Activity
Easy Ways to Translate Languages	<input type="checkbox"/>	<input type="checkbox"/>

Module 1: Skills for Success

Topic	Reading	Learning Activity
What Are the Skills for Success?	<input type="checkbox"/>	<input type="checkbox"/>
Job Profiles and Expectations	<input type="checkbox"/>	<input type="checkbox"/>

Module 2: Digital Skills for Success

Topic	Reading	Learning Activity
Exploring What You Know	<input type="checkbox"/>	<input type="checkbox"/>
Using AI to Explore	<input type="checkbox"/>	<input type="checkbox"/>
Digital Skills for Navigation	<input type="checkbox"/>	<input type="checkbox"/>

Module 3: Thinking Skills

Topic	Reading	Learning Activity
Introduction to Thinking Skills	<input type="checkbox"/>	<input type="checkbox"/>
Finding Information	<input type="checkbox"/>	<input type="checkbox"/>
Critical Thinking	<input type="checkbox"/>	<input type="checkbox"/>
Job Task Planning and Organizing	<input type="checkbox"/>	<input type="checkbox"/>
Decision Making	<input type="checkbox"/>	<input type="checkbox"/>
Memory Use	<input type="checkbox"/>	<input type="checkbox"/>

Module 4: Document Use and Forms

Topic	Reading	Learning Activity
Reading for Learning and Doing	<input type="checkbox"/>	<input type="checkbox"/>
Workplace Documents	<input type="checkbox"/>	<input type="checkbox"/>
Filling-in Forms	<input type="checkbox"/>	<input type="checkbox"/>
Keeping Track	<input type="checkbox"/>	<input type="checkbox"/>
Email	<input type="checkbox"/>	<input type="checkbox"/>

Module 5: Health and Safety

Topic	Reading	Learning Activity
Health Risks	<input type="checkbox"/>	<input type="checkbox"/>
It is the Law	<input type="checkbox"/>	<input type="checkbox"/>
WHMIS	<input type="checkbox"/>	<input type="checkbox"/>
Transportation of Dangerous Goods (TDG)	<input type="checkbox"/>	<input type="checkbox"/>
Working Alone	<input type="checkbox"/>	<input type="checkbox"/>

Module 6: Communication and Collaboration

Topic	Reading	Learning Activity
An Important Skill for Success	<input type="checkbox"/>	<input type="checkbox"/>
Getting Started	<input type="checkbox"/>	<input type="checkbox"/>
Being a Team Player	<input type="checkbox"/>	<input type="checkbox"/>
Your Boss	<input type="checkbox"/>	<input type="checkbox"/>
Customer Service	<input type="checkbox"/>	<input type="checkbox"/>

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Transport Truck Driver: Before You Begin

Unit 1: Easy Ways to Translate Languages



People speak different languages.

This can make it hard to understand or talk to each other.

There are apps and websites that can help you translate words and sentences.

These tools are helpful if you are from another country and are learning English.

If English is not your first language, they can help with this course.

If English is your first language, they can still be helpful. For example: they can be used if you are delivering goods from Ontario to Quebec, where many people speak French.

This beginning step will teach you about two tools that you can use:

Google Translate and **DeepL Translator**.

1. Google Translate

Google Translate is an easy app to use.

What it does:

- ☐ It can translate writing, speaking, and pictures.
- ☐ It works with more than one hundred languages.
- ☐ It can work even if you do not have the internet if you download a language.

How it helps:

- ☐ You can type, speak, or take a picture to translate.
- ☐ It helps with signs, menus, or papers.

Website: <https://translate.google.com>

2. DeepL Translator

DeepL Translator is very good at translating writing.

What it does:

- ☐ It can translate writing in about 30 languages.
- ☐ It helps make sentences sound natural.

How it helps:

- ☐ It is best for translating long writing.
- ☐ It helps make sure the sentence is correct.

Website: <https://www.deepl.com/translator>



Virtual Assistants

You can also use **Google Assistant** or **Siri** to translate languages.

Just ask them to translate a word or sentence, and they will give you the translation and say it aloud.

This helps when you need to understand or speak in a language you do not know well.

Simply say something like,

"Hey Google, how do you say, 'thank you' in Spanish?" or

"Hey Siri, what is 'good morning' in French?"

Learning Activity 1: How Can This Help You?

Write or talk to the instructor about these questions:

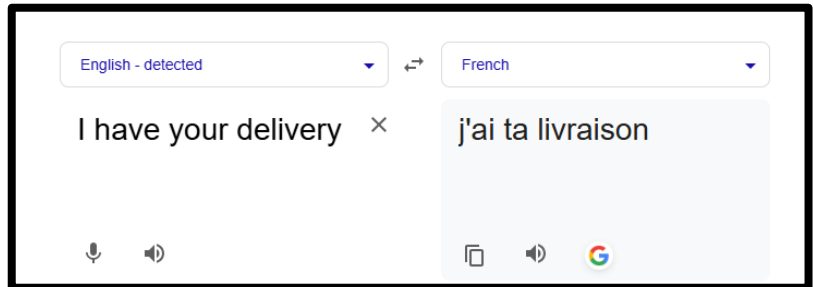
1. If you are learning English, how can a translation app help you?
2. If you are a truck driver going to Quebec, why might you need a translator?

Learning Activity 2: Practice Translating

Choose one of the apps (Google Translate, Microsoft Translator, or DeepL Translator).

Use it to translate these sentences into any language:

1. Where is the bathroom?
2. How much does this cost?
3. I need help, please.



Write your translations below:

1. _____
2. _____
3. _____

You can use these translation apps, a virtual assistant like Google Assistant or Siri, or a different app that you like more at any time in this course.

Transport Truck Driver Course

Module 1: The Skills for Success

 Adaptability	 Numeracy
 Collaboration	 Problem solving
 Communication	 Reading
 Creativity and innovation	 Writing
 Digital	

Units:

What are the Skills for Success?

Job Profiles and Expectations



Skills for Success in this Section



Reading



Writing



Digital



Problem solving

Module 1: Skills for Success

Unit 1: What Are the Skills for Success?

Essential Skills for Success are needed for work, learning and life.

You use them to perform daily living tasks, learn new job skills and adapt to change.

Skills for Success are the base for learning other types of skills.

They allow people to grow and do well in their jobs.

The skills for success were chosen as the most important skills for workers by Employment and Social Development Canada (ESDC).

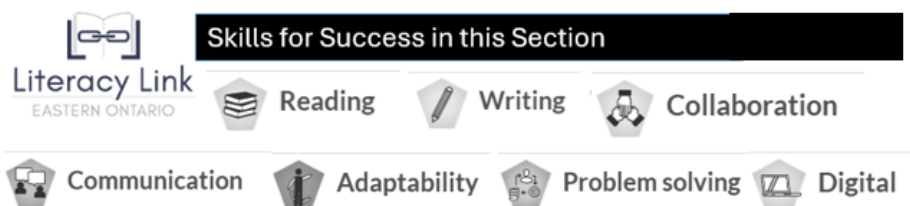
ESDC works to promote a well-trained labour force and to make sure that the Canadian labour force is inclusive (open) for everyone.

The Skills to Success are also important to employers.

Employers seek workers who can adapt to changes, use technology, communicate clearly, and work well with others.

Skills for Success in the Course

As you begin working on LLEO's Transport Truck Driver Course, you will notice a banner section which shows the Skills for Success covered in each section. This way you will be able to see which skills you will be learning along the way. Example:



There are nine skills:



Communication
Creativity and Innovation
Problem Solving
Reading
Digital Skills
Collaboration
Adaptability
Writing
Numeracy

Read the information below about each of the nine Skills for Success

1. Adaptability

Description: The ability to adjust to new situations and challenges at work.



Example: A truck driver changes their route quickly when there is a roadblock or bad weather.

Why Employers Value This: Employers like drivers who can handle changes and keep their work on time, even when things do not go as planned.

2. Collaboration

Description: The ability to work well with others to reach a goal.



Example: A group of truck drivers talks to each other to make sure all deliveries are on time, and no one gets lost.

Why Employers Value This: Working together helps everyone do their job better and keeps everything running smoothly.

3. Communication

Description: The ability to share information clearly, both in talking and writing.



Example: A truck driver talks to their boss to tell them if they will be late or if something is wrong.

Why Employers Value This: Clear communication helps everyone understand what is going on, which stops mistakes or accidents and keeps work moving forward.

4. Creativity and Innovation

Description: The ability to think of new ways to solve problems.



Example: A truck driver finds a faster way to get to the destination because they know a shortcut.

Why Employers Value This: New ideas can save time and money and make the job easier.

5. Digital

Description: The ability to use technology to do tasks and solve problems.



Example: A truck driver uses a phone or GPS to find the best route to deliver items.

Why Employers Value This: Technology can make work easier and faster, and employers

need workers who know how to check email or text and use devices.

6. Numeracy

Description: The ability to use numbers and measuring things to solve problems.



Example: A truck driver checks the weight of their load to make sure it is not too heavy.

Why Employers Value This: Knowing how to measure and calculate helps avoid mistakes and problems, like tracking distances or using too much fuel.

7. Problem Solving

Description: The ability to fix problems that happen at work.



Example: A truck driver has a flat tire and quickly fixes it or calls for help so they can keep driving.

Why Employers Value This: Employers like drivers who can solve problems quickly, so work does not stop or slow down.

8. Reading

Description: The ability to read and understand written instructions and information.



Example: A truck driver reads a safety rule to make sure they are following the law when transporting goods.

Why Employers Value This: Reading helps drivers follow safety rules and know what to do, which keeps everyone safe and prevents mistakes.

9. Writing



Description: The ability to write clearly in documents like notes, reports, or instructions.

Example: A truck driver writes down the time they delivered a package or if something went wrong during the trip.

Why Employers Value This: Writing helps keep track of deliveries and problems. It helps employers know what happened and how to improve things.

Learning Activity 1: Truck Driving Skills

When we want to learn something new, it is important to think about what we already know.

This helps us to link new information or skills to our previous experience.

It helps us understand and remember the new material better.

Please think about what you know about driving a truck.

Write in the truck boxes below, four Skills for Success that you believe would be important for a truck driver.



Learning Activity 2: Practice With Skills for Success

Read the list at the bottom of the page.

It is a list of things that employees might do at work that they should not do.

On the line in front of each problem, show the short form for the skill that you think needs to be practiced more by the employee.

The first question has been done for you.

Choose from the Skills for Success short forms below:

- Reading R
- Digital D
- Collaboration COL
- Adaptability A
- Writing W
- Numeracy N
- Communication COM
- Creativity and Innovation CI

1. Employees show up for work on time or do not call in when they are unable to get to work. **Com**
2. Employees take too much time for breaks and lunch. _____
3. They do not follow the work schedule. _____
4. They do not have a good relationship with other workers. _____
5. An employee talks back to the boss. _____
6. Employees do not follow instructions. _____
7. They talk with friends instead of working. _____
8. They wait to be told what to do instead of looking for things that need to be done.

9. Employees use shortcuts that result in poor work quality. _____
10. An employee lets personal problems cause poor performance on the job.

11. Employees allow racial or ethnic prejudice to stop them from helping or being friendly to other employees. _____
12. They use drugs or alcohol. _____

13. They misuse company property. _____
14. They hide work to get out of doing it. _____
15. An employee makes or gets too many personal phone calls. _____
16. They take too many days off from work without a good reason. _____
17. A worker looks unclean or sloppy on a job where appearance is important.

18. They swear and use bad language around other workers. _____

Unit 2: Job Profiles and Expectations

Employment and Social Development Canada (ESDC) have listed the most important workplace skills on their website.

These skills are the ones that you will use most for the job that you have searched for.

The website describes which Skills for Success employers expect (what employers need most) from their employees.



The website shows how the Skills for Success are used for many parts of a job.

These workplace descriptions are called **Job Profiles**.

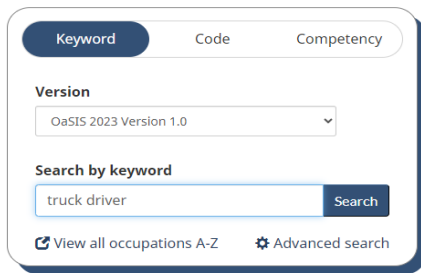
When you are looking for work, the Job Profiles:

- Tell you about the Skills for Success that are needed to do the job.
- Help you see the Skills for Success you already have to do the job.
- Help you see the Skills for Success you need to work on for the job.
- For more information and to research what skills are required for a job, you can go to the Government of Canada's Occupational and Skills Information System here:

<https://noc.esdc.gc.ca/Oasis/OasisWelcome?GoCTemplateCulture=en-CA>

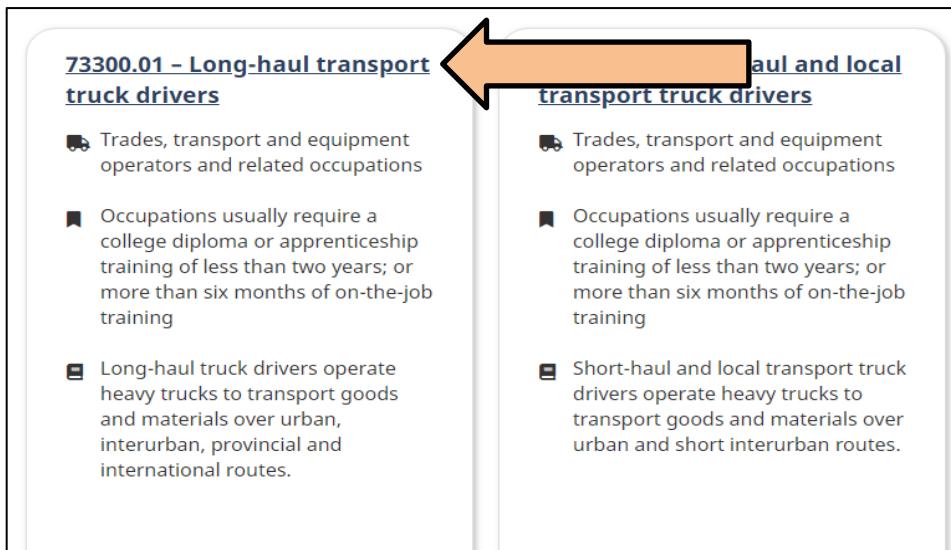
Or do an online search for: Government of Canada’s Occupational and Skills Information System

1. When the website opens, look for the search bar that says, “Search by keyword.”
2. Type “Truck Driver” in this search bar and press Enter or click on Search.



The screenshot shows the search interface of the Government of Canada's Occupational and Skills Information System. It features three tabs: "Keyword" (selected), "Code", and "Competency". Below the tabs is a "Version" dropdown menu set to "OaSIS 2023 Version 1.0". A "Search by keyword" section contains a text input field with "truck driver" and a "Search" button. At the bottom, there are links for "View all occupations A-Z" and "Advanced search".

3. Scroll down until you see, “73300.01 – Long-haul transport truck drivers.”
 - The five-digit number is the North American Industry Classification System (NAICS) code. Each job is given a number or “**NAICS Code.**”
 - Click on this profile link.
4. Scroll down the page to learn how each Skill for Success fits the job profile of a Transport Truck Driver.



The image shows two side-by-side job profiles for transport truck drivers. The left profile is for "73300.01 – Long-haul transport truck drivers" and the right profile is for "Short-haul and local transport truck drivers". Both profiles include the same general description: "Trades, transport and equipment operators and related occupations" and "Occupations usually require a college diploma or apprenticeship training of less than two years; or more than six months of on-the-job training". The left profile specifies that long-haul truck drivers operate heavy trucks over urban, interurban, provincial, and international routes. The right profile specifies that short-haul and local transport truck drivers operate heavy trucks over urban and short interurban routes. An orange arrow points from the right profile to the left profile.

What Employers Expect

What would you expect from your employees?

Imagine that you are a proud owner of a trucking company and answer the following questions.

- Which of the Skills for Success do you want your employees to have?
- How important to your business is having a good employee?
- What would you do if the employee that you hired did not have many of the skills that the job needed?
- What would you do if the employee you hired did have the skills you needed?

Why Should I Take This Course?

This curriculum will help your reading, writing, numeracy as well as help you build other key skills.

It will help prepare you for a Truck Driver Training program or jobs that want their employees to have the “Skills for Success.”



You will read information and do learning activities to practice learning.

You will also complete tasks to show you have learned the skills needed to do the job.

You can include these demonstrations (tasks) with your resume when you apply for work.

Even if your goal is to not start working right now, this course can help you develop Skills for Success for tasks you do at home or school.

If I take this course, will I get a job?

You will learn from this course, and it will help your chances of finding a job.



The skills you develop now are yours forever. They are transferable to (can also be used in) your daily life and at other jobs.



Your skills travel with you!

Learning Activity 3: Finding Information in Job Profiles

Using the occupational profile for “Long-haul Truck Driver” from the Government of Canada website.

Give two examples of how each of the Skills for Success is used on the job.

Reading
1.
2.
Digital Skills
1.
2.
Collaboration
1.
2.
Adaptability
1.
2.
Writing
1.

2.

Numeracy

1.

2.

Communication

1.

2.

Creativity & Innovation

1.

2.

Problem Solving

1.

2.

Learning Activity 4: Assessing Your Skills

After reading the Job Profile, which skills would you like to learn more about and work on?

Write your answers in the chart below and then talk to another learner or your instructor about what you want to learn.

Skills for Success I need to learn/ improve:
1.
2.
3.
4.
5.

Transport Truck Driver Course

Module 2: Digital Skills for Success



Units:

1. Exploring What You Know
2. Using AI to Explore
3. Digital Skills for Navigation



Skills for Success in this Section



Reading



Writing



Digital



Communication

Module 2: Digital Skills for Success

Unit 1: Exploring What You Know



In this unit you will explore why you want a career in truck driving.

Truck driving and commercial transportation is a proud tradition in Canada.

Without truck drivers, our economy and country would not be able to function.

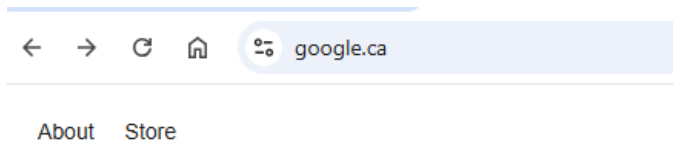
Truck drivers play a key role in the supply chain.

Truck drivers make sure that the goods we need are available where and when we need them.

Searching for Information Online

In the learning activity on the next page, you will search for information.

A search engine finds information online.



Go to a search engine such as Google.ca or Bing.ca by typing the website into the address bar.

Type what you need to find in the search bar and press the Enter key on your keyboard to start the search.



Learning Activity 1: Finding Information Online

Make a list below of ten products that are delivered by truck drivers.

For each item, try to find where the items are made or produced.

Use the Internet to help you research each item.



The first question is completed for you as an example.

1. item/product oranges where it is produced: Florida/Brazil
2. item/product _____ where it is produced: _____
3. item/product _____ where it is produced: _____
4. item/product _____ where it is produced: _____
5. item/product _____ where it is produced: _____
6. item/product _____ where it is produced: _____
7. item/product _____ where it is produced: _____
8. item/product _____ where it is produced: _____
9. item/product _____ where it is produced: _____
10. item/product _____ where it is produced: _____

Learning Activity 2: Self-Assessment

Now that you have done some thinking about a job in truck driving, it is important to think about why you are interested in this job.

Truck driving allows drivers to earn a good income and is a field with many jobs available.

Are there other reasons that make this career path appeal to you?

For example:

- ✓ You might like the idea of working alone for most of your day.
- ✓ You might like the idea of travel being a part of your working responsibilities.
- ✓ You may have a friend or family member who is or has been a truck driver and likes it.



Write about what interests you about being a truck driver.

Share your writing with your instructor.

Unit 2: Using AI to Explore



In our modern world we are relying more on digital tools and technology every day.

It is helpful to have digital skills for using these tools to help us complete work tasks and do our jobs.

In this unit, you will use an artificial intelligence (AI) program to build on what you shared in the last two learning activities.

Artificial intelligence refers to machines and programs that can think like humans.

AI programs do not think as well as humans but can process larger amounts of data than people do and have more access to resources and texts online.

In the next activity you will use AI that offers text responses to find out more about truck driving.

These programs were made to provide text responses in a human-like way. They have an artificial neural network that was inspired by the human brain.

The program that you choose will see billions of connections between words and will go through a large amount of information when answering your questions.



Note: Since AI programs are developing and changing so fast, you might need to talk to your instructor about which one to use for this next activity.

Learning Activity 3: Using AI

Use an artificial intelligence (AI) text response platform to search for information about truck driving.

At the time this course was written, these sites were popular choices:

 ChatGPT (<https://chatgpt.com/>)

 Gemini (<https://gemini.google.com/>)

 Meta AI (available through Facebook)

Think of three questions to ask AI that will help you learn more about truck driving.

Type your questions into the prompt bar on the site.



For example, you could ask how much the average wage is for a truck driver in Ontario.

Other good questions might be related to the health risks or hazards in truck driving, or how AI can be used to help a truck driver on the job.

You can use one of these example questions and think of two more questions of your own or you can create three of your own.

In the space below, write your three questions that you asked the AI program, and the answers that you received.

Module 2: Digital Skills for Success

Question 1: _____

Answer

Question 2: _____

Answer

Question 3: _____

Answer

Unit 3: Digital Skills for Navigation



In the past, truck drivers had to read maps and plan their routes to pick up and deliver goods. Now, most truck drivers use GPS and technology to plan their routes and make their trips faster and easier.

This can help lower fuel costs. This is helpful because the price of fuel has risen a lot in recent years.

Safety is important when planning a route. For example, a map can help you plan, but it might not show where there are low bridges or where trucks are not allowed. It also might not show places where trucks cannot be too heavy.

Learning Activity 4: Finding Information on a Website

Look at the following website for COPILOT – a digital application that truck drivers can use to help them safely and easily plan routes:

<https://copilottruck.com/en-us/>

Spend some time scanning this site, and list three ways in which a digital tool such as COPILOT can be helpful to truck drivers.

1. _____

2. _____

3. _____

Module 2: Digital Skills for Success

After reviewing the COPILOT website, do an Internet search to find another digital tool that truck drivers could use to help them do their job better.

Record the name of the digital tool and describe what it does. Share what you found with your instructor.

Tool/Resource/App/Website: _____

Brief description:

Transport Truck Driver Course

Module 3: Thinking Skills



Units:

Introduction

1. Finding Information
2. Critical Thinking
3. Task Planning
4. Decision Making
5. Problem Solving
6. Memory Use



Skills for Success in this Section



Reading



Writing



Digital



Adaptability



Problem solving

Module 3: Thinking Skills

Unit 1: Introduction to Thinking Skills

You might wonder, “Why do I need to *learn* how to think? I can think about it already.” What are **Thinking Skills** anyway?

Six individual skills make up our thinking skills.

Each one works with the others and usually you will use more than one at a time.

Thinking Skills include:

- Finding Information
- Critical Thinking
- Job Task Planning and Organizing
- Decision-Making
- Problem Solving
- Memory Use

When you think to solve a problem, it is different from thinking to find information.



Everyone knows someone who has trouble decision-making or problem solving. They just seem to take forever to decide or find a solution.

In the next six units, you will learn how to better use Thinking Skills.

Unit 2: Finding Information

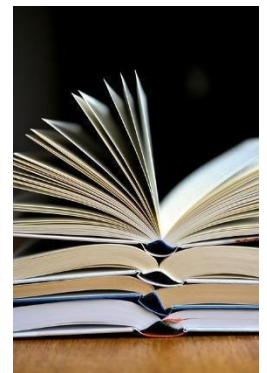
Truck drivers find information so that they can:

- Check the weather report and forecasts.
- Find information on road conditions.
- Follow directions and meet work timetables.
- Refer to apps and websites to find information on routes and highway construction.
- Read bills or contact customers to get information about the contents of a load.
- Look up information on classifications of dangerous goods and their labels in manuals and charts.



How do you go about finding information?

- Talk to the *right* person. If you do not know the right person to ask, check with your supervisor.
- Read about it.
- Look it up in a manual or catalogue.
- Look it up on a computer or smartphone.
- Make a phone call.



The ability to find information is important in our lives at work and at home. Sometimes, finding information is difficult.

Hints for finding information in written material:

1. Skim – quickly find the main idea of the text.

Skimming is done at a speed three to four times faster than normal reading. You can skim when you have lots of material to read in a limited amount of time.

2. Scan – Search for specific words or phrases in the text.

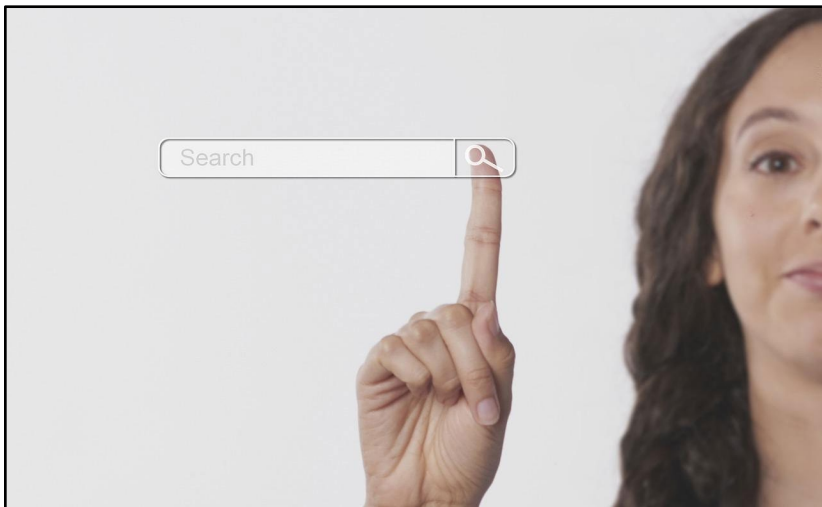
In most cases, you know what you are looking for, so you focus on finding the information that you need.

3. Use the extra features that are often provided in written material.

These features include things like: Table of Contents, Index, title, sub-titles, and headers/footers (the smaller print at the top or bottom of a page).

Underlining and bold print in paragraphs are other tools that will help you look in the right place.

Boolean Search Logic



A Boolean search is a way to find things on the internet using special words like "AND" "OR" and "NOT" to help you get better results.

For example:

💻 "AND" helps you find results with both words.

💻 "OR" helps you find results with one or the other.

💻 "NOT" helps you exclude a word from your search.

💻 It is like giving the computer more instructions to find exactly what you want.

This table shows tools used to help you in finding information on the Internet.

BOOLEAN QUICK TIP CHART AND EXAMPLES

Boolean Operator	Action	Examples
AND in some cases, a + (plus) sign	Finds search results containing both keywords	<p>"truck driver AND delivery" Finds jobs where both "truck driver" and "delivery" are mentioned (for example: truck driving jobs that involve delivery).</p> <p>"truck +driver" — Finds results that include both "truck" and "driver" together (truck driver jobs).</p>
OR	Finds search results containing at least one of the keywords	<p>"truck driver OR transportation dispatcher" Shows results with either "truck driver" or "transportation dispatcher" in the search results.</p>
NEAR	Finds search results containing both keywords only when they appear within 10 words of each other	<p>"truck NEAR driver" Finds results where "truck" and "driver" are close together (for example, in articles or job postings where "truck" and "driver" are both mentioned together).</p>
NOT in some cases, a – (minus) sign	Rules out documents containing the specified keyword	<p>"truck driver NOT long-haul" Excludes long-haul truck driving jobs and shows other types of truck driving jobs.</p> <p>"truck driver -long-haul" Also, will remove long-haul truck driver jobs from the search.</p>

"Quotes"	Finds search results containing all the keywords in the exact order of the phrase	"local truck driver" — Finds results with the exact phrase "local truck driver" (for example, job postings for local truck driving jobs).
(Brackets)	Brackets tell the search engine what order to do the operations in, just as brackets do in math	"(truck OR delivery) AND driver" Finds results that show either "truck" or "delivery" along with "driver" (for example, truck or delivery driver jobs).

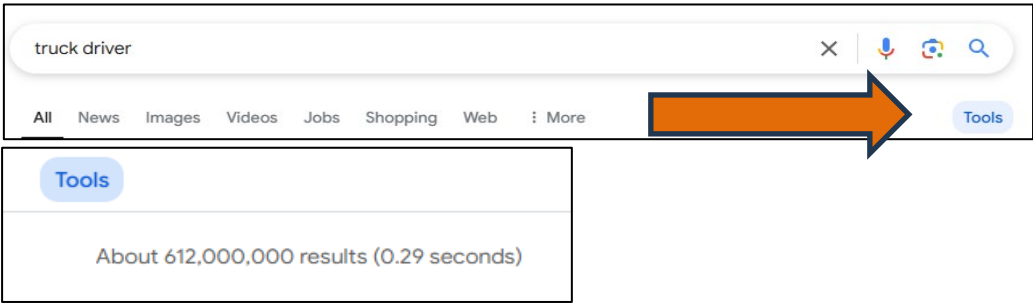


Time to practice some Boolean searches.
Use a search engine to check the number of results for each Boolean search operator in the table in the practice activity below.

Go to www.google.ca
After searching click on Tools near the top of the page to see the number of results available.



Note: If this option is not there due to an update or change by Google, talk to your instructor about how to find the information that you need.



Fill in the spaces below.
Only use quotation marks when shown in the table.

Boolean Search Practice

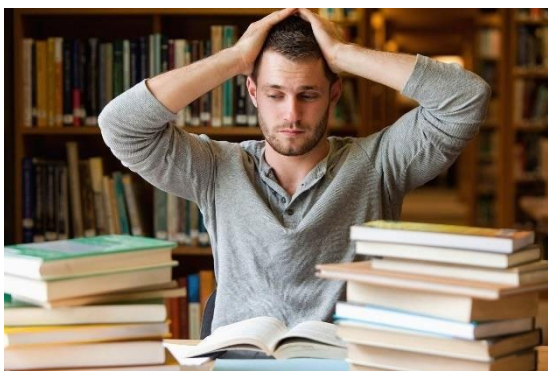
Use Google (http://www.google.ca), and type in:	Number of hits
truck driver	
truck driver AND Canada	
“delivery truck driver”	
“truck driver” AND Ontario	
“truck driver” “Ottawa, Ontario”	

"truck driver" "Ottawa, Ontario" NOT long haul	
--	--

Issues with Finding Information

Information can be hard to find for two reasons:

1. It is not in an obvious or easy place, or it is difficult to read and understand.
2. The information itself is not hidden; it is just hard to find it.



Sometimes we get in our own way of finding the information. We may be unsure where to look or become frustrated if it takes too long to find it. Instead of searching, we might just say, "I do not know."

This will not be a good enough answer at work.

To do well at a job it is important to put effort into finding information.

How do I tell someone I cannot find the information?

This is a hard thing to do for a lot of people.

It can be embarrassing not being able to find the answers.

We worry about what others will think of us when we find things hard.

The need for the information does not go away, and by not saying, "I had a hard time finding the information," people might just think we did not try.

What Is the Best Way to Say That You Cannot Find Something?

GOOD: "I cannot find the information you asked for."

BETTER: "I am sorry. I have looked and I cannot find that information."

BEST: "I looked in the catalogue and I still cannot find the information. I tried my best. Is there somewhere else I should look"?



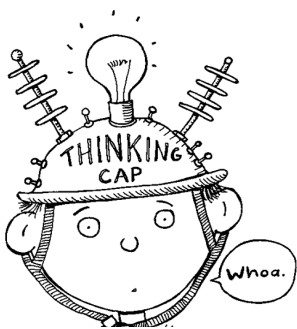
Be sure to speak clearly.

If you tried, do not be embarrassed that you cannot find it.

Always ask for suggestions for where you can find what you need.

If other people find the information after you could not find it, ask where/how they found it.

Learn from them Next time, you will have a better idea of where to look.



Read, Think and Find

There are tips that can help when you are looking for or learning important information for work.

Websites, documents, and texts often have certain helpful areas that will assist you to find what you need to see more quickly.

When reading, look for **headings** and **subheadings** to help find information.

Subheadings are smaller headings within a document that cut it into parts.

Words that are **bolded**, larger, underlined, or in *italics* can also help you find key information.



Helpful
Tips

A text will show the main ideas this way, and a document might use this to show what is the most important information.

Also, pay close attention to any images, point-form bullets, tables, or charts that might be included in the reading.

If you need to look through a larger document for information, then refer to the **table of contents**.

A table of contents will be at the beginning. It will show you all the headings and subheadings and tell you what pages they are on.

Tips on Finding information in Texts or Documents

Here are some helpful tips when looking for information:

1. Read the title. It tells you what you are going to read about.
2. Scan the entire text, so you know what it is all about.
3. Really look at any pictures, graphics, charts, and diagrams. They help you better understand the document.
4. As you read, pay attention to any words in **bold**.
5. Read the text or document in order, do not skip around.
6. Take note of anything written beside an asterix* (star).
7. Pay attention to any
 - lists or bullet points.
8. If you cannot read a word, cover it up and read the rest of the sentence it is in. This will help you guess what the word might be.

9. If you are not sure what a word means, keep going. The rest of a sentence or list can give you clues about the meaning of a word.
10. Read the text or document as many times as you need to understand it.
11. If English is your second language, use a translation tool (like Google translate) to help you understand.

Learning Activity 1: Using a Table of Contents

Check the table of contents at the front of this course.

Look at the different headings and page numbers in this table of contents.

This is how you find sections quickly in a book or manual.

1. What page is Learning Activity 1: Truck Driving Skills on?

2. What is on page is Unit 2: Using AI to Explore in Module 2 on?

Learning Activity 2: Finding Workplace Information in a Text

Read the information on the following page.

Watch for helpful clues that direct you to information, such as headings, bolded words, changes in text size, and so forth.

They will help you find the main point of the reading.

Willful Misconduct

Willful misconduct at work is behaviour that can lead to **automatic termination (being fired)**.



There are certain behaviours and actions that are unacceptable at work, and you can be immediately let go without two weeks' pay if they happen.

As an employee you have rights, but so does your employer.

The labour board recognizes being let go due to willful misconduct as an **acceptable reason** for firing an employee right away without extra pay.

Reasons for Just Cause Dismissals

Here are some of the examples of just cause reasons to be fired by your employer:



- **dishonesty** (fraud, theft, lying about the business)
- **time theft** (taking extra-long breaks, extra breaks, texting, not working for long periods of time)
- **insubordination** (swearing at others, disrespecting your boss, defying directions)
- **breach of trust** (not being confidential, telling workplace secrets)
- chronic **absence** or lateness
- sexual **harassment** or hate crimes
- not able to understand or perform job, **incompetence**
- **intoxication** (drugs, alcohol) at the workplace
- **lying** on your resumé or providing a false reference

No Severance Pay: Why You Would Not Get Two Weeks' Pay



Employers get three months to try out an employee and see if they are a good fit. This time frame is called a **probationary period**.

After you have been at a job for three months, they must give you two weeks' severance pay if they decide to fire you without notice. This only happens if you are fired, or your job is ending.

You do not receive two weeks' pay if you are laid off due to a work shortage.

On-call workers or casual employees are also not entitled to this money.

The Employment Standards sees all offences on the list above as acceptable reasons to terminate an employee quickly.

1. What is this article about?

2. What are the sections of this article (subheadings/subtitles) talking about?

3. What information in this article did you find important?

4. Did you find anything in the article helpful when learning this information?

Did you use any of the tips from the reading when reviewing this article?

Why or why not? Which ones did you use?

Learning Activity 3: Finding Information

1. If you wanted to find information on professional truck driver training schools in the Kingston, Ontario area, what Boolean search would you use?

2. For what would the Boolean search expressions (truck NOT “all-wheel drive”) AND “standard transmission” search?

Unit 3: Critical Thinking

Critical Thinking Made Simple

Critical thinking means carefully thinking about something to understand it fully. This involves:

1. **Defining** the problem or question.
2. **Examining** the information you have.
3. Looking at the information from all sides.
4. Using your best judgment to decide.



An Example: Making a Delivery

Imagine you are a new truck driver. You need to deliver fruits and vegetables to a warehouse in a place you have never been before. Your boss gives you a map and clear directions. He tells you not to be late. You want to do a great job because it's your first delivery.

Another driver tells you about a shortcut. This shortcut avoids the highway and uses smaller roads. He says it saved him 45 minutes when he used it a while ago. But he has not used it recently. What do you do?

A critical thinker does not just guess or take a chance. They:

- Ask questions.
- Check the facts.
- Look carefully at the details.
- Think about the good and bad sides of each option.
- Decide based on the best information.

Step 1: Define the Problem

Ask yourself:

- What do I need to figure out?
- What am I trying to do?
- What is my goal?

In this example, the problem is deciding if the shortcut is a good idea. Before you can decide, you need to be clear about what you want to achieve. Your goal is to deliver on time while being safe and reliable.

Step 2: Examine the Information

Now, look closely at the details that you have:

- The shortcut is shorter, which is good if you are worried about time.
- But your co-worker does not know what shape the shortcut road is in. What if there is bad weather or construction on that road?

Ask yourself:

- What is important in deciding your route? Is it saving time or knowing the road is safe and clear?

When you examine the information, be careful. Not everything you hear or read is true. Make sure that you are using facts, not opinions.

Facts vs. Opinions

Facts are provable.

For example:

- “The price of gas is higher today than it was yesterday.”
This is a fact because you can check and prove it.

You do not always have to prove a fact yourself, but you should make sure it comes from a trustworthy source.

For example, when using the internet, choose websites that are reliable (proven to be good).

Opinions are not provable.

For example:

- “This car is a pretty color.”
- “The people at this truck stop are friendlier.”

Opinions reflect personal beliefs and cannot be proven true. They are not always bad, but they can mislead you (take you to a bad result) if you treat them like facts.

For example, your co-worker says:

- “You will never find a better route than my shortcut!”
This is an opinion, not a fact.

Questions to Ask When Examining Information

- Is the information provable?
- Does it come from a reliable source?
- Is it connected to the problem you are trying to solve?

Some Questions to Ask:



What do you mean by that?
How did you come to that decision?
Why do you believe that you are right?
What was the source of your information?
What happens if you are wrong?
Is there another way to do this?

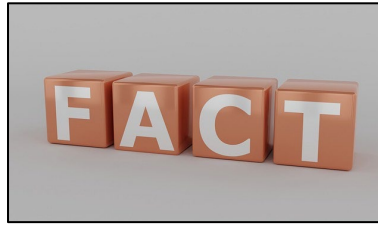
By focusing on facts and checking the reliability of your information, you can make better decisions.

You need to ask questions to get all the facts.

You can ask questions!

Learning Activity 4: Fact or Opinion?

Identify each of the following statements as fact or opinion by checking the correct box below the statement.



1. It snows more in Ontario than it does in Prince Edward Island.

☐ Fact ☐ Opinion

2. It is okay to phone work to say that you are sick when you have an out-of-town appointment.

☐ Fact ☐ Opinion

3. It is illegal for trucks to exceed 105 km/hour on Ontario highways.

☐ Fact ☐ Opinion

4. My job is the best job there is.

☐ Fact ☐ Opinion

5. The Mack Pinnacle is a better truck than the International Prostar.

☐ Fact ☐ Opinion

6. Andrea thinks that going skiing is better in British Columbia.

☐ Fact ☐ Opinion

7. Ottawa is the capital of Canada.

☐ Fact ☐ Opinion

8. Boys are better hockey players than girls.

☐ Fact ☐ Opinion

Assessing Information



After you gather information and check it for mistakes, you need to assess it.

This means thinking carefully and using your reasoning to decide.

Reasoning is when you use your thoughts to figure out the best answer.

You should think about all your choices before deciding.

Do not rush into a decision. Take your time and think it over, using the facts you know.

It can be hard to separate “thinking” from “feeling,” but it is important to keep an open mind. Try not to let your feelings take over your thoughts.

Sometimes, the words we use can change how we think about something.

For example, when talking about a dog, you can use the word “mutt” or “purebred.”

The word “mutt” might make people think the dog is not as good, while “purebred” sounds more positive.

If you just accept the word “mutt” without thinking, you might be starting with someone’s opinion, not a fact.



We all have personal beliefs that can affect how we think.
It is important to be fair and listen to all sides, even if you disagree with them.

If you only want to hear what you already believe, you are not thinking properly.

The goal is not to prove you are right, but to find the truth or the best solution.

Do not be too quick to judge. This means do not focus too much on small mistakes or problems that do not really matter.

Avoid Bias or Prejudice

What is bias? Bias is liking one thing so much more than another that it stops you from being fair.

What is prejudice? Prejudice is forming a negative opinion without having facts or knowledge.

Decisions should be made without bias or prejudice because we want to be fair to everyone.

Bias and prejudice are when we treat people or things unfairly because of our personal feelings or beliefs.

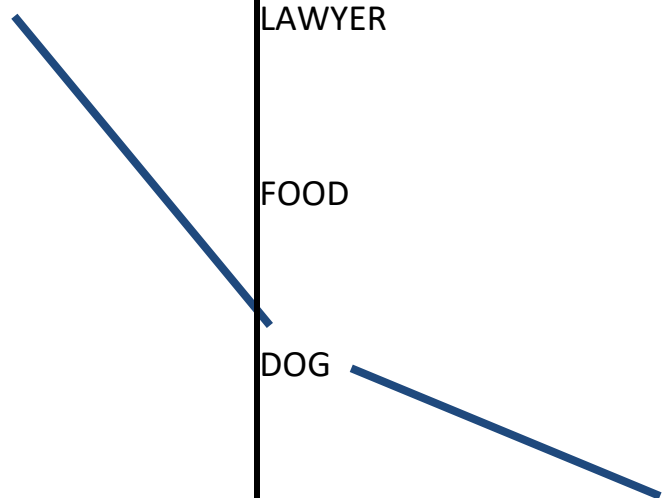
If we decide based only on these feelings, we might not make the best choice.

To be fair, we need to think carefully and treat everyone equally, without letting our personal opinions or feelings change our decision.

Learning Activity 5: Making Connections

Draw lines to connect the neutral word with its positive and negative sounding synonyms.

Negative	Neutral	Positive
MUTT	LAWYER	DELICACIES
MOB	FOOD	EMPLOYEE
SLAVE	DOG	FUNDS
SHYSTER	CHILD	PUREBRED
LEFTOVERS	CROWD	BARRISTER
BRAT	WORKER	TODDLER
LOOT	MONEY	AUDIENCE



Drawing a Conclusion

Critical thinking does not guarantee that you will find the truth or the correct answer.

You may not have all the information about the subject. Something important may remain not known.

It is up to you to think carefully about what you have learned.

Do not draw the conclusion based on your feelings or assumptions (**assumptions** are things we believe to be true without checking or asking if they are true).



A critical thinker avoids nonsense, finds the truth, and discovers the best course of action.

They reject “guessing” or “having a feeling about” the truth.

They look for facts.

Steps to Critical Thinking

1. **Define** the question, topic, or argument.
 - Identify your goal.
 - Decide what you are looking for and what you want to learn.

Ask questions. What do you already know about the subject?

2. **Examine** the points and evidence.
 - Gather information from all sides of the issue.
 - Break your information down into statements or points.
 - Search for ideas that do not fit or do not belong.

Ask more questions. What are the prejudices of people who wrote or gave you the information that you have gathered?

3. **Assess** the information you have gathered.
- Summarize what you have learned.
 - Organize what you have collected so that you understand it.
 - Sort out what is fact and what is opinion, bias, or prejudice.
 - Put it in your own words.

Ask questions again! Do you have any prejudices about the subject? What are they?

4. **Draw** conclusions and form judgements using logic and reasoning.



Note the red highlighted letters in the “Steps to Critical Thinking” above. These letters spell out the word “**DEAD**” which is known as an *acronym*.

An **acronym** is a word formed by the **first letters** of other words.

REMEMBER:

Define **Examine** **Assess** **Draw Conclusions**

Critical Thinking keeps your problem-solving skills “**DEAD**” on target.



Learning Activity 6: Reviewing Steps for Critical Thinking

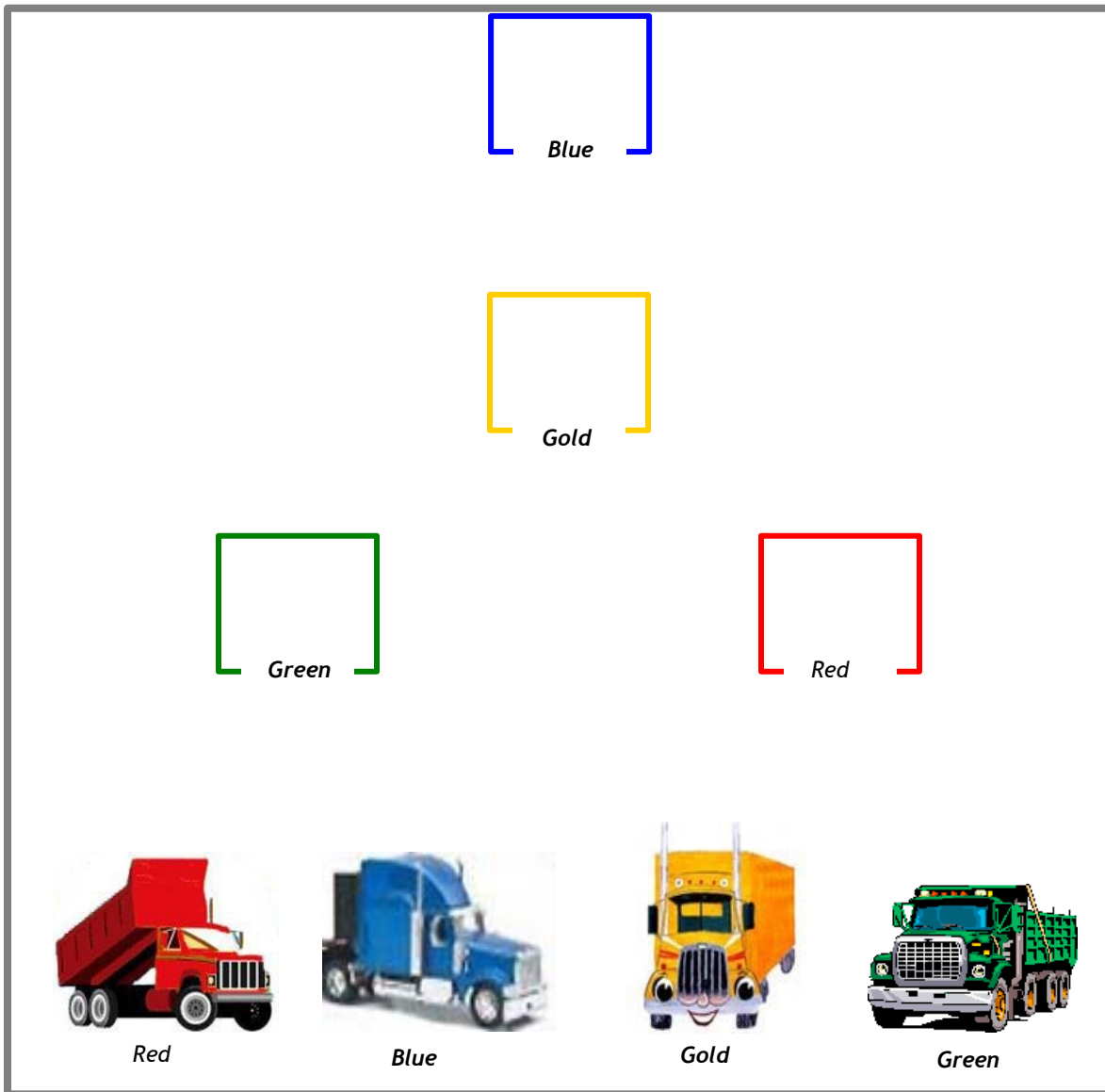
Look at the figure of the parking lot below.

Can you draw **four paths** that put each truck in the matching-coloured parking space?

The paths **may not cross**, and the trucks **may not enter a parking space reserved for a truck of a different colour**.

They **may not go outside** the main parking lot.

Remember to use the Critical Thinking Steps.



Learning Activity 7: Practice Reasoning Skills

The Creeping Menace

One stormy night, burglars broke into an isolated truck stop. While moving around in the dark one of them stumbled and knocked over a large container of vegetable oil.

The oil spilled onto the kitchen floor and continued to spread, long after the intruders had gone.

The puddle of oil doubled in size every hour until, exactly eight hours later it covered the whole floor area.

The Question: After how many hours would the oil cover half of the floor area?

The Answer: _____ hours.

Learning Activity 8: Finding Features

The Car Rally

Four teams are entered in a car rally.

The teams are Jack and Jill, Tom and Jerry, Bruce and Robin, and Thelma and Louise.

There are four vehicles available: Blue Beetle, Red Racer, Orange Outback and Green Gas Guzzler.

Each team has drawn one of the cars to drive in the rally.

The teams also have their own features.

One team wears matching jackets, both members of one team have red hair, one team are twins, and both members of another team are over 65.

Using the clues and your Critical Thinking skills, fill in the chart to show which team drives which vehicle and what their distinguishing feature is.

1. Jack and Jill met up with the Blue Beetle team at a checkpoint. They complimented them on their matching jackets.
2. When the Red Racer took a corner too fast the team's red hair stood on end.
3. Bruce and Robin laughed when they heard the names of the team driving the Orange Outback. Bruce and Robin wished they were driving the Blue Beetle, but Thelma and Louise drew it first.
4. Twins made up the team in the Green Gas Guzzler.

5. Jack and Jill drove the Red Racer

Team Name	Vehicle	Distinguishing Feature
Jack and Jill	Blue Beetle <input type="checkbox"/> Yes <input type="checkbox"/> No Red Racer <input type="checkbox"/> Yes <input type="checkbox"/> No Orange Outback <input type="checkbox"/> Yes <input type="checkbox"/> No Green Gas Guzzler <input type="checkbox"/> Yes <input type="checkbox"/> No	Jackets match <input type="checkbox"/> Yes <input type="checkbox"/> No Red hair <input type="checkbox"/> Yes <input type="checkbox"/> No Twins <input type="checkbox"/> Yes <input type="checkbox"/> No Over 65 <input type="checkbox"/> Yes <input type="checkbox"/> No
Tom and Jerry	Blue Beetle <input type="checkbox"/> Yes <input type="checkbox"/> No Red Racer <input type="checkbox"/> Yes <input type="checkbox"/> No Orange Outback <input type="checkbox"/> Yes <input type="checkbox"/> No Green Gas Guzzler <input type="checkbox"/> Yes <input type="checkbox"/> No	Jackets match <input type="checkbox"/> Yes <input type="checkbox"/> No Red hair <input type="checkbox"/> Yes <input type="checkbox"/> No Twins <input type="checkbox"/> Yes <input type="checkbox"/> No Over 65 <input type="checkbox"/> Yes <input type="checkbox"/> No
Bruce and Robin	Blue Beetle <input type="checkbox"/> Yes <input type="checkbox"/> No Red Racer <input type="checkbox"/> Yes <input type="checkbox"/> No Orange Outback <input type="checkbox"/> Yes <input type="checkbox"/> No Green Gas Guzzler <input type="checkbox"/> Yes <input type="checkbox"/> No	Jackets match <input type="checkbox"/> Yes <input type="checkbox"/> No Red hair <input type="checkbox"/> Yes <input type="checkbox"/> No Twins <input type="checkbox"/> Yes <input type="checkbox"/> No Over 65 <input type="checkbox"/> Yes <input type="checkbox"/> No
Thelma and Louise	Blue Beetle <input type="checkbox"/> Yes <input type="checkbox"/> No Red Racer <input type="checkbox"/> Yes <input type="checkbox"/> No Orange Outback <input type="checkbox"/> Yes <input type="checkbox"/> No Green Gas Guzzler <input type="checkbox"/> Yes <input type="checkbox"/> No	Jackets match <input type="checkbox"/> Yes <input type="checkbox"/> No Red hair <input type="checkbox"/> Yes <input type="checkbox"/> No Twins <input type="checkbox"/> Yes <input type="checkbox"/> No Over 65 <input type="checkbox"/> Yes <input type="checkbox"/> No

Unit 4: Job Task Planning and Organizing

Truck drivers' planning tends to be short term.

They have little or no scheduling input.

It is important for them to plan their tasks, check what needs to be done first, and keep track of deadlines.

They should do this every day, and even every hour, to make sure work goes smoothly and gets done as well as possible.

Delivery times and priorities are usually planned for drivers, but unexpected things can happen. When this happens, they need to make a new plan.

This might mean working with other drivers and arranging to move loads to other vehicles. Truck drivers' daily schedules are made by their supervisor but plans often change because of things like road work or traffic. Drivers can choose their own routes, so they need to plan to avoid delays.

Planning your time and staying organized is also very important while you are in Truck Driver Training.

Students who keep their materials and time well-organized do much better.

Each Job Has Its Own Set of Rules

As a new employee, you will not decide on your own job tasks.

You will be told when to do something, how to do it, and when to stop.

You will have a probationary period (for example, the first 3 months) in which you will be trained.

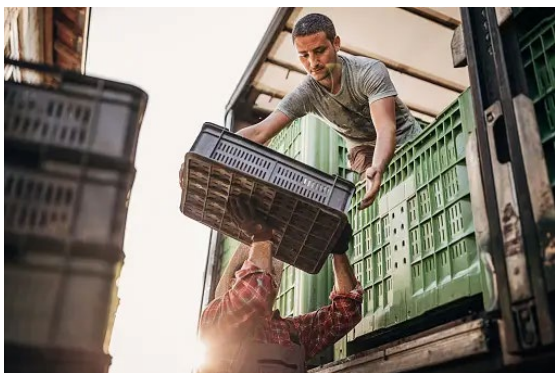
Your supervisors will show you how they want the job done.

Training is the time to ask questions. It is your chance to learn and to show your supervisors that you can do the job.

At the end of this period, you may not be offered the job if you did not do well. Workers should take the time and effort to prove that they can do the job.

Repetition

Repetition means doing the same thing over and over again.



A lot of a truck driver's job is repetition.

He/she drives different routes and delivers to different places, but his/her days are spent loading, driving, unloading, and then more driving.

Time Management

Time management is a common expression, but you cannot manage time.

Time goes on no matter what we do.

Instead, we must learn to manage our own use of time. We must pay attention to time.



Time management is an important part of job planning and organizing.

It is a valuable skill for an employee to have. However, like any skill it takes time to learn and a lot of practice to do well. One good thing is that we can practice time management every day - at home, at school, everywhere.

Managing Time

- ✓ Check our use of time
- ✓ Set goals
- ✓ Organize
- ✓ Develop good work habits
- ✓ Schedule
- ✓ Include relaxing and fun in your planning
- ✓ Do not slack off or procrastinate (put things off)

What do you do with your time?

Have you ever counted minutes? Sometimes it is a surprise to see how much time we spend doing very little. All these minutes add up to hours and days.

Think of how often you could have been doing something you really wanted to do, and “just did not have time.”

At work, it is up to each one of us to decide what tasks are important and what are

unimportant when scheduling our time.

Sometimes a supervisor or manager decides these things for us when we are at work.

REMEMBER: It is important not to waste either personal or job time.

Learning Activity 9: Tracking Your Time

1. Create a “log” or record of everything you do over a whole day. (You can use the sample form on the next page or create your own.)

- Mark down the number of minutes that you spend on each thing you do.
- Keep your log with you all the time.
- At least once an hour mark down your activities.
- Do not leave it until the end of the day and then try to remember what you did. You will have forgotten all the little things.
- Remember to mark down chatting, coffee breaks, TV time, etc.

2. For each item in your log, mark whether it was something that you had to do, something that you wanted to do or something that you did not want to do.

- Mark down how important it was to you on a scale from 1 to 5 with 1 being least important and 5 being most important.

3. After you complete your two-day log, look it over and check your time use.

- Add up how much time you spent on each type of activity.
- Add up how much time you spent on things you **had to do**, things you **wanted to do** and things you **did not want to do**.
- Count how many 1's, 2's, 3's, 4's and 5's you had in the importance column.

4. After you are done with all the above, consider the results.

Would you want to try to change any of your time use? _____

Comment on why.

5. If you were an employer paying you to do the “important” things, would you be happy with your time use?

Comment on why.

Time Use Log

[illegible]

Goal Setting



An important step to managing your time is setting goals for yourself and working to meet those goals.

Goals can be long- or short-term.

They can take less than ten minutes to achieve or more than ten years.

A goal some days could be getting out of bed! A goal can be getting a job.

The important thing about a goal is that it is something that you *can* do if you *try* to do it.

Goals Are Not Dreams

Goals are specific. They are well planned and clear.

Goals are measurable. You can tell when you reach your goal.

Goals are attainable (something you can do or reach). Goals are realistic for you, not something that is beyond your reach.

Goals have a period, or time limit.

It takes practice to be successful at setting “SMART” goals.

Remember: “SMART” is an acronym to help you remember each part of your goal.

Smart Goals

***S*pecific**

***M*easurable**

***A*ttainable**

***R*ealistic**

***T*ime-based**

Reaching Your Goals

It takes practice to work towards your goals and reach them.

“MARKER” is also an acronym.

It is one way to remember the important steps you take to reach your goals.

You can remember “MARKER” by associating it with distance markers in a race to reach your goal “the finish line.”

To be successful when reaching your goal, it is important that you make sure that your goal is “SMART.”

You also need to have a plan with timelines or markers.



Break your goal into pieces. This will help you to track where you are on your way to successfully reaching your goal.

Look at your progress regularly and decide whether you are on track.

How often you check this depends on the total length of time you have planned to take to reach your goal.

Ask yourself:

- Should I change the plan?
- Should I get help?
- Should I give my goal more time?

Finally, when you reach your goal, do not forget to reward yourself for a job well done.

Look at the goal of getting up in the morning and getting to work on time.

The pieces of this goal plan might include:

- Getting your clothes out the night before, to make sure that they are all ready to wear.
- Setting your alarm or clock radio as you get into bed. Setting it early enough that you have enough time to get washed, dressed, eat and travel to work.
- Testing the alarm. Making sure it is loud enough and not set on silent. Checking to make sure the alarm is on the a.m. setting (for morning).
- Making sure that when the alarm goes off, you get up immediately and do not press snooze!
- Setting a time frame for getting ready in the morning. Getting washed, dressed, and eating your breakfast during that.
- Watching the time!
- Including travel time to work.
- If you are not 10 minutes early, set your alarm earlier to add the time that you need to arrive to work.

You need to set a timeframe for your goal. In this case, say that by the end of the month, you will have been on time every day for a week.

You will also need to plan and keep records. These will help you to evaluate your progress toward your goal.

You might have a checklist of the steps you did each day. You can check them off each night.

You might keep a log of times that it takes you to do things each morning.

If you do not get to work on time, you will have to look at your plan.

What will you have to change to be successful?



When you do get to work on time for a week, do not forget to reward yourself for your progress and *keep up the good work!*

Learning Activity 10: Planning Your Time

You have a lot of things to do today, before you set off for a two-week job driving to California and back, early tomorrow morning.

You must get your laundry done, pick up food and toiletries for the trip, and pack. You also promised to have lunch with a friend.

You are going to lend your car to your sister while you are away, so you need to get your oil changed before you leave.

As you need to leave at 2:00am you need to be at the truck terminal by 1:00am.

You need to pick up your sister so she can drop you off at the terminal.

This will take a ½ hour extra. You also need to get at least 6 hours sleep before your drive and it is already 8:00am.

Create a plan to complete the list of the tasks to be done tomorrow. (List is on next page)

- a) Assign a time limit for each task. Your times should be estimates (a guess) of how long *you think* the task might take. Add up the total times. Can they all be done within the total time you have? If not, adjust your times.
- b) Number the tasks in the order in which they should be done. For instance, you will have to do your laundry before you can pack.
- c) Create a timeline or schedule to track your progress. (You can use the sample which can be found on the next page or create your own.) Remember, some tasks may take a half-hour time slot; some may take more or less time.

Task Scheduler

Approx. Time	Tasks	Planned Length of Time	Done
8:00am			
9:00am			
10:00am			
11:00am			
12:00am			
1:00pm			
2:00pm			
3:00pm			
4:00pm			
5:00pm			
6:00pm			
7:00pm			
8:00pm			
9:00pm			
10:00pm			
11:00pm			
Midnight			
1:00am			

Get Organized

To be able to work efficiently you need to be organized.

Many people find this difficult to do in their personal life and space.

This carries over into their work life. You need to plan and organize so that you move from the problem to a goal.

The following boxes have some hints to help you get organized.

Organize Your Activities

- Gather all tools and supplies first
- Keep on task (control interruptions/distractions)
- Simplify (do not get hung up on the little stuff)
- Put tasks in an order of what comes first, second... last.

Organize Your Workspaces

- Keep your workspace clear
- Clean up the mess/ get rid of clutter
- Have a place for everything and everything in its place
- Use baskets and bins
- Get rid of sticky notes and scraps of paper or organize them

Organize Yourself

- Get into routines and good habits
- Plan out your time
- Use systems like schedules, calendars (day timers / organizers), lists, "To Do" lists and check lists

Unit 5: Decision Making

When you are starting out in a new job, your decision-making tasks will be limited.

You might not have many decisions to make at first.

There will be guidelines, instructions, or regulations (rules) that will help you make decisions for each new task.



Regulations might apply to your hours of work, dress, customer service, policies, etc.

Your supervisors will give you instructions with each part of your new job. It is important to understand these instructions and follow them.

If you have any questions about these guidelines, ask your supervisor.

As you become more familiar with the job you will make more decisions.

The following list will give you an idea of some of them.



You might make decisions about which is the best route to a destination.



Each day you will have to decide if your truck is in safe operating condition and what to do if it is not.



Is your cargo properly loaded and positioned so that the items will not shift during your trip? It is up to you to decide.



You might have to decide how a load should be divided if it must be delivered in two trucks.

Unexpected vs. Job-Related Decisions

There are two types of decision-making situations: unexpected decisions and job-related decisions.

Unexpected decisions are decisions you must make that are not part of your regular routine.

For example, you find out that a road is closed due to an accident, and you must change your route for deliveries.

Customers will get their deliveries at a different time. You do not know what it is or whether it is important enough to tell your supervisor about. You will need to make that decision.

Knowing whether it is part of your job to make these decisions is important.

Sometimes the only decision you need to make around unexpected situations is whether to tell your supervisor.

Do I call them over now and tell them? Do I mention it after my trip? Ask your supervisor if you are unsure. Do not make decisions that are not yours to make.

Job-related decisions are those that you will have to make daily.

They are usually part of your job description. They become routine. Your supervisors will give you guidelines to make these decisions.

A decision might be where to stop for fuel during your trip or whether to pass the car ahead of you.

Decisions Can Have Consequences

Whatever you decide, your decision will have consequences.

Consequences are things (results) that happen because of a decision or action. If you decide not to stop and fix a damaged windshield wiper, you might not be able to see if it starts to rain.

You cannot see because of your decision. Not being able to



see

if a consequence.

There was a problem that was not handled. All decisions have consequences, good and bad. Remember that **not** deciding is still a decision.

A decision to *not to do anything*.

When you are trying to decide, it is a good idea to think about all the possible consequences.

What could happen, good or bad, if I make this decision?

Sometimes we call these good and bad lists pros and cons lists.

Pro means good things and con means bad or negative things.

Learning Activity 11: Making Decisions

Using the “Decisions” Chart on the next page, fill in two possible decisions for the following situation. For each decision, list the “pros and cons” of the decision.

1. Situation: Changing Jobs at the Trucking Company



You work for a trucking company. For several months now, you have been working in a junior position, helping in the office, and filling in on dispatch.

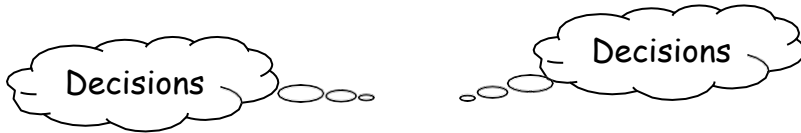
You are good at your job and like the people you work with. In fact, you get a ride to work with Megan, a co-worker on the same shift as you. This is a good thing because you do not have a car.

You work from 8:00 in the morning to 4:00 in the afternoon. Today you hear that there is a job opening for a short haul driver. The shift is from 5:00 a.m. to 2:00 p.m.

You have just completed a Professional Truck Driver Training course, had your Class A license and air brake endorsement, and driving a truck is what you want to do.

Even though the hours are longer, and the work is much harder, you think you would like a change in jobs, something with more independence and a future.

The driving job would also mean a pay increase, which would be great because you are saving to buy a car. The job posting says that you must apply for the job by tomorrow morning. You have a big decision to make. What should you do?



Decision Making: The Pros and Cons

Issue:			
Decision Option 1		Decision Option 2	
Pros	Cons	Pros	Cons
Preferred Decision:			

Unit 6: Problem Solving

Good problem-solving skills are good for both you and your employer. Problems will come up during your workday. As a truck driver there are times when it may be your *job* to solve these problems.



Problems? What problems?

One of the most important Thinking Skills for a Truck driver to have is problem-solving.

There are always problems that you will need to deal with.

Read the examples below:

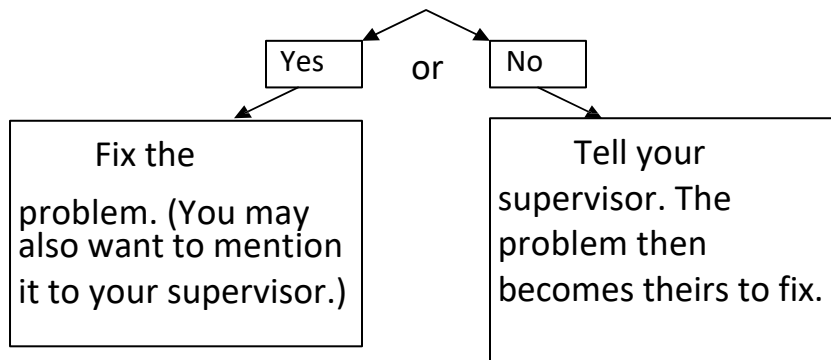
- 🚚 There may be weather delays causing the shipment to arrive late. You will have to phone and decide for this late arrival. How will you re-organize your schedule? When can they receive the shipment at the loading dock?
- 🚚 You arrive to pick up your load and find that your truck is too small to hold the whole shipment. Do you call dispatch to request a replacement vehicle; call a co-worker and arrange to share the load?
- 🚚 Working in a busy, noisy work environment, like a trucking company, can cause problems in communication. It's important that workers find ways to understand exactly what people are saying to them and that they are heard clearly themselves.

You arrive at your destination and find that there is no space to unload your cargo. You have a problem! You are on a tight schedule and need to solve it right away.

As a New Employee, How Should You Handle Problems?

Define the problem, like you did in Critical Thinking. You must know exactly what you have to solve.

Decide if you can fix the problem on your own.



How do you know if you can, or should, fix the problem on your own?
That is a hard question to answer because there are so many things to consider.

Some employers like **initiative** and others just want you to do your job.

Initiative is the ability to act sensibly on your own or make the right decisions without the help or advice of others.

If you notice something that is health and safety related, or dangerous, you *must always* tell your supervisor.

Watch other employees. What kinds of problems do they solve on their own and what kinds do they get help to fix?

If you come across a problem and ask your supervisor for help, note his/her reactions to helping you. Does she/he tell you that you should have gone ahead and solved it yourself? If you are not sure, ask, “Should I fix it myself or do you prefer that I call you?”

A big part of problem solving is to know when to problem solve and when to ask for help!

Do not rush into things if you are not sure what to do.

REMEMBER: When in doubt, ask!



Steps to Problem Solving

You have decided to fix the problem.

What EXACTLY is the problem?

First, we have to recognize that there is a problem. Look at the problem closely.

State (say) the problem as clearly as possible.

You cannot solve a problem unless you understand **what** the problem is.

Ask yourself these questions.

- What do you hope to do or change?
- What is in your power to do?

Example:

You have been getting a ride to work with Mike. He suddenly decides that he cannot drive you anymore. Is the problem that Mike cannot drive you to work anymore or is the problem that you do not have a ride to work?

Does the problem really have anything to do with Mike?

Take him out of the problem and say it like this: "I do not have a ride to work." That is what you need to solve.

Problem: How will you get to work?

1. What do you know about the problem?

Get all the facts and **organize** them.

Have you seen similar problems before that you could work from?

You may need to gather information or get help from others to solve the problem.

Has this happened before? How did you find a ride with Mike in the first place? Can you find a new ride the same way?

2. What are some possible solutions?

List Solutions: Brainstorm - think of as many solutions (answers) as you can without thinking about whether each one is a good solution or not.

Just think, think, think, and write it down. How have you solved the same problem in the past?

What can you do to find a ride? Post a notice in the staff room? Put an ad in the paper? Ask your friends and co-workers? Post a request on social media? Can you afford to buy a car or a bicycle?

3. Which is the best solution?

Examine your list of solutions and **verify (check)** them.

Use your Critical Thinking steps to determine if they will be a “true” solution. Choose the best ones and imagine each solution in place.

Which solution seems the best fit? Will it work? How will you know the problem is solved? What are the consequences or the results?



4. Solve the problem.

Choose the option that works best and put your solution in place. Plan to carry out your chosen solution.

When do I start? Right away?

5. How do I know it is working?

Did your choice work? Did it create another problem?

After using your chosen solution for a period of time, evaluate (assess) whether it is working or needs to be changed.

Ask other people what they think. See if anyone can help you or give you advice.



Example:

Maybe riding your bike to work will be good for the summer, but it will not once winter comes. Riding your bike gives you time to solve the problem though.

Problem Solving Blocks

- Not knowing where to start
- No planning
- Not enough information
- Dislike of subject or topic



Problem Solving Helps

- *I want to and I can!*
- Confidence
- Being clear
- Setting goals
- Organization
- Curiosity
- Creativity
- Motivation
- Open to feedback

Learning Activity 12: Comprehension

1. What should you do if you do not think you can fix a problem yourself?

2. What problems must you always tell your supervisor about?

Learning Activity 13: Review of Problem Solving

Go through the first four problem solving steps with the following problem situation. Do not forget to use Critical Thinking.

Situation 1: You are backing up your company truck, and you dent the bumper by accidentally hitting a road sign.

1. **State** the Problem:

2. **Organize** the facts

3. **List Solutions**

Possible Solution 1

Possible Solution 2

Possible Solution 3

Roadblocks/ Consequences

Roadblocks/ Consequences

Roadblocks/ Consequences

Which is the best solution?

4. **Verify** your choice: _____

Unit 6: Memory Use



Memory is an interesting thing.

We use it all the time; so much so that we usually are not even aware that we are using memory.

Did you know where to find the cream for your coffee this morning? Did you know to look in the fridge? That is memory. We use memory in every aspect of our lives without even thinking about it!

Job-Specific Memory

People use memory a lot in the world of work.

Employees need to remember certain things to do their jobs.

Someone working as a truck driver needs to be able to remember job-specific things.

These are some examples of things you might need to remember at your job.



You may have to remember the details of a route that you take to make a daily delivery. This route may include several interchanges and streets or may include special instructions.



You will probably have to remember oral instructions given by a supervisor or dispatcher.

Instructions may have several parts or steps, which need to be done in a certain order. Directions to the proper loading dock at the end of your trip and how to load your truck so that nothing shifts, are two examples.



You will have to remember information that you learn from manuals to run equipment or to follow policies and procedures for safety, or customer service rules.

Tips to help you remember:

If someone tells you something, repeat it. Saying something out loud (numbers, names, colours) helps us to remember the information.



- If you learn a new skill, repeat it. Try creating your own activity to try it out.

*This is a good one to practice while you are taking this training.

- Write the information down. Take notes in a notebook. If you cannot do it right away, write it down as soon as you get a break.

*If you have trouble writing the information, draw diagrams and pictures to help you remember.

Do not worry about how “good” a drawing is because it just needs to remind you.

Writing or drawing not only helps you remember, but it also gives you something to look it up later if you forget.

- Visualize the information.

Picture it in your mind. Try to see the number, the name, the colour, even the process of doing something, in your mind, as if you had taken a picture.

Rehearse it in your head. Imagine that you are doing the task or saying the information out loud.

Visualization (trying to picture something you need to remember) is a good tool.

- The more you understand something, the more likely it is that you will be able to remember it.

If you do not understand, ask questions.

- Think of sentences or phrases that match the words you are trying to remember or create a word using the first letter of each thing you want to remember. (This is called an acronym). Remember the acronyms “DEAD,” “SMART” and “MARKER” that were used in

earlier?

- You can also make up a little chant by saying the words in a rhythm.

In the 1970s there was a Big Mac chant used in MacDonald's commercials.

♪ Two all-beef patties, special sauce, lettuce, cheese, pickles, onions on a sesame seed bun.

You can see this example of a chant and people trying to remember it on YouTube.

Please, type this address in on your address bar:

<https://www.youtube.com/watch?v=dK2qBbDn5W0>

OR search, two all-beef patties MacDonald's to watch the commercial now.

- To help you remember something that you are reading, **underline or highlight it.**

Which of these memory tips do you feel would work best for you?

Transport Truck Driver Course

Module 4: Document Use and Forms



Units:

**Reading for Learning and Doing
Workplace Documents**

Filling-in Forms

Keeping Track

Email



Skills for Success in this Section



Module 4: Document Use and Forms

Unit 1: Reading for Learning and Doing



Becoming a truck driver requires a lot of reading, studying, and learning.

You will need two types of reading.

First, you will have to be able to read the trucking schoolbooks.

Later, you will need to read things like emails and texts from your boss, and policies and procedures set out by your employer.

For this type of reading, you need skills to help you understand and remember.

We will call these skills “**Reading for Learning.**”

The second type of reading we will call “**Reading for Doing.**”

This type we use more often in the workplace where we need to find information quickly. We do not necessarily need to remember the information; we just need to know how to find it and use it.



You will need to read and understand many different kinds of documents like schedules, catalogues, trip inspections, bills of lading, emails, maps, and packing lists.

This module will give you with the skills you need so you know which type of reading to use, and how to work using documents and forms at your job.

Reading Strategies

A successful student or employee uses active reading skills.

This section provides tips to help you improve these reading skills.

1. Think about why you are reading.

Once you know why you are reading, you will know when you have reached your goal. When you have reached that goal, stop reading.

Ask yourself “Am I reading...

1. To get a general idea? For this, you may only need to read headings and first and last paragraphs or look at diagrams.
2. To find a single piece of information? Decide what information you need. Search for keywords and categories. For example, a muffler could be under the keyword “muffler” or the category “exhaust system.”
3. To learn details? For example, if you are reading to learn the uses of different truck parts, or how to do a certain task, you will probably need to read and reread the material several times. You should not stop reading until the details are clear and fixed in your mind.



2. Preview or look over the text.

This will give you an idea of how difficult the material is, how it is organized, and what the topic is. Previewing gets your mind "in gear" (ready for information).

It lets you get a mental outline of the topic and reminds you of what you already know.

3. Picture it while you read.



Create mental images of the procedure or topic described in the text.

Draw a picture or imagine yourself performing the procedure.

Focus on the details or steps.

Pictures are often easier to remember than words so imagining them can improve your memory.

Module 4: Document Use and Forms

4. Check your understanding.

Ask yourself questions as you read; **to find out how well you understand the text.**

Have I got a comfortable, quiet place to read without distractions?

Am I reading at a steady pace or do I have to slow down and reread sections?

Do I know what's important in each section or do I find it hard to decide?



Do I already know something about the subject that will help me to understand or do I need to learn some background information first?

Do I know the words or terms used or do I have to look up several words in each?

Can I talk or write about the main ideas in my own words?

5. Slow down and try to find solutions.

If you do not understand what you are reading:

- ☐ **Highlight** important sections.
- ☐ Use a dictionary or glossary for words you do not know.
- ☐ Find a place to read without distractions.
- ☐ Re-write it in your own words.
- ☐ Ask your instructor, or someone else for help in understanding.

6. Apply what you are learning.

As you read, take time to think of examples familiar to you. As soon as possible, try to use the information you have learned.

7. Use the graphics in your text.

Graphics such as drawings, tables, charts, or diagrams help you picture the information.



Reading Documents with Many Paragraphs

While you are training to be a truck driver, a lot of your reading will be from a textbook or workbook.

In the workplace, you will also have to read long documents. Sometimes you will be reading these “for learning” - to *understand and remember*.

More often, you will read these paragraphs “for doing” - to *find information quickly*.

When reading a story, you need to start from the beginning and read to the end, otherwise, you will not know what is going on.

However, when searching for information you do not need to read the whole book.

For example, if you are looking for facts about transmissions, you do not need to read about brakes. You need to pick out the right information and read that.

It is important to understand document organization, so you can quickly find the information you need.

To help you find things quickly, a textbook or manual usually contains the following:

- ☐ Table of Contents - This is at the beginning and lists the contents of the book. It lists the divisions, chapters, etc. and tells you what pages to find them on.
- ☐ Index - This is usually at the back of the book and is an alphabetical listing of names, and topics along with the numbers of the pages on which they appear.
- ☐ Headings - The title, subtitle, or topic at the beginning of a paragraph, or chapter is a heading. Headings are usually **bold**, underlined, or **both**. They help you to scan through the book to find the main points in the text.
- ☐ Headers and Footers - These contain information, such as a title, chapter, date, or page number. They are at the top (Header) or bottom (Footer) of a page, and usually repeat throughout a document.
- ☐ Font Style Changes - Underlining, **bold type**, *italics*, CAPITALS, **coloured print** and putting words in “quotation marks” all help to bring words or phrases to your attention.
- ☐ Bullets - Small dots, squares, dashes, or graphics that begin a short descriptive phrase.

Bullets are used as a list format to make a summary of related titles, ingredients, species, data, key phrases, etc.

In a list of bullets, like the one above, the first few words will identify the main idea of

that bulleted paragraph.

When you are quickly looking for information, you can just scan down the front of the bulleted list.

Learning Activity 1: Working with Memos

A memo is a written message in the workplace. Usually used to inform workers of news and information.



Use the memo on the next page to answer the following questions.

After each answer, mark which type of reading you need to do to get this information.

1. If you are the office receptionist, do you need to read this memo?

☐ Understand and remember ☐ Find information quickly

2. What is the memo about?

☐ Understand and remember ☐ Find information quickly

3. Which paragraph covers Customs paperwork?

☐ Understand and remember ☐ Find information quickly

4. What kind of personal belongings should drivers take with them?

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- ☐ Understand and remember ☐ Find information quickly

5. What should non-Canadian drivers do, before cross-border trips?

- ☐ Understand and remember ☐ Find information quickly

6. Did you need to read the whole memo to find out the answers to these questions?

- ☐ Yes ☐ No

Acme Transport

Memo

To: All Drivers

From: John Brown, Fleet Manager

Date: 13/05/2008

Re: Reduce Border Crossing Times - Arrive at the U.S. Border Prepared

To help keep the borders functioning in an efficient manner, we have been asked to advise you of the following instructions when you arrive at the border.

1. Have the required personal identification (including photo ID, driver's license, and/or passport - ready for presentation at primary inspection before arriving at the booth. U.S. Customs officials advise that drivers searching for these documents when they arrive for inspection add to the time taken for clearance. It is recommended that Canadian citizen drivers obtain and carry a valid passport. Non-Canadian/U.S. Citizen Drivers please check with office staff to see what identification documents are needed before leaving for cross-border trips.
2. Drivers must turn on interior cab lights and open all interior drapes/blinds to sleeper area for easy inspection. **Drivers should not carry unnecessary personal belongings**, as they can lead to questions from Customs officials about where you obtained these items.
3. Before arrival, ensure that **all Customs paperwork is completed and ready for presentation** to Customs officials at primary inspection. Port directors at all major border crossings report that about **35% of drivers show up at primary inspection without having properly completed paperwork**, such as the carrier manifest and shipper's documentation. This is a major problem.
4. Be prepared to communicate with U.S. border officials in **clear understandable English**. This is the law in the U.S. under CFR 49, Part 391.11(b) (2).

Remember, always...

- **Be patient and professional**
- **Do as instructed by U.S. customs, U.S. immigration and bridge officials**
- **Do not argue with U.S. customs, U.S. immigration and bridge officials**

These requirements were accurate at the time of preparation. U.S. Customs and Immigration requirements may be changed at any time. Additional information/updates can be found at the OTA Web site: [Ontario Trucking Association](#)

Unit 2: Workplace Documents

At Truck Driving School, much of your reading will be from a textbook and most of your writing will be notes and tests.

In the workplace, however, most reading and writing tasks involve documents.

Truck drivers spend a large part of their day using documents.

Some examples from the truck driver job profile are:

- ◆ Reading road signs, safety signs and product labels.
- ◆ Referring to scale tickets weighing stations to get the weight of the axles before leaving the checkpoint.
- ◆ Filling in driver's inspection checklists, to make sure that parts of the truck and trailer are safe.
- ◆ Using city and provincial maps and tables to find the distances between places.
- ◆ Looking at sketches from other drivers showing entry points and maneuvering angles for difficult unloading situations.
- ◆ Checking tables in the Transportation of Dangerous Goods (TDG) guide to understand the properties of chemicals and to make sure that the truck has the correct hazard placards displayed.
- ◆ Reading fuel tables which show average fuel consumption over a certain number of kilometres.
- ◆ Completing loading manifests and company bills of lading,
- ◆ Filling in forms to explain why shipments cannot be unloaded or if there has been a mix-up in delivery instructions.
- ◆ Referring to assembly drawings for air brakes when studying for licensing exams.
- ◆ Reading schematic drawings for the truck's electrical system to determine which fuse needs replacing.
- ◆ Reading U.S. customs forms to establish whether there are any restrictions on transporting a particular product.
- ◆ Completing driver's logs and stating date, destination and driving and resting periods.
- ◆ Completing damage and accident reports.





This truck driver did not read the signs!

Please look at the table to see types of documents.

Types of Documents	Examples	Truck Driving Job Examples
Lists	<ul style="list-style-type: none">- Shopping list- List of things to do (To Do list)- Table of Contents- Inspection schedule	<ul style="list-style-type: none">- A checklist for pre-trip vehicle inspections- A list of delivery stops- A schedule of shipments to pick up
Forms	<ul style="list-style-type: none">- A job application- Packing order form- Time logs	<ul style="list-style-type: none">- Filling out a bill of lading for cargo- Completing daily logbooks for hours of service- Reporting fuel purchases
Labels and Signs	<ul style="list-style-type: none">- Workplace Hazardous Materials Information System (WHMIS) labels- Information on an oil container- Traffic signs	<ul style="list-style-type: none">- Reading WHMIS labels for safe handling of truck fluids- Following road signs for routes and weight limits
Notes, Letters, Memos	<ul style="list-style-type: none">- Reminder notes from other drivers- Letters to and from customers- Memos from supervisors- Detailed work orders	<ul style="list-style-type: none">- Reading a supervisor's memo about new safety rules- Leaving a note for the next driver about a mechanical issue

Types of Documents	Examples	Truck Driving Job Examples
Manuals, Specifications, Regulations	<ul style="list-style-type: none">- Service manuals- Training manuals- Company operating procedures and policies- Vehicle design specifications- Health and safety regulations- Transportation regulations	<ul style="list-style-type: none">- Using a manual to fix a small truck issue- Following company policies for loading and unloading- Reviewing transport regulations for cross-border trips
Reports, Books, Journals	<ul style="list-style-type: none">- Incident reports- Productivity reports- Professional or technical journals relating to job specialty (e.g., trucking magazines)	<ul style="list-style-type: none">- Writing an incident report after a delivery issue- Reading trucking magazines to learn about new industry practices

Lists



Lists are familiar to us in our daily lives. We make shopping lists, wish lists, “to do” lists, etc.

For example, I have to buy milk, eggs, bread, lettuce, and coffee on my way home from work today.

Calling it my “grocery list” gives it a title that shows what the items have in common. They all items needed when getting groceries.

Simple lists can be words, one word after another under a short title like a grocery list, but they can be made of more than single words.

Lists can have short sentences, or phrases in point form with little or no punctuation.

Lists can be bulleted to help show the different points (•) like the examples on the previous page.


Numbers can be used to show order of importance or a sequence (order in which they should occur) to items on a list. Similarly, dates or times can show when something happened or when it should happen.

However, lists can be more complicated than a simple record of items down a page. They can include pictures or graphics, as well as words. They can be inside another document.



Lists can combine with other information, such as dates, and they can go with other lists or sources of information. When this happens, it is called a **combined list**.

List name or title

Trip Schedule



Driver: John Mallick	
Dates provide order	Jan 10 Toronto to Montreal -return
	Jan 11 Toronto to London – return
	Jan 12 off
	Jan 13 off
	Jan 14 Toronto to Kingston –return
	Jan 15 Toronto to Sudbury -layover
	Jan 16 Sudbury to Toronto



Combined Lists

Combined lists usually take the form of a **table**, organized according to the order of one of the lists, usually the primary list.

Go back and look at the example on the previous page for the weekly Trip Schedule. You will notice that there are two lists.

The dates for the 7 days of the week make up one list, and the other would be the actual trips.

In our example below, we see part of a Table of Contents for truck accessories.

It also contains two lists.

The first is the list of items in the catalogue and the second is the list of pages.

The order is determined by the page number list.

In each of the examples the two lists work together to provide the information that readers need.

Neither list, by itself, provides enough information for readers “to do” tasks.

Table of Contents	
Item	Page
Air Horns & Deer Warning	2–3
Bug Screens & Winter Fronts	4–5
Shields & Deflectors.	6
Axle & Hub Covers	7–8
Hub Caps.	9–10
Wheel Covers11	
Bumper, Lug & Frame Nut Covers	12–13

Tables

In this example, the items are in the first column and the page numbers are in the second column.

The words “Item” and “Page” make up the first row.

The top row sometimes describes the kind of items or information in each of the columns. Then we call it a “label” or “header row” rather than the row one.

Not all combined lists or tables have header rows or labels, though.

Sometimes the labels do not contain all the information.

It takes some skill to figure out what the column labels might be or might mean.

In a Table of Contents, the column contents are obvious even without labels.

In other tables, though, you would have to read some of the content to decide what the table described. Look at the table below. There are labels in the header row.

Even so, the reader would need to know more information about “Classes of Fires” and the different types of “Approved Fire Extinguishers” before the table would be useful.

**Primary List –
Class
of Fire**

Header Row









Column Labels

Row 1

Row 2

Row 3

Row 4

CLASS OF FIRE		TYPE OF FIRE	APPROVED FIRE EXTINGUISHER
	ORDINARY COMBUSTIBLES 	Wood, paper, cloth	Type A; Type A-B
	FLAMMABLE LIQUIDS 	Gasoline, paints, oils, grease	Type A-B; Type B-C; Type A-B-C
	ELECTRICAL EQUIPMENT 	Electrical wiring, fuse box	Type B-C; Type A-B-C
	COMBUSTIBLES METALS 	Metals	Bucket of Sand

Column 1 Column 2 Column 3

Intersecting Lists

We have learned that combined lists usually organize in the order of the primary list. Sometimes, though, we need to search for information from more than one list at a time and see where they cross or intersect.

Intersecting lists are a combination of three lists. They organize so that you can locate information in one of the lists by searching information in the other two.

It might be easier to understand if we work through an example. The dispatcher for a transport company creates a schedule. He has six truck drivers and five trucks. One truck is in for service each day except weekends, and each driver gets two days off in a row.

The manager likes to have the trucks rotated amongst the drivers.

Using the table below, it is easy to locate which driver drives which truck on what day. Which truck does Woods drive on Wednesday? Look across the header row until you find “Woods” and put your right finger on that column.

Scan down the first column listing the days of the week until you reach “Wed” and put your left finger on that row. Move your fingers to where both the row and column met.

Question: Is Woods driving on Wednesday?

Answer: No, Woods is off that day.

Day	Andrews	Woods	Barnes	Cook	Smith	Peters
Monday	Truck 1	Truck 2	Off	Truck 3	Truck 4	Off
Tuesday	Truck 2	Off	Truck 3	Truck 4	Truck 5	Off
Wednesday	Truck 3	Off	Truck 4	Truck 5	Off	Truck 1
Thursday	Off	Truck 4	Truck 5	Truck 1	Off	Truck 2
Friday	Off	Truck 5	Truck 1	Off	Truck 2	Truck 3
Saturday	Truck 1	Truck 2	Truck 3	Off	Truck 4	Truck 5
Sunday	Truck 2	Truck 3	Off	Truck 4	Truck 5	Truck 1

Learning Activity 2: Finding Information in a Table

1. Below you will find a table. Referring to the table, follow the instructions below.

- Circle the second column label.
- Highlight the header row.
- How many lists make up this table? _____
- What information does this table provide?

Class of Licence	Types of Vehicles Allowed	May Also Drive Vehicle in Class
A	Any tractor-trailer combination	D and G
B	Any school-purposes bus	C, D, E, F and G
C	Any regular bus	D, F and G
D	Any truck or combination provided the towed vehicle is not over 4,600 kg	G
E	School purposes bus - maximum of 24 passenger capacity	F and G
F	Regular bus maximum of 24 passenger capacity and ambulances	G
G	Any car, van or small truck or combination of vehicle and towed vehicle up to 11,000 kg provided the towed vehicle is not over 4,600 kg.	
G1	Level 1 of graduated licensing Holders may drive Class G vehicles when accompanied by a fully licensed driver with at least four years of driving experience. Additional conditions apply.	Replaces Class L licence
G2	Level 2 of graduated licensing Holders may drive Class G vehicles without accompanying driver but are subject to certain conditions.	Replaces probationary status

Class of Licence	Types of Vehicles Allowed	May Also Drive Vehicle in Class
M	Motorcycles Holders may also drive a Class G vehicle under the conditions that apply to a class G1 licence holder.	
M1	Level 1 of graduated licensing Holders may drive a motorcycle under certain conditions.	Replaces Class R licence
M2	Level 2 of graduated licensing Holders may drive a motorcycle but only with a zero-blood alcohol level. Holders may also drive a Class G vehicle under the conditions that apply to a class G1 licence holder.	Replaces probationary status

1. On the next page, you will find a sample Statement of Driving Record, from the Ontario Ministry of Transportation.

Using this document, answer the following questions.

You only need to refer to the **English**, not the French.

a. How many lists are in this document? Circle the right answer.

- i. None
- ii. One
- iii. Two
- iv. Three

b. What are the list titles or names of the lists?

c. What is the driver’s name?

d. What class was his licence? _____

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e. How many convictions does he have on his licence? _____

f. When was his licence suspended? _____

g. Did you read the whole document to answer questions a to f or did you scan for the key words in the questions? Circle the answer below.

i. Read

ii. Scanned

h. To scan for the answers above, what keywords would you look for:

i. For question c _____

ii. For question d _____

iii. For question e _____

iv. For question f _____

[Back](#)



Ministry
of
Transportation

Ministère
des
Transports

Safety and
Regulation
Division

Division de la
sécurité et des
règlements

Ministry No. /No. Du Ministère 0000-0000-0

Search Date/Date de recherche (Y/A M D/J) 1994/08/19

STATEMENT OF DRIVING RECORD/RELEVÉ DU DOSSIER DE CONDUITE PAGE 01

DRIVER INFORMATION/DONNÉE DE CONDUCTEUR

Name/Nom **PUBLIC, JOHN, Q.**

Address/Adresse *

Reference No. or Driver's Licence No./ No de référence ou du permis de conduire **P0000-00000-00000** Date of Birth/Date de naissance (Y/A M D/J) **1962/12/10**

Sex/Sexe **MALE/HOMME**

Height/Taille **175**

Class/Catégorie **G***** Condition/Restriction *******

Expiry Date/Date d'expiration (Y/A M D/J) **1985/08/31**

STATUS/STATUT UNLICENSED/PERMIS DE CONDUIRE EXPIRÉ UNRENEWABLE/NON RENOUEVABLE
SUSPENDED/SUSPENDU

DATE CONVICTIONS, DISCHARGES AND OTHER ACTIONS

Y/A M D/J CONDEMNATIONS, LIBÉRATIONS ET AUTRES ACTIONS

93/10/12 NO DRIVERS LICENCE OR IMPROPER CLASS OF LICENCE ABSENCE OU MAUVAISE CATÉGORIE DE PERMIS DE CONDUIRE

93/10/26 NO DRIVERS LICENCE OR IMPROPER CLASS OF LICENCE ABSENCE OU MAUVAISE CATÉGORIE DE PERMIS DE CONDUIRE

93/11/10 SPEEDING 82 KMH IN 50 KMH ZONE

EXCÈS DE VITESSE 82KMH DANS ZONE DE 50 KMH 93/11/10 NO DRIVERS LICENCE OR IMPROPER CLASS OF LICENCE

ABSENCE OU MAUVAISE CATÉGORIE DE PERMIS DE CONDUIRE 93/11/15 SPEEDING 100 KMH IN 70 KMH ZONE
EXCÈS DE VITESSE 100 KMH DANS ZONE DE 70 KMH 93/11/15 NO DRIVERS LICENCE OR IMPROPER CLASS OF LICENCE

ABSENCE OU MAUVAISE CATÉGORIE DE PERMIS DE CONDUIRE 93/12/04 SUSPENDED UNTIL JAN. 3, 1994,
DEMERIT POINT TOTAL –

PROBATIONARY DRIVER

SUSPENDU JUSQU'AU 3 JANV. 1994, TOTAL DES POINTS D'INAPTITUDE, STAGIAIRE

Learning Activity 3: Finding Information in a List

On the next page is a list of the telephone numbers and departments for employees of Stanley Warehousing and Transport. Use the document to answer the following questions.

1. What department does Nathan Fiori work in?

2. What is the Office Manager's name and phone #?

3. Who would you call if you wanted to confirm a shipping order?

4. Who would you call if you had to report a mechanical problem with your truck?

5. What order is the list in? Circle the right answer.

- a. Numerical order
- b. Alphabetic order by department
- c. Alphabetic order by employees' last name (surname)
- d. No order (random)

6. There are four lists making up this Directory.

What are their titles?

Stanley Warehousing and Transport Incorporated

Office Directory

Name	Position	Phone Number	Email
Bronsky, Yuri	Truck Maintenance	555-1216	Yuri.Bronsky@swat.inc.ca
Campanelli, Jodee	Dispatcher	555-1215	Jodee.Campanelli@swat.inc.ca
Chang, Tommy	Shipping	555-1217	Tommy.Chang@swat.inc.ca
Drysdale, Matt	Warehouse Manager	555-1213	Matt.Drysdale@swat.inc.ca
Fiori, Nathan	Receiving	555-1219	Nathan.Fiori@swat.inc.ca
Jamison, Andrea	Office Manager	555-1212	Andrea.Jamison@swat.inc.ca
Matson, Brenda	Sales	555-1218	Brenda.Matson@swat.inc.ca
O'Toole, Dan	Transport Manager	555-1214	Dan.OTOole@swat.inc.ca
Zersky, Brian	Human Resources	555-1220	Brian.Zersky@swat.inc.ca

Forms

Workplaces, including trucking companies, must have ways to gather and manage information. People design forms to make it easy for employees to find, gather and report the information they need. Because workplaces need so many kinds of information, they need forms.

However, there are some things that all forms have in common.

The table shows the different ways forms can be used.

Forms We Read to Get Information	Work schedules, Hazardous chemical lists, Packing slips, and shipment orders	Delivery schedules, Load manifests, Shipping instructions, Fuel records
Forms We Fill Out to Provide Information	Job and licence applications, Vehicle inspection reports, Time sheets, and daily logs	Driver logs, Maintenance reports, Cargo handling documents, Incident reports

Forms act as organized communication between the person who has the information and the person who needs the information.

When we do not fill out forms properly, clearly, and completely, there are consequences. Shipments go wrong, trucks do not get needed repairs, people do not get proper payment, and accidents happen.

If nothing else, people will waste time trying to get the correct information.



Common Information Found on Forms

Identifying information (Company Name, Form Name and or Form Number)

Information

identifying who form

is to or for.

Possible use of labels

Limited space to

enter details or

info required,

usually headings

and lines or boxes

Signature(s) to

confirm

PACKAGING SLIP

Frank's Produce
11345 Centre St., Bradford, Ontario L3R 2T1
Phone (000.000.0000) Fax (000.000.0000)
Frank@myemail.com

DATE: JANUARY 5, 2008

TO: Tony Marcelli
Ludg's Market
678 First St.
Toronto, Ontario M2T 5E6
416-555-1111
Customer ID LU 123

SELL TO: Tony Marcelli
Ludg's Market
678 First St.
Toronto, Ontario M2T 5E6
416-555-1111
Customer ID LU 123

ORDER DATE	ORDER NUMBER
DECEMBER 31, 2007	21212

ITEM #	DESCRIPTION	QUANTITY
V034	Case 10 heads lettuce	10
V567	50 pound bag potatoes	5
V422	Case of 10-5 lb bags carrots	5
F123	4 liter jug Apple Cider	20

Delivery Driver Initials: _____

Received Shipment: _____

Date: _____

Please contact Customer Service at (000-000-0000) with any questions or comments.
THANK YOU FOR YOUR BUSINESS!

Learning Activity 4: Understanding Forms

1. Why is it important to fill in forms properly, clearly, and completely?

2. Use the form on the previous page to answer the following questions.

a. What is the name of this form? _____

b. What company is the form from?

c. Who is the form to or for?

d. If you were a delivery truck driver for Frank's Produce, how would you use this form?

e. Highlight on the form the parts that you, as the delivery truck driver, would need to refer to when you deliver and unload the shipment.

f. Circle on the form the parts that you, as the delivery truck driver, would need to complete or have completed by the customer.

Packing Slips and Bills of Lading

Important words in this reading:

Consign - to hand over, give up or deliver. To put in the care of another.

Consignor - a person or company that consigns goods to another.

Consignee - The person or company that something, such as goods or merchandise, is consigned to.

Consignment - something consigned; especially a shipment of goods sent to a dealer for sale or safekeeping.

The last document we looked over was a packaging or packing slip.

Warehousing staff use packing slips to “pick” the items out of their inventory and set them aside as an “order” for shipping.

Businesses that provide their own shipping will often use the packing slip for their truck driver to make the delivery as well. However, often the shipper will consign their goods to a carrier for transportation.

To track these shipments, and provide the details for legal agreements, Bills of Lading are used.

A Bill of Lading is a document between the shipper (consignor) and the carrier.

A Bill of Lading provides the type, quantity, destination, and delivery details of the goods (consignment). It travels with the goods and acts as a shipment receipt.

The Bill of Lading covers any form of transportation, not just trucks.

An authorized person from the carrier, from the shipper (consignor) and from the receiver (consignee) must all sign the Bill of Lading.

For example, suppose that a clothing manufacturer needs to send dresses from a factory in Montreal to a store in Thunder Bay via truck.

PURPOSE OF A BILL OF LADING (BOL)

1

Goods receipt confirmation

The BOL helps to confirm that the carrier has received the items from the person who sent them.



2

Official contract

The BOL lists the essential rules about how and where to transport things, including who is responsible if something goes wrong.



3

Proof of ownership

The BOL acts as proof you own the goods being shipped. If you have this document, you can claim your cargo when delivered.



The manufacturer hires a carrier company to transport the goods – dresses – for them. A representative of the manufacturer and the truck driver both sign the bill of lading after the dresses are loaded onto the truck.

Once the truck driver delivers the dresses to the store in Thunder Bay, they have someone at the store sign the document to confirm the shipment delivery.

Because they are legal documents, Bills of Lading (BOLs) can be quite complicated and contain a lot of information for many different people. A truck driver would only need a small part of the information.

On the next page is a sample Bill of Lading from the carrier Any Size Moving. It covers the shipment of a MITA copier from Northern Connections to Serv Tech Asset Management. Remember: A truck driver would only need to read a part of this to do their job.

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CANADIAN UNIFORM HOUSEHOLD GOODS BILL OF LADING (NOT NEGOTIABLE)										THIS IS YOUR ORDER NUMBER.	
BOOKING MBR	MBR NO.	ORIGIN MEMBER	MBR#	DESTINATION MB	MBR#	MBR#	SEQUENCE NO.	YEAR			
ANY SIZE MOVING	M923	ANY SIZE MOVING &	M923	1ST SHIP MOVING A	M910	M923	00004	06			
TEL. NO. 613-544-1897		TEL. NO. 613-544-1897		ADDRESS. 449 WOODWARD AVENUE			TEL. NO. 905-548-9584				
SHIP FROM		TEL. NO. 613-279-2499		FOR TRANS. AND DELIVERY TO			TEL. NO. 866-778-1393				
CONSIGNOR NORTHERN CONNECTIONS				CONSIGNEE SERV TECH ASSET MGMT							
STREET 24719 HYW 7		APT.		STREET 5235 TIMBERLEE BLVD.			APT.				
CITY SHARBOT LAKE		PROV. ON		P.C. K0H 2P0		CITY MISSISSAUGA		PROV. ON		P.C. L4W 2S3	
NOTIFY SHARON		TEL. NO. 866-778-1393		NOTIFY		TEL. NO.					
PACK DATES		LOAD DATES APR 04 06		AGREED DELIVERY		TO: APR 14 06		MUST DELIVER		On:	
				PERIOD FROM APR 10 06							
SUBJECT TO THE FOLLOWING CONDITIONS AND THOSE ON THE REVERSE THEREOF:				<p>1. Rules, regulations, rates and charges in effect on day of loading shall govern the shipment. All charges will be audited, and, if necessary corrected by refund, or additional billing.</p> <p>2. The uniform Conditions of Carriage apply and the signature of Consignee for receipt of goods shall not preclude future claim for loss or damage made within the time limit as prescribed by the Bill of Lading.</p> <p>3. Unless payment has been otherwise arranged, the carrier will not relinquish possession of shipment until all charges are paid in cash, money order, or certified cheque, subject to Condition 4 on the reverse thereof.</p> <p>4. Notwithstanding any purchase order from a third party or any instructions to invoice a third party, the consignor remains jointly and severally liable for all charges. Interest on overdue accounts is payable at 2% (two percent) per month (24% per annum compounded annually) from the date of the invoice.</p> <p>5. If charges not C.O.D. send invoice to: NAME PYMT by CASH or CERTIFIED CHQ CUSTOMER ACCT. CODE 9997 ATTN OF: P.O. NO ADDRESS CITY, PROV, P.C. INVOICE TO BE ISSUED BY: <input type="checkbox"/> MEMBER OR <input type="checkbox"/> UVL</p> <p>6. Carrier's Liability: Unless the Consignor expressly releases the shipment to a value of 60 cents per pound per article, the Carrier's maximum liability for loss or damage shall be the value declared by the Consignor, based on a maximum of \$5.00 per pound computed on the total weight of the shipment. Additional charges for each \$100.00 of value declared shall be paid in accordance with the carrier's tariff in effect at the date of loading. If \$5.00 per pound or more is chosen, the Carrier agrees that if there is loss or damage sustained while in its custody, it will pay the full cost or repair, or if repair is not possible, replacement without deduction for depreciation. Any items not purchased or currently purchasable in the commercial market of North America will be settled at their appraised value. This provision does not apply to tariffs in which the Carrier's released rate liability is fixed by such tariff. If shipment contains any documents, specie, jewellery or articles of extraordinary value, Consignor must list them here or on attachment hereto.</p>							
DECLARATION OF VALUE				VEHICLE							
RVP <input type="checkbox"/> REL <input type="checkbox"/>											
I warrant that shipment of goods does not contain any dangerous substance as defined under the Transportation of Goods Act Canada or any Province or Territory, except such goods as are declared exempt by each applicable Act and regulations thereunder. I also warrant that all such goods are or will be in cartons marked "Consumer Products - Dangerous Goods Exempt" and shown as such on the inventory.				I am the legal owner of the furniture and effects referred to or the authorized agent thereof. I understand that the liability of the carrier and its employees, agents and representatives is limited by the Conditions of Carriage contained in this agreement and make the declaration of value set forth in Condition 5 above. I have been directed to read the Conditions on the reverse thereof.							
CONSIGNOR OR HIS AGENT				DATE				APR 10 2006			
DRIVER				I.D./MEMB. NO				2432			
Bennet B				Joyce Borgelews							
TARIFF 0048		SPECIAL SVCS		AIR MILES #		B/L EXTENDED BY					
SECTION 48		SH55SH55				MBR NO. 0674					
MILES 199						DATE 06 03 31					
MASS OF SHIPMENT -> SCALE				TICKET NO		SCALE		TICKET NO.		TRANSPORTATION TOTAL	
										289.00	
ORIGINAL		RESCALE		NOTE: If vehicle is included in net mass shipment or if vehicle is being transported at flat rate, please complete this section.		500 LB. AS 500 LB. AT 57.80 /CWT					
GROSS WEIGHT						MITA Copier 425326654					
TAR WEIGHT											
NET WEIGHT		500		VEHICLE IN NET MASS							
				FLAT RATE							
				VEHICLE MASS							
AREA SERVICE CHARGE /				AREA SERVICE CHARGE 2.65/				13.25		ADDITIONAL	
VEHICLE TRANSPORTATION				3.00% INS SURCH				8.67		TRANSPORTATION	
6.30% FUEL SURCHARGE				18.21						TOTAL CHARGES	
ORIGIN PICKUP				105.00						145.13	
CARTON	QUANTITY	RATE	AMOUNT	CARTON	QUANTITY	RATE	AMOUNT	PACKING SERVICE TOTAL CHARGES			
CHINA				SMALL APPLIANCES				Rates include packing, unpacking and the use of containers and material, or packing and containers in the event the consignee chooses to unpack and retain the containers.			
NO. 2				NO. 4							
NO. 5				NO. 6							
LAMP SHADE				MIRROR (SMALL)							
MIRROR (LARGE)				SINGLE MATTRESS							
DOUBLE MATTRESS				WARDROBE							
PACKING CHGS CWT.				UNPACKING CHGS CWT.							
PACKED BY:		UNPACKED BY:		VALUATION CHARGE (ITEM 5) 5000 @/\$100.00				32.50			
LOT NO.		TAG COLOR		VEHICLE VALUATION CHARGE @ /\$100.00							
APPLIANCE ORIGIN				APPLIANCE DESTINATION				THIRD PARTY		TOTAL CHARGES	
THIRD PTY. S/C ORIGIN				THIRD PTY. S/C DESTINATION							
STORAGE (S.I.T.)		S.I.T. @		WEIGHT		RATE		MEMBER			
ADDRESS		DATE		HANDLING							
				STORAGE							
				[1 MO] [2 MO]							
CONTROL NUMBERS	ORIGIN	DESTINATION	D.N.D. D.D.R. NO.	PICK-UP OR DELIVERY							
ID./MBR#	VAN NO.	CARRIER	HAULED TO	DATE	MILEAGE	G-11,S/O,I/L		SUB TOTAL CHARGES	466.63		
							XXX	G.S.T./H.S.T.	32.66		
							COD[] PPD[] CHRG[]	P.S.T.			
							AMEX []	TOTAL CHARGES	499.29		
							MC [] VISA []	RECEIVED	DATE	MEMBER	
							DEPOSIT				
CONTAINERS		LD BY:		DATE		CONSIGNEE'S RECEIPT		BALANCE DUE PAYABLE TO UVL LTD.			
		UNLD BY:		DATE		SERVICES ORDERED WERE PERFORMED AND SHIPMENT WAS RECEIVED IN GOOD CONDITION EXCEPT AS NOTED ON INVENTORY.					
CONTSEAL 1)		2)		3)		CONSIGNEE OR REPRESENTATIVE		DATE OF DELIVERY:			

Learning Activity 5: Finding Information in a Bill of Lading

Use the Bill of Lading on the previous page to do the following.

1. As the truck driver, you need to get some of the following information from the form.

Fill in the table below with which information you think a driver would need.

Information from BOL	Needed by the Driver?	If yes, keywords to scan for	If yes, information provided
Example: Name and address of consignor	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Consignor</i>	<i>Northern Connections 24719 Hwy 7, Sharbot Lake, ON K0H 2P0</i>
Name and address of the consignee	<input type="checkbox"/> Yes <input type="checkbox"/> No		
When to pick-up or load the goods	<input type="checkbox"/> Yes <input type="checkbox"/> No		
When to deliver the consignment	<input type="checkbox"/> Yes <input type="checkbox"/> No		
<u>All</u> the conditions of the consignment agreement	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Where the driver signs	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Value of shipment	<input type="checkbox"/> Yes <input type="checkbox"/> No		

The costs of shipping breakdown	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Where the consignee signs to confirm receipt	<input type="checkbox"/> Yes <input type="checkbox"/> No		





Unit 3: Filling-in Forms

Just as you must read forms to get and use information in the workplace, you also must be able to provide information by filling-in forms.

Forms that need information entered in them are the most common forms used at work.

You fill in forms for many purposes.

Some examples are:

-  Record or document things or happenings
-  Request information
-  Provide information
-  Give an opinion or comparison

The first thing to consider when putting information into a form is **“Who wants this information and why do they want it?”**

Without knowing this, you could misunderstand the questions, give the wrong information, or not provide enough information.

The second thing you have to think about is the **organization of the form**.

Earlier in this module, we identified some common features of forms on the Packing Slip from Frank’s Produce.

Not all documents will be the same as this form and some things may be in different places or not there at all.

Remember that:

- ✍ The “identifying information” will be found near the top.
- ✍ There will be headings, questions or line and box descriptions that you must respond to
- ✍ It is helpful to look over the whole form before starting to fill it in. Decide which information you should complete and which someone else should complete.

For example, sections that say “For Office Use Only” will not need to be answered.

- ✍ Some information you will need often, so you should memorize it or write it down and keep it with you.

Social insurance numbers can be hard to remember. When filling out job applications you information about previous employment including addresses and dates can be hard to recall as well.

- ✍ Some information might come from another document.

For example, drivers could have to report a truck’s mileage on forms.

To do this you will have to know where or how to get the information.

Still other information will come from your opinion or your observation and memory. It is important to seriously consider these bits of information.

What is a Job Application?



A job application is a form that companies (employers) use to collect information about you when you are applying for a job with them.

They use the application to see if you might be a good person for the job.

There are many kinds of job applications. Each company will have their own form, but most will include these sections.

Each section will have a space for you to write in your information.

Here are the most common sections on an application:

1. Personal Information

Write your name, contact information (phone, address, email), and if you are allowed to work in Canada.

2. Education and Training

List the school you finished and any extra courses you have done, like safety or computer courses, with the dates you completed them.

3. Work Experience/Employment History

Write about your past jobs: where you worked, when you worked there, your job title, what you did, and why you left (if you do not work there anymore).

4. Availability

Write down the days and times you can work, how many hours you want to work each week, and when you can start.

5. References

Provide names of people who can say good things about your work, like past bosses or teachers. Always ask if it is okay to use them as a reference.

Learning Activity 6: Form Practice

1. Remember the list of forms that truck drivers use from earlier in this module? Refer to that list and pick out the forms that a truck driver would have to fill in.

Create a table on another sheet of paper to list these forms.

Beside each form, list which of these four purposes would go along with the form:

 Record or document things or happenings

 Request information

 Provide information

 Give an opinion or comparison

Module 4: Document Use and Forms

2. On the next two pages, you will find an Employment Application form.

Please fill in the form. If there are words you do not understand, look them up in a dictionary or on the internet.

If you need help with any of the sections, discuss them with your instructor.

3. In your own words, explain the meaning of the following words or phrases that are often in job applications and other forms. You can use translate, a search engine, a book or online dictionary if you need to do so.

a. Applicant _____

b. Driver's abstract _____

c. Licence classification _____

d. References _____

e. Disclaimer _____

Applicant Information Form

Personal Information

Field	Details
Last Name	
First Name	
M.I.	
Date	
Street Address	
Apartment/Unit #	
City	
Province	
ZIP Code	
Phone	
E-mail Address	
Date Available	

Module 4: Document Use and Forms

Position Details

Field	Details
Position Applied For	
Driver's License Classification	
Do you have a clean driver's abstract?	<input type="checkbox"/> YES <input type="checkbox"/> NO
If not, explain:	
Do you have a criminal record?	<input type="checkbox"/> YES <input type="checkbox"/> NO
If yes, explain:	

Education

Level	School Name	Address	From	To	Graduated?	Diploma/Degree
High School					<input type="checkbox"/> YES <input type="checkbox"/> NO	
College					<input type="checkbox"/> YES <input type="checkbox"/> NO	
Other Training					<input type="checkbox"/> YES <input type="checkbox"/> NO	

References (List Three)

Full Name	Relationship	Company	Phone	Email	Address

Employment History

Job 1

Field	Details
Company	
Phone	
Address	
Supervisor	
Job Title	
Starting Salary	\$
Ending Salary	\$
Responsibilities	
From	
To	

Reason for Leaving	
May we contact your previous supervisor?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Job 2

Field	Details
Company	
Phone	
Address	
Supervisor	
Job Title	
Starting Salary	\$
Ending Salary	\$
Responsibilities	
From	
To	
Reason for Leaving	
May we contact your previous supervisor?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Disclaimer and Signature

I certify that my answers are true and complete to the best of my knowledge.
If this application leads to employment, I understand that false or misleading information in my application or interview may result in my release.

Field	Signature / Date
Signature	
Date	

Unit 4: Keeping Track



We all have busy lives, with many different things happening.

Sometimes, we have so many things on the go that it is hard to stay organized and remember everything that we should.

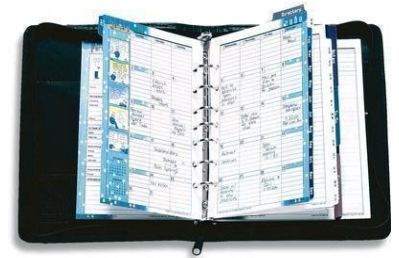
This is where forms can be useful to us. “To Do” lists, that we talked about earlier, schedules, time sheets, travel expense records and travel logs, all help to keep us on track.

They help us remember what we have done and what we need to do.

Daybooks

Daybooks, day-timers, and organizers are calendars that help us to schedule our lives, keep track of activities and make short notes to ourselves. They are an important piece of a truck driver’s life.

Even before you start driving, a daybook can help you keep track of your training activities. Things like assignment due dates and test times are some examples.



Once you are driving, your daybook will keep track of your job dispatches, trip and load details, and other items like names and addresses.

It is a place to quickly record bits of information that you will need later to complete forms and reports. Another purpose of daybooks is to record upcoming events.

Writing down information about an event helps you to get the details clear in your mind and helps you to remember them in the future.



There are many different forms of daybooks and organizers, from simple pocket-sized calendars with squares for writing to smartphone apps and computer-based organizer software.

Research Activity: Exploring Digital Organizer Options

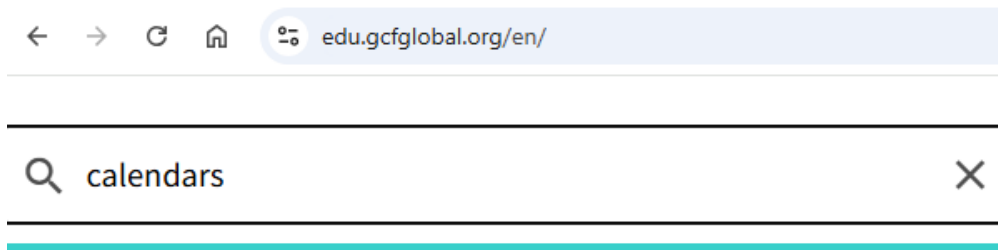


You can use the Internet to explore and learn more about digital calendars and note taking software. While you are doing this activity, be sure to write down some important notes from your research on a piece of paper.

1. Visit the following website:

<https://edu.gcfglobal.org/en/>

2. Click the search icon at the top of the page and search **calendars**.



3. Choose the lesson on the calendar that would work best with your device (for example: Google calendar for Android phones or iPhone Basics Calendar for Apple phones).

Click on the option that you want to learn more about.

4. Scroll down the page to read the tutorial.

5. Go back to the main screen.

6. Search for Google Keep. This is a note taking application for devices.

7. Go to the tutorial about Google Keep and learn how it works.

8. Share your notes with your instructor.

Time and the 24-Hour Clock



Truck drivers log their service hours using the 24-hour clock.

A day is divided into 24 hours, from midnight to midnight. The 24-hour clock is divided the same way with these hours numbered from 0 to 23. This time system is the most common throughout the world.

The 12-hour clock, which uses a.m. and p.m.

In the 24-hour clock, times are usually written as 4-digit numbers.

We write these as hh:mm (for example 11:23), where hh is the number of hours that have passed since midnight and mm is the number of minutes that have passed since the last full hour.

A colon (:) may be between the hours and the minutes. Zero may be in front of the hour to make a 4-digit number (for example 01:15 is the same as 1:15).

For timekeeping which involves seconds, the times might be written as 6-digit numbers or hh:mm:ss (01:23:45).

When speaking about the 24-hour clock, say the full hours as the number followed by "hundred" with "hours" said afterwards when it is exactly on the hour.

For example, say "sixteen hundred hours" for the time 16:00.

For the time 18:30, say "eighteen thirty". 18:05 is either "eighteen oh five" or "five past eighteen".

In 24-hour time, the day begins at midnight, 00:00, and the last minute of the day is 23:59.

Sometimes, 24:00 refers to midnight at the end of a day. 24:00 today is the same time as 00:00 tomorrow.

The 12-hour and 24-hour times are the same from 1:00 a.m. to 12:59 p.m. (01:00 to 12:59). To convert a 12-hour time to the 24-hour notation, from 1:00 p.m. to 11:59 p.m. (13:00 to

23:59), just add 12 to the time.

See the chart below for examples.

24-Hour Clock Conversion Table	
12-hour time	24-hour time
12 am (midnight)	0000hrs or 2400hrs
1 am	0100hrs
2 am	0200hrs
3 am	0300hrs
4 am	0400hrs
5 am	0500hrs
6 am	0600hrs
7 am	0700hrs
8 am	0800hrs
9 am	0900hrs
10 am	1000hrs
11 am	1100hrs
12 pm (noon)	1200hrs
1 pm	1300hrs
2 pm	1400hrs
3 pm	1500hrs
4 pm	1600hrs
5 pm	1700hrs
6 pm	1800hrs
7 pm	1900hrs
8 pm	2000hrs
9 pm	2100hrs
10 pm	2200hrs
11 pm	2300hrs

Learning Activity 7: Practice with a 24-Hour Clock

1. Fill in the blanks in the following time conversion table.

<u>12hr Time</u>	<u>24hr Time</u>
12:25 am	
	1:00hrs
2:35 am	
4:30 pm	
5:15 am	
	1600hrs
	07:10hrs
8:12 am	
11 pm	
	20:00hrs
1:37 pm	
5:15 pm	

2. How would you say (pronounce) the following?

- a. 02:00hrs _____
- b. 20:10hrs _____

3. How would you write the following as 24-hour times?

- a. "oh six fifty-nine" _____
- b. "oh, seven hundred hours" _____
- c. "twenty-three thirty hours" _____

Module 4: Document Use and Forms

Logs and Logbooks

Logs or logbooks are information records that are organized by time. While daybooks help us *schedule and organize*, logbooks are a way to *report* by time intervals.

Logs help keep track of equipment, events, trips, and other activities. Logs can be anything from informal notes to detailed formal reports to your boss or a government agency. They can be books that many different workers enter information in over a length of time.

The “**Commercial Vehicle Drivers Hours of Service**” is the most important log a truck driver will complete. This is a book, carried by every driver, where he records his on-duty hours, driving hours and off-duty hours in each 24-hour period. It provides a record to show that a driver met all the rules for allowable hours of driving and work in each time period.

Sometimes a carrier (operator) will keep track of a driver’s hours, but he must still complete his own logbook.

Both the carrier and the driver can face charges if the driver’s daily log is not completed.

It is important that you, as a driver, know how to complete the logs.

The laws regarding Hours of Service are complicated and detailed and may change over time.

Therefore, we will cover only some of the basic rules in effect at the time we are writing this module. Your Truck Driver Training course and your future employer will provide instruction on the Hours-of-Service regulations.

You can find the full regulations and Application Guides at <http://www.mto.gov.on.ca/english/trucks/regulations/hours.htm> .

Basic Hours of Service Rules:

In a 24-hour period:

- Maximum 13 hours of driving time
- Maximum 14 hours of on-duty time
- Minimum 10 hours off-duty time
- Minimum 8 hours consecutive hours off-duty

Module 4: Document Use and Forms

In a work shift, no driving after accumulating:

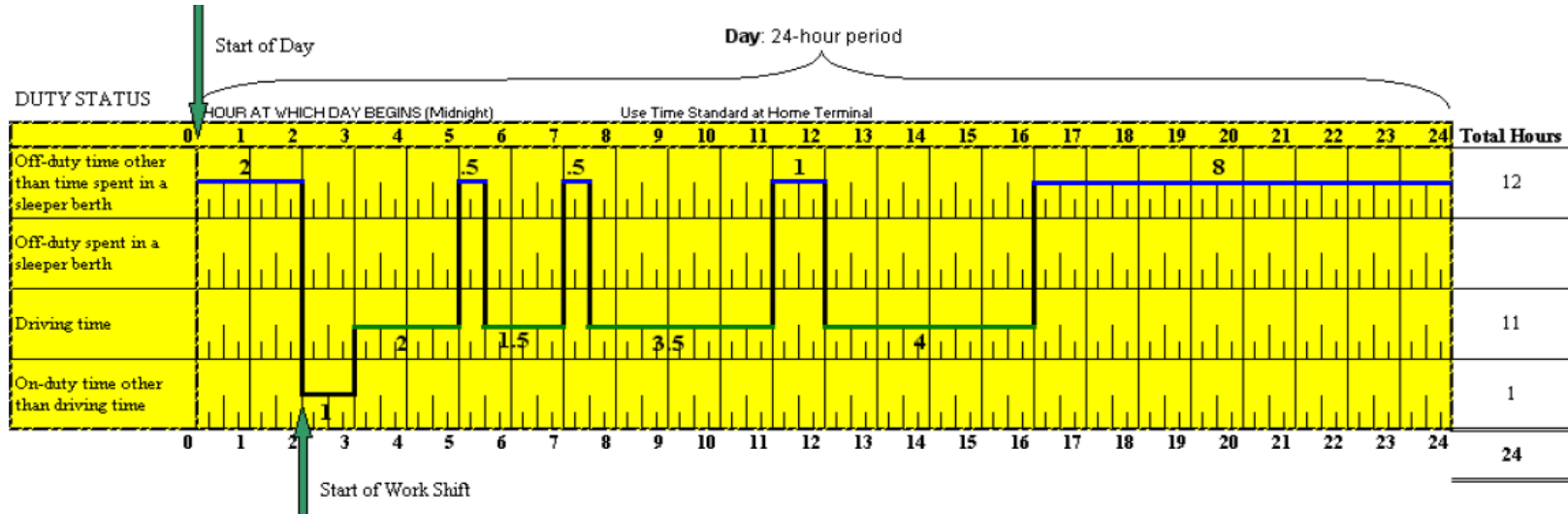
- 13 hours of driving time
- 14 hours of on-duty time
- 16 hours of elapsed time for 8 hours consecutive off-duty time
- Sample Hours - Service Logs

In the example on the following page, the driver started his work shift at **0200 hours**.

- He spent **one hour** at work (on-duty) before he started driving.
- He then drove for **2 hours** and took a **½ hour** off-duty break, when he left his truck and had a cup of coffee.
- He drove for **1 ½ hours** more and stopped for a second **½ hour** off-duty break, leaving his truck and having breakfast.
- From 07:30 to 11:00 he drove for another **3 ½ hours**.
- He then stopped for **an hour** between 11:00 and 12:00 for lunch, again leaving the truck and being off duty.
- He drove for a final **4 hours** going off duty for the night at **1600 hours**.

On the log, the blue lines represent the time the driver spent off-duty. The green lines show the time spent driving. The black horizontal (across) line shows time spent on-duty, but not driving. The vertical (up and down) lines show the connected changes in work activity. On the right-hand side is a column to show the total hours spent at each activity during the 24 hours of a day.

Module 4: Document Use and Forms



Note that hours are divided into quarters.

$\frac{1}{4}$ hour is the same as 0.25 hours and equals 15 minutes.

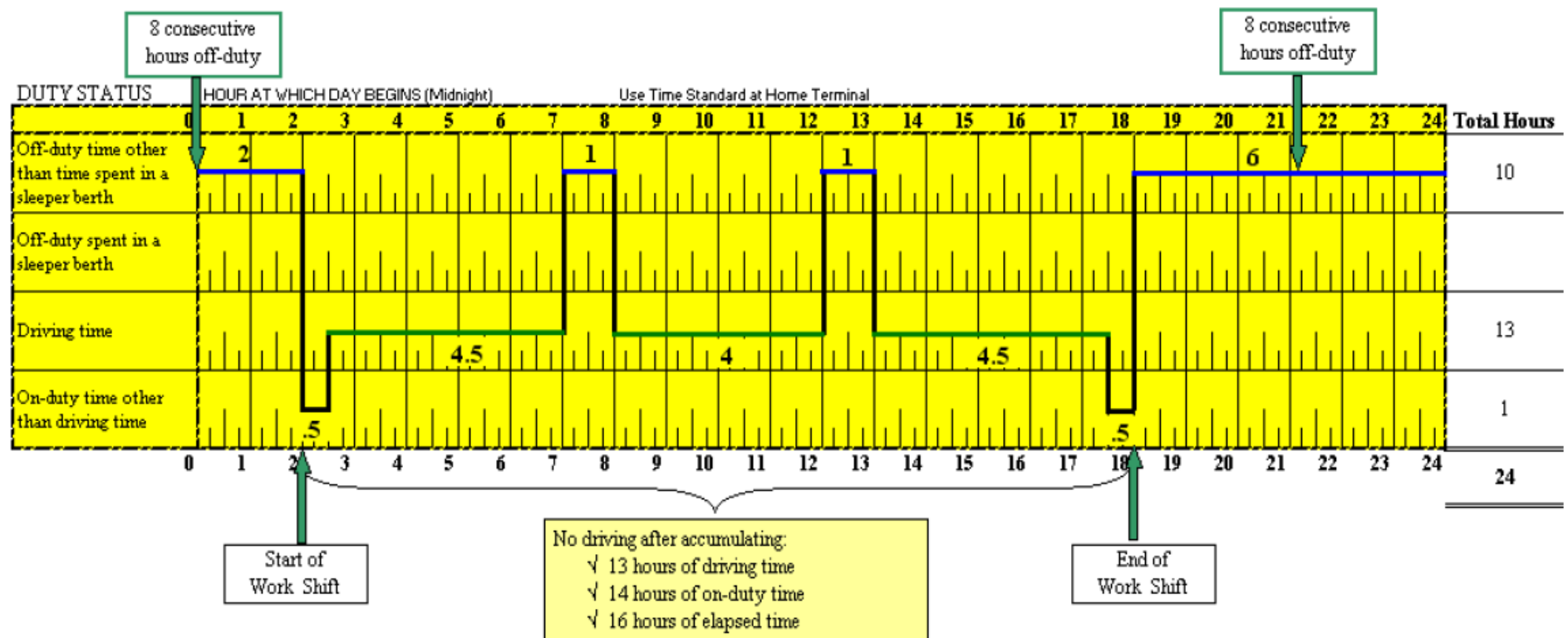
$\frac{1}{2}$ hour is the same as 0.50 hours and equals 30 minutes.

$\frac{3}{4}$ hours is the same as 0.75 hours and equals 45 minutes.

Module 4: Document Use and Forms

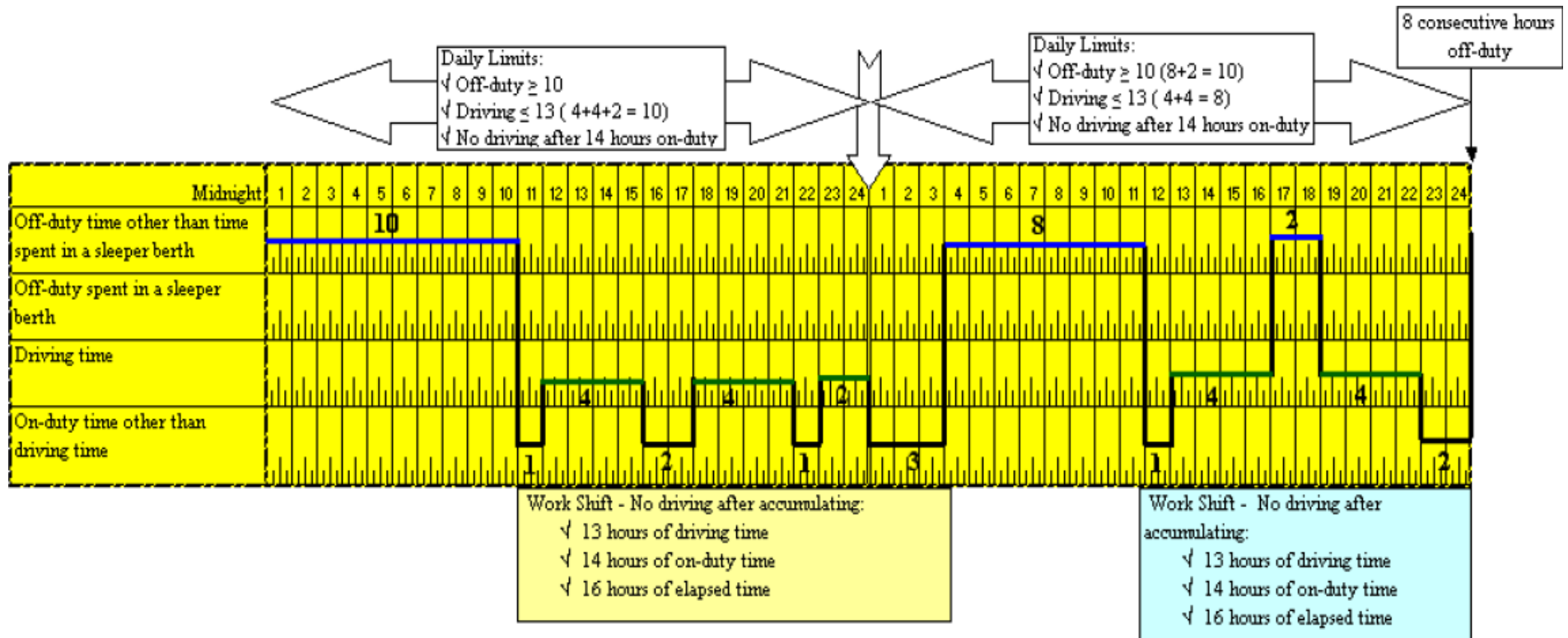
In the example below, we can see the calculation of the Total Hours worked at each activity during a 24- hour day, and that the driver met the requirements for a work shift.

See the small yellow box at the bottom.



Module 4: Document Use and Forms

In this example, we show a two-day period on one log sheet. This chart shows how hours are added in each activity group to come to the total hours and show that they are within limits.





In the last few pages, we provided the rules for duties in 24-hour periods and for work shifts.

There is also a requirement for how many days a driver may work in a week or two-week period called cycles. At the time of writing these were:

- An operator shall require that each driver follow either a 7-day or a 14-day cycle, as designated by the operator for the driver.
- A driver who is following a 14-day cycle shall not drive again in that cycle after accumulating 120 hours of on-duty time during any period of 14 days or during the period beginning on the day on which the cycle was reset.
- A driver who is following a 7-day cycle shall not drive again in that cycle after accumulating 70 hours of on-duty time during any period of seven days or during the period beginning on the day on which the cycle was reset.



Note: In this module, you will not need to work with cycles.

Learning Activity 8: Document Use Practice

1. On the next page, there are two logs for Hours-of-Service Duty Status.

Using the Day 1 log, in your words describe the driver's duty activities for the day.

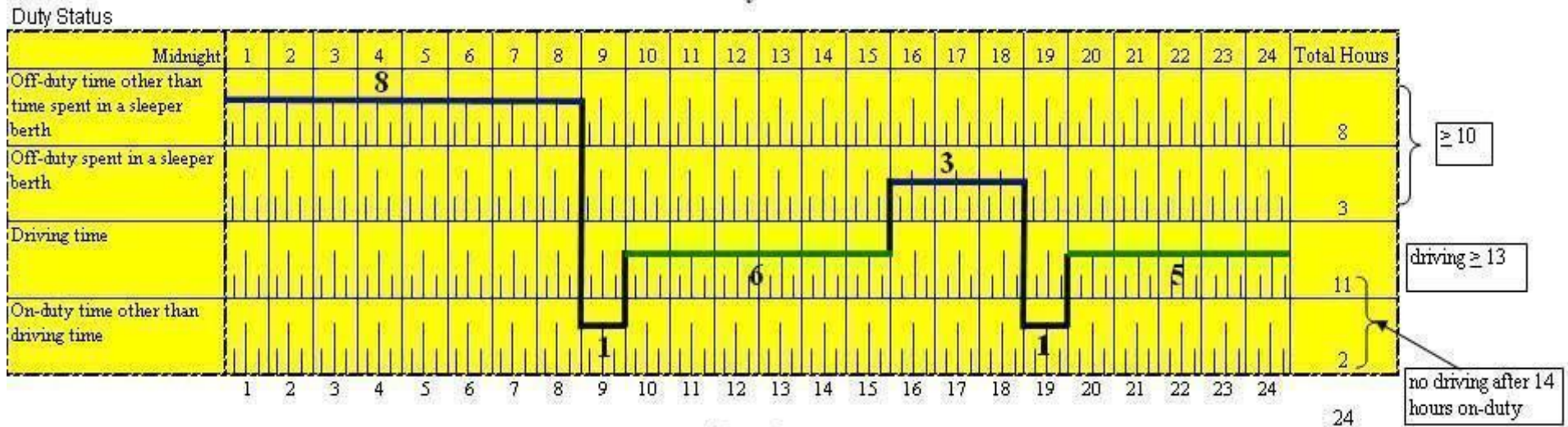
Use 24-hour clock times.

2. Referring to the Duty Status log on the next page for Day 2, explain what the violation was.

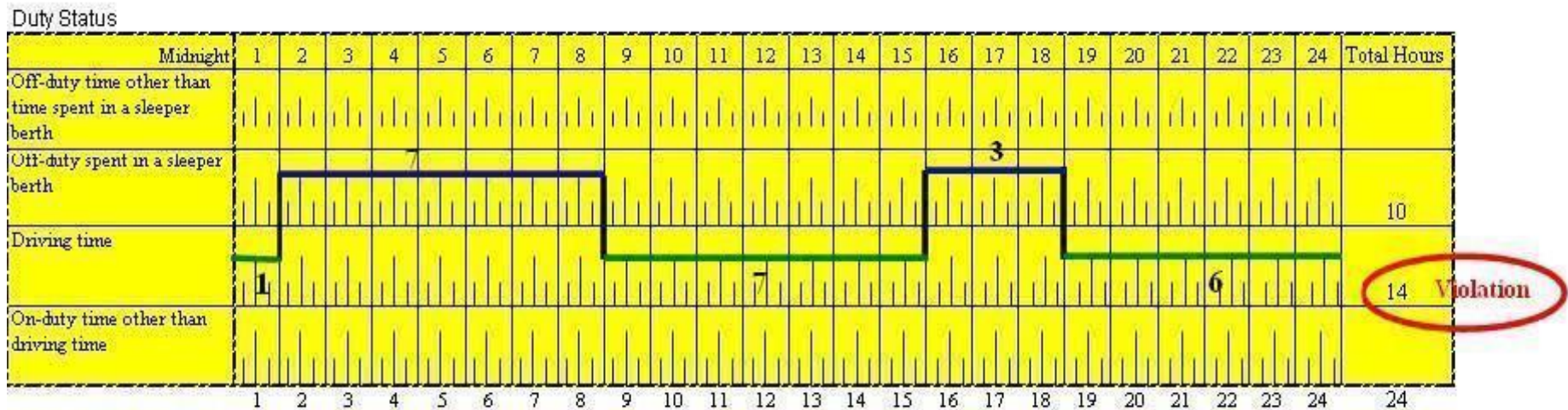
3. What could the driver have done to avoid this violation?

Module 4: Document Use and Forms

Day 1




Day 2





Learning Activity 9: Tracking Time


You are a driver working on Cycle 1 for ABC Transport.


Today, you started working at 0600 hours.


 You spent 1 hour at the depot loading your truck and getting your trip plan together.


 You then drove for 2 hours and stopped to have a coffee at Tim Horton’s Service Centre.


 You parked and locked your truck and sat in the restaurant for ½ an hour.

 Back in your truck and on the road for another 4½ hours, when you stop for a much-needed lunch break, out of the truck.

 An hour later, you are on the road again for another 3 hours of driving.

 You stop to take another short ½-hour refreshment break, again leaving the truck safely locked up in the parking lot.

 You are on the road again for a further 2½ hours.

 Finally, you stop for the night getting some much-needed R & R.

- 1. Fill in your log sheet for the day by referring to the details in the paragraph above. (There is a blank form on the next page for you to use.)
- 2. Are you in violation of any of the requirements for?

a. A 24-hour day?	Yes	No
b. A work shift?	Yes	No

Module 4: Document Use and Forms

DUTY STATUS

NAME _____ DATE _____

Cycle 1 (7 days) _____ OR Cycle 2 (14 days) _____

_____ Hour at which day begins -- Use local time at home terminal

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Total Hours
1. Off-duty time other than time spent in a sleeper berth	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	
2. Off-duty time spent in a sleeper berth	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	
3. Driving time	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	
4. On-duty time other than driving time	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	

Remarks: _____

Total distance driven _____ Signature _____

Learning Activity 10: Tracking Expenses on a Form

It is very important that you keep track of your expenses, while you are on the road.

Some employers will provide you with money to cover the cost of your gas. You will have to account for this money and provide receipts and return the balance of unspent money.

Some employers will reimburse you (pay you back) for your meals and overnight accommodations while you are driving for them.

Even when these expenses are not covered by your employer, they may act as an income tax deduction at the end of the year.

All those receipts and cash register slips are hard to keep track of without some kind of record. There are many ways to keep track of expenses.

Anything from a detailed report for the day with slips attached, to an envelope with the date on it can help you.

1. On the next page is a sample expense report. Complete the form using the following information.



You may use a calculator to add up your expenses.

On June 5th at 03:00 hours you set out on a three-day trip.

Your employer provides you with a gas key card and \$300.00 in expense money before you leave.

On the 5th you stop for breakfast and spend \$7.50, for lunch and spend \$11.88 and for supper which costs \$22.16 including tips.

Module 4: Document Use and Forms

You spend the night at a motel which costs \$76.00.

On the 6th you spend \$7.67 for breakfast, \$9.33 for lunch and \$18.75 for supper.

It costs you \$83.60 to stay overnight on the 6th. Breakfast is included in the cost of the motel.

On the morning of the 7th -it is raining.

When you turn on your windshield wipers, one of them is not working properly. You take a taxi to the store to get a replacement.

The cab fare to the store and back costs you \$12.75.

The wiper costs \$26.46. Lunch on the 7th costs you \$10.66 and you return to the depot before dinner hour.



Please note: B stands for breakfast, L for lunch and S for supper on the expense form.

Travel Expenses

Name			Phone	
E-mail			Approved	
Trips	Dates	Hours		
Expenses	Dates	Details	Amount	
Transportation		<input type="checkbox"/> Air <input type="checkbox"/> Taxi <input type="checkbox"/> Rental car <input type="checkbox"/> Other	\$	
		<input type="checkbox"/> Air <input type="checkbox"/> Taxi <input type="checkbox"/> Rental car <input type="checkbox"/> Other	\$	
Own car		Mileage	\$	
Lodging/ Accommodations		Location	\$	
		Location	\$	
		Location	\$	
		Location	\$	
Meals		(Not to exceed \$40/day)	\$	
B\$ L\$ S\$		(Not to exceed \$40/day)	\$	
B\$ L\$ S\$		(Not to exceed \$40/day)	\$	
B \$ L\$ S\$		(Not to exceed \$40/day)	\$	
B \$ L\$ S\$		(Not to exceed \$40/day)	\$	
B \$ L\$ S\$		(Not to exceed \$40/day)	\$	
B \$ L\$ S\$		(Not to exceed \$40/day)	\$	
Other		Purpose	\$	
		Purpose	\$	
Subtotal			\$	
Less amount previously paid by company			\$()	
Total amount owing to employee			\$	
Signature			Date	

Unit 5: Email




Emails are an important part of business communication.

In the trucking industry, many companies send emails to offer driving jobs or runs to their drivers. The drivers have only a short time to decide if they want the contract and then answer the email.

If they are not quick enough, the carrier may offer the run to another driver.

Trucks often have computers with wireless Internet and company email for this purpose.

All Emails whether they are a letter for a job application, or a request for shipping costs on an eBay purchase, have the same basic parts:

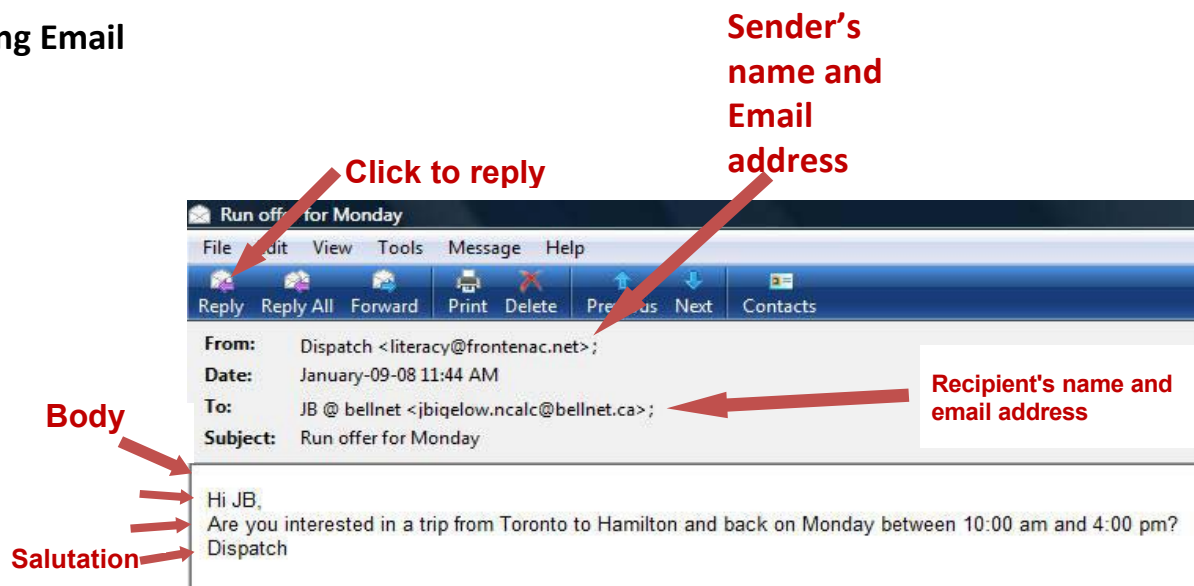
1. The recipient's (who the email is being sent to) email address.
2. The date the message is sent
3. The subject line
4. The return or sender's (who the email is being sent from) email address
5. The body (the content or main part of the email), which includes
 -  A greeting (hello, good afternoon, etc.)
 -  A message (the reason for the email)
 -  A signature (the name and/or contact information of the sender)

There are many different email software programs to send and receive email. The examples are from an older version of the Microsoft Outlook email application.

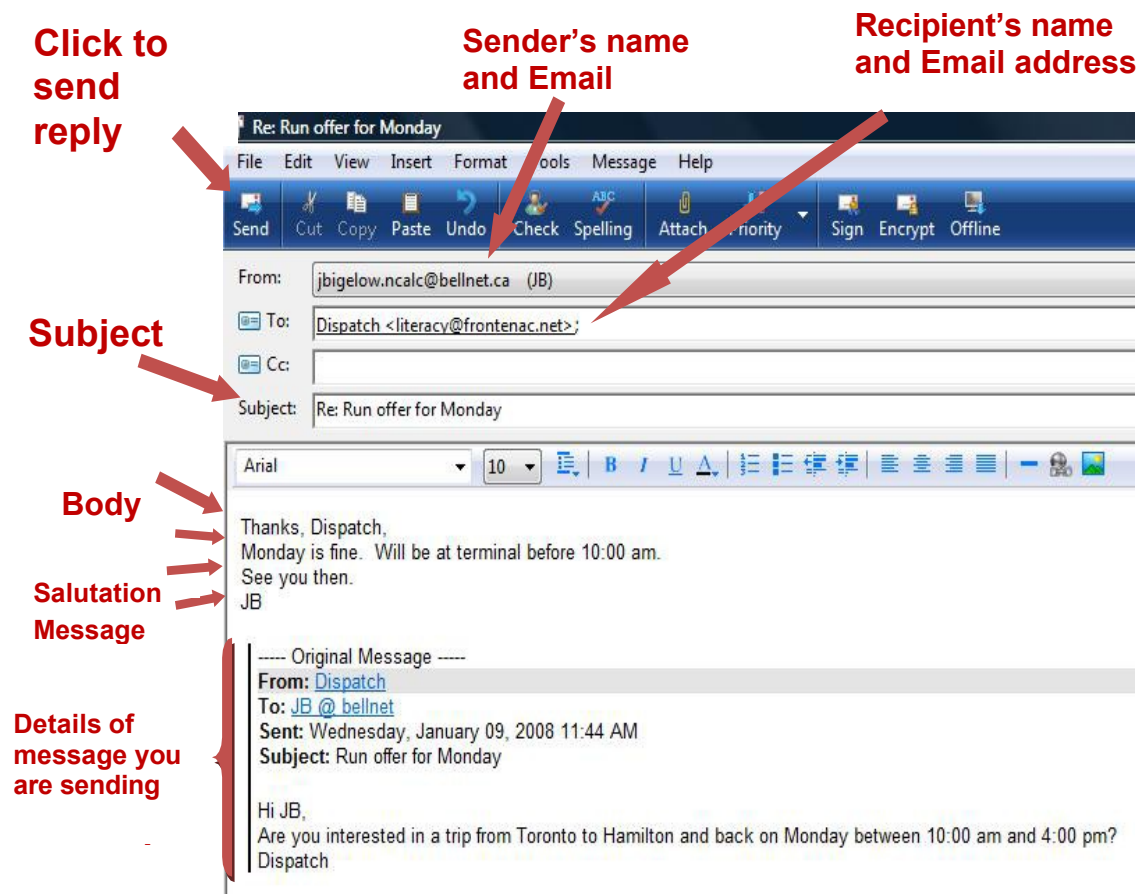
Other email programs will look slightly different.



Incoming Email



Answering Outgoing Email

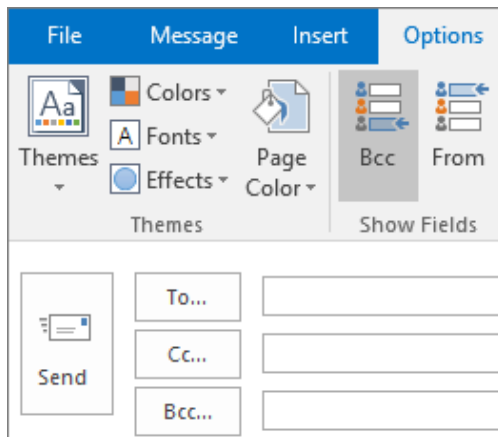


Email Recipients

You put the email address of the main person or people you are emailing (the recipient) in the “To” section.

If you want others to get a copy, you can enter their email addresses in the “Cc” or “Bcc” sections.

Cc stands for carbon copy and Bcc stands for blind carbon copy (other recipients cannot see that you sent a copy to a Bcc.)



Someone might see their email address as private or personal information.

When you send an email to many people who do not always know one another, use the Bcc option, so email addresses are hidden to protect privacy. Only the “To” or “Cc” addresses are printed (will show up) on the email.

All email accounts have blind copy options for sending email. Blind copy allows you to send an email to more than one person without the recipient being able to see the email addresses of the other people in the email group.

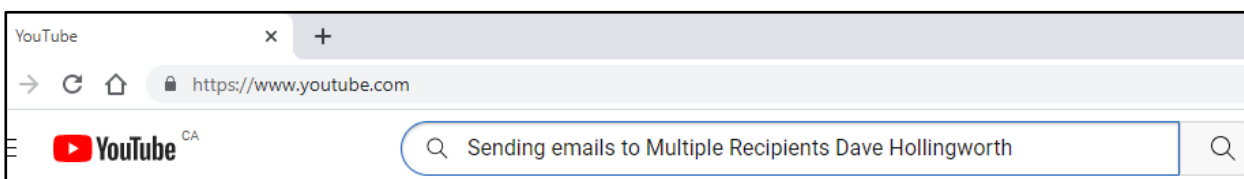
Research Activity: Sending Emails to a Group

To learn more about this, please view the following YouTube video:

<https://www.youtube.com/watch?v= HANN63fxpc>

or instead of typing in the web address, you can search -

‘Sending emails to Multiple Recipients Dave Hollingworth’ in the search window on YouTube.com.



Subject Line

A subject line is a lot like the title of a story, it should give the recipient a good idea of what the Email is about.

It is best to keep the subject line short and simple.

For example: Order No. 2348X - Delayed Delivery

Do not leave the subject empty and do not use headings like 'Good News,' 'Hello,' 'Hi', or 'Message from Mary'. Use a subject that tells briefly what your email will be about.

These are common in messages containing viruses and most spam filters will automatically send any message with such a subject directly to the trash can. You do not want that.

Salutation

Emails start with a salutation. Any first text or digital message should also start with a greeting.

You greet people when you meet them on the street; you say "Hello" when you answer the phone; and the same courtesy applies to email.

What you use as your salutation depends on who you are sending it to and how well you know them.

For example, if you are emailing your mother, you might say "Hi Mom!"

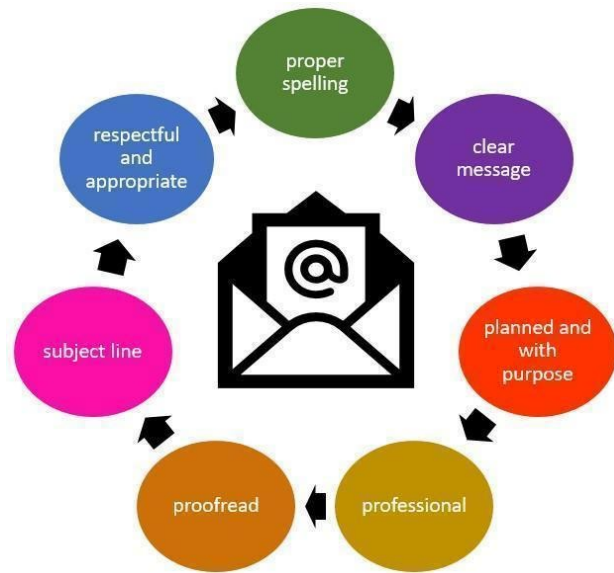
However, you would not want to be so casual with a future employer. "Dear Mr. or Mrs. Last Name:" or "To Whom It May Concern:" would be better.

A simple "Hello" and their first name is used for casual business Emails. If you are not sure how formal to be when emailing someone new, choose being polite. If you write, "Dear Ms. Andrews," and she replies with "Hey" then go with her tone from that point on.

Body of Email

What you put in the body of your email is up to you, but, like any business writing, it should have a purpose and be planned.

Writing Proper Emails and Texts



Messages on social media, through text, or via email are written ways to communicate information.








When writing an email, text, or message, be sure to use proper language.

Do not send any of these communications when you are frustrated or angry.

Taking the time to re-read an email is important, especially when it is for the workplace.

The extra effort will not take much time and will help to ensure that the message you are sending is the one that you want to send.

Remember these tips for emailing:

-  Make sure you spell, and grammar check your emails.
-  Keep your message as clear and as concise (to the point) as possible.
-  Do not use emojis (little faces or pictures) or texting short forms in your workplace emails or texts.
-  Have a polite opening and closing.
-  Do not forget to say hello and always end with a professional phrase like respectfully, sincerely, or best regards.
-  Do not write in all capitals (uppercase) letters as it is thought of as yelling or anger.
-  Double check the email address before sending as well to make sure that the email is going to the correct person.

Module 4: Document Use and Forms

Most importantly, never write or send an email when you are angry, tired, or frustrated. Always take time to calm down before you write.

Learning Activity 11: Positive Changes

Read the two digital messages in the next activity and make changes so that they are more professional. Write your new messages on the lines provided.

1. Email:

To: myboss@gsb.on.ca

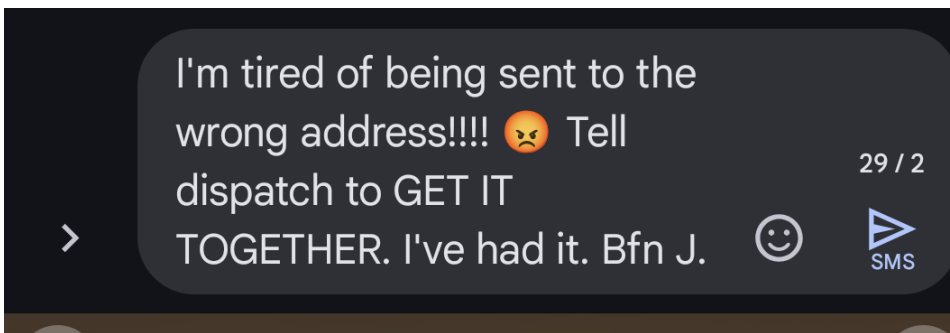
Subject: Time off

Hey. I need June 3rd off to go to a dr's appt in Ottawa. Pls say yes 🙏 .

Be good!

TTYs, June

2. Text:



1. _____

2. _____

3. Why is the poster below good advice for managing online communications?



4. What if you received a message that made you angry? How would you manage the situation?

Choosing an Email Address for Work

When choosing words to use in your email address, think about what they will look like to other people.

Your email should show who you are in a good way. People often try to use their first, last, or middle names for emails.

Avoid using nicknames or slang in professional email accounts.

If you wish, you can create one email for personal communications (like sending pictures to friends) and one for professional communications (like applying for jobs or writing about truck training courses).

Your brand (your reputation, how you are seen online) is important.

Having a professional email helps you have a positive brand online.

Learning Activity 12: Choosing Appropriate Email Titles




Look at the options and check the examples of professional email addresses from the list on the next page.

- ☐ Gimmeajob@gmail.com
- ☐ cutiepatootie221@live.ca
- ☐ ShayleneJones2023@gmail.com
- ☐ Harper_Mills@icloud.com
- ☐ CustomerService@CreativeSolutions.ca
- ☐ LovingCats11@outlook.com
- ☐ Patel.Abel.Canada@icloud.com

Writing Emails with Purpose

When you are writing a message, consider the purpose or the goal of that message. When we get ready to email or text, we all have a writing goal in mind. Ask yourself beforehand: “Why am I writing this?”

There are three main types of writing goals: to inform, to persuade and to offer goodwill.

-  You could be writing with the goal of giving information to the recipient
-  You could be writing to persuade (convince or encourage) your reader to do or believe something.
-  You could be writing to offer goodwill by congratulating or complimenting someone.

When writing, it is important to have a purpose and know that purpose.

This will help you decide how to write a text or email.

Thinking your message through will help create good emails.

Writing to Inform



When writing to inform your reader, just state the facts in your message.

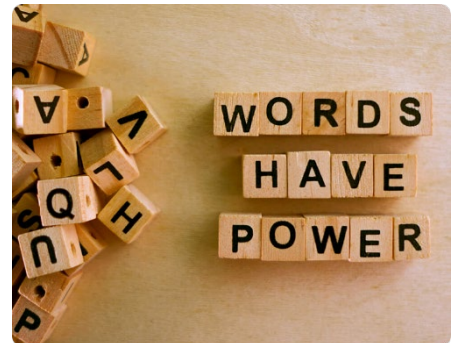
Your writing style will be direct, brief, and easy to understand.

Get to the point clearly and use simple, familiar words. To avoid any misunderstandings or confusion, include all important details in your message.

Writing to Persuade

When writing to persuade your reader, you will have two main goals.

1. You will want to inform your reader of a few important points.
2. You will want to convince or encourage them to believe it will be good for them or the company.



You will describe points and add lots of good adjectives (describing words) to make your email convincing.

Writing with Goodwill Emails



When writing to compliment or congratulate someone you will want your email to be sincere. A successful goodwill message will also explain the action or event that is being praised.

Consider how the following message is honest, heartfelt and mentions the reasons for the goodwill:

“You did a great job planning our holiday gathering this year. My family had a great time. Well done! Thank you for your hard work.”

Learning Activity 13: Which Writing Goal?

Read the following examples.

Decide if the writing example is meant to inform, to persuade or to offer goodwill.

1. You receive an email from your boss that says: “Thanks for all your effort this week. I know it was tough putting in those extra hours to catch up on deliveries, but the results paid off!”

What is the purpose of this email? _____

2. You receive a text about a meeting later in the week. It says, "Good morning. We will be having a meeting Friday at 6:00 am in the back of the truck yard. Thank you."

What is the purpose of this text? _____

3. Jolene is trying to convince her friend to come and volunteer for her organization.

She emails her and tells her how helpful and kind everyone is there. She mentions that the group does so much wonderful work in the community and that it is a place filled with laughter.

What is the purpose of this email? _____

About Texting

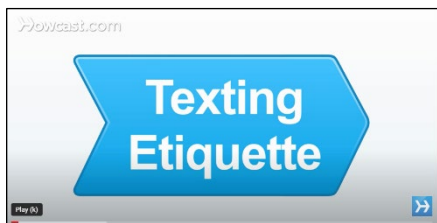
You may work for a company that prefers to reach you with messages by text.

All good drivers know that it is important to not text while driving. No employer should expect you to do so. It is a dangerous practice that could end up hurting you or others.

Any message you get can always wait until you are safe and off the road.

Aside from safety, there are some other tips that will help you send good workplace text messages if you need to do so.

Research Activity: Workplace Texting



Follow the instructions below and then fill in the chart on the next page.

Please go to YouTube.com and search **Texting Etiquette Good Manners Howcast** in the search bar to learn more about texting etiquette from Howcast.com. Or type this web address into your

address bar:

https://www.youtube.com/watch?v=ri1D1vo8_Dg

After the video, complete the chart on the next page.

Check the correct answer beside each example in the table.

Statement	True	False
Typing in all capital (uppercase) letters is considered yelling in texts.		
You should wait to respond to an email or text if you are angry.		
You do not need to spellcheck texts.		
It is okay to use emojis and short forms like LOL and BFN in professional texts.		
You should reread workplace texts before sending them.		
It is okay to forward a workplace text to someone else without asking the permission of the person who originally sent it to you.		

Transport Truck Driver Course

Module 5: Health and Safety



Units:

Health Risks

It is the Law

WHMIS

Transporting Dangerous Goods

Working Alone

WHMIS Demonstration



Skills for Success in this Section



Reading



Writing



Digital

Module 5: Health and Safety

Unit 1: Health Risks

There is a constant risk of injury or disease for workers in all industries, and that, of course, includes truck drivers.

Some of the Health and Safety issues a truck driver might face are:

- Exposure to chemicals and dangerous materials or spills
- Risk of fire from flammable materials
- Repetitive manual tasks like shifting gears
- Whole body vibration
- Risk of back injury from pushing, pulling, or lifting objects
- Exposure to extreme temperatures
- Slips, trips, and falls
- Road accidents
- Working alone
- Fatigue or other health effects of shift work or extended workdays
- Danger from other vehicles



Many jobs have risks that can lead to injuries.

If we are aware of the risk factors, we may be able to change how we do our jobs and prevent injuries.

This section will explain some of the risks truck drivers face and provide tips to prevent injuries.

REMEMBER: Prevention is the best policy.



For New Employees

Did you know? According to the Workplace Safety and Insurance Board, there is a direct relationship between job experience and injuries.

Thousands of inexperienced (new) workers get hurt each year.

As a new truck driver, you will need to know the hazards of your workplace. For the most part, these will be on the road and in your truck.

For your own health and safety, before setting out, be sure to find out the answers to the following questions.

You will learn some of the answers here in this module.

Other answers you will have to find on your own after this training is complete, at truck driving school and on the job.

Ask your instructor at the Driver Training Centre; **ask** your new employer; **ask** the person whose load you are carrying.

Hazard:

A danger.
Something that
could cause you
injury

Workplace Hazards

- Who is responsible for answering safety related questions?
- Is job safety training available?
- What are the potential hazards of the job?
- What do I do in case of an emergency?
- What are my responsibilities regarding health and safety?
- What do I do if I am injured or have an accident while on the job?

Safety Equipment

- What safety equipment do I need for my job?
- What about fire extinguishers, first aid kits, first aid rooms and emergency assistance?



Learning Activity 1: Health and Safety

1. Using your Critical Thinking Skills put the list of workplace health issues into the order you think are the most serious to your long-term health.

Make #1 the most serious through to #11 as the least serious. Be able to discuss your reasons for this order with your instructor or another learner.

- Exposure to chemicals and dangerous materials or spills.
- Risk of fire from flammable materials.
- Repetitive manual tasks like shifting gears
- Whole body vibration
- Risk of back injury from pushing, pulling, or lifting objects.
- Exposure to extreme temperatures.
- Slips, trips, and falls.
- Road accidents.
- Working alone.
- Fatigue or other health effects of shift work or extended workdays.
- Danger from other vehicles.

2. What are the six questions about workplace hazards you should know the answers to when starting a new job?

3. Using one of the memory tips in the Thinking Skills section, create a way to remember the important Workplace Hazards questions that new employees should ask.

4. Why do you think it is important to ask health and safety questions as soon as possible?

5. What are two questions you should ask about safety equipment?

Musculo-Skeletal Injury

While driving, loading, or unloading a truck, injuries can result from bending, stretching, carrying, and pushing. When driving, muscles hold the neck and shoulders in a fixed position for long hours.

This causes those muscles to stay contracted and become strained. Even performing vehicle checks and maintenance can cause injury if not done properly.

Musculo-Skeletal:

The system of muscles, tendons, ligaments, bones, and joints that move the body and keep its shape. Musculo-Skeletal Injury occurs through the overuse or misuse of muscles.

Many of the ways we work - such as lifting, reaching, and repeating the same movements - may strain our bodies and lead to **Musculo-Skeletal Injury** or M.S.I.

Strains, sprains, and tendonitis are some examples of M.S.I.

We can prevent many of these injuries by using proper equipment and work practices.

Employers must provide proper equipment and establish safe work practices to reduce the risks of M.S.I.

Employers are also required to instruct workers in these safe work practices.

To be safe and protected, it is up to the worker to follow the safety rules and instructions at their workplace.

Awkward Posture

Our bodies work best in comfortable (neutral) postures.

Uncomfortable or awkward body positions increase the stress on ligaments and joints. This causes tiredness, pain and M.S.I.

Even gripping the steering wheel, turning to reach for something in the back of the truck cab or bending over to get something from under the truck can cause awkward postures.

Awkward postures happen when you:

- Reach above shoulder level



- Reach below knee level
- Reach across the seats
- Twist to reach sideways
- Hold positions for long periods of time

Be aware of your posture when you work.



To reduce your risk of injury from reaching, practice these tips:

- Use the nearest part of the truck cab area as your work surface or place to store things. Stand up or turn your whole body if things are far away or in the back of the cab.
- To prevent twisting your back, turn your feet to point at your work.
- When you grip equipment, use your whole hand rather than just your fingers.
- Tilt bins toward you.
- Use a tail lift or ramp rather than reaching up into the truck bed.

Tail Lift: A mechanical device permanently fitted to the back of a truck making it easier to move goods from ground level to the level of the vehicle's load bed.

High Muscle Forces

When muscles are required to work harder than usual or for an extended period, we call it “High Muscle Forces.” We use high muscle forces to lift, lower, carry, push, or pull heavy objects.

We also need them to hold one position for a long time.

To reduce your risk of injury from high muscle forces, practice these tips:

- Jobs in which you use high force, such as heavy lifting, can often be broken down into smaller loads or shared with a co-worker.
- Use a cart or dolly to move heavy cases.
- Use a tail lift or ramp when loading or unloading.
- Take frequent short breaks when you are required to hold a posture for long periods.



Research Activity: Proper Lifting

Use a search engine to search MyHealth Alberta Proper Lifting, or type the following web address into your address bar:

<https://myhealth.alberta.ca/Health/pages/conditions.aspx?hwid=hw206944>

Read the information and write the **bolded** words from the instructions on the lines below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Repetitive Work

We use the same muscles over and over again in repetitive work.

Repeating movements can cause M.S.I., especially when you combine it with awkward postures and or high muscle forces.

Two examples of repetitive work injuries that affect truck drivers are Carpal Tunnel Syndrome and Tarsal Tunnel Syndrome.

Forceful and repetitive use of the hands and wrists in steering, changing gears and strapping loads causes Carpal Tunnel Syndrome.

When the nerve in the wrist is repeatedly compressed within the narrow tunnel between the bones, nerve damage can occur.

Symptoms of carpal tunnel syndrome include numbness and tingling in the fingers; difficulty gripping and making a fist; dropping objects; and general weakness in the affected hand.

Tarsal Tunnel Syndrome also comes from a repetitive motion harming the nerves running through a bone tunnel.

In this case, however, the bone tunnel is in the ankle and the compression causes numbness or pain along the bottom of the foot and tingling in the toes.

Pain at night is quite common with this condition as blood flow to the feet decreases when you are lying down.

The damage is caused by repeated use of foot pedals and holding the foot and leg in awkward positions.

To reduce your risk of injury from repetitive work, practice these tips:

- Vary the way that you do something so that you use different muscles.
- Change your activity.
- Take breaks between tasks or take a few minutes to do something that uses different muscles.



Whole Body Vibration

Truck drivers could have whole-body vibration (WBV) every time they drive a truck.

WBV has been linked to a variety of low back disorders and spinal disorders, but it can also affect vision, and cause fatigue and motion sickness.

WBV is transmitted from a truck seat through the thighs and buttocks to the entire body, or to the feet and legs from a vibrating floor.

The risk of injury depends on the strength, frequency, and direction of the vibration, as well as how long the exposure lasts.

The actual whole-body vibration to which a driver is exposed is affected by vehicle maintenance, road conditions, seat design, and other vibrating equipment on the truck.

Super trucks expose operators to higher levels of vibration than conventional trucks.

Super trucks are among the largest and most powerful land vehicles ever built. They are a common sight at some large-scale mining and quarry operations, where they transport large quantities of ore, coal or crushed stone.



Whole body vibration contributes to but is not the sole cause of truck drivers' back disorders.

Drivers also work in awkward sitting postures for long periods of time.

These awkward postures combined with repetitive motion and/or high muscle forces increase the risks from whole body vibration for the development of musculoskeletal disorders.

Poor ergonomic design of cabs, seats, and controls (pedals, steering wheel, gear shifts) will also affect the musculoskeletal health of a driver.

Ergonomic:

Designed for maximum comfort, efficiency, safety, and ease of use - especially in the workplace.



A lot of vibration is a recipe for unwanted health problems.

Learning Activity 2: Classifying Injuries

Beside each activity, circle what action may be taking place that might cause an injury:

- (AP) Awkward Position
- (HM) High Muscle Force
- (RM) Repetitive Motion
- (WBV) Whole Body Vibration

Example:	
AP <u>HM</u> <u>RM</u> WBV	Pumping gas into truck’s gas tank
AP HM RM WBV	Accelerating and braking in stop and go traffic
AP HM RM WBV	Lifting a case onto the truck bed
AP HM RM WBV	Twisting around to get a sandwich out of the sleeper compartment
AP HM RM WBV	Driving a super truck at a mining site
AP HM RM WBV	Checking the undercarriage of the truck
AP HM RM WBV	Driving for 12 hours straight
AP HM RM WBV	Unloading a supplies order of 20 cases of oil from the truck onto a platform
AP HM RM WBV	Reaching up for papers under the visor

What activity might cause Tarsal Tunnel Syndrome for a truck driver?

Personal Protective Equipment

There is a great variety of equipment designed to help keep workers safe on the job.

Some examples are hard hats, safety gloves, earplugs, and safety glasses. We refer to this safety equipment as Personal Protective Equipment, or **PPE**.

Even though, as a truck driver, you may not need to use all the PPE listed here, it is useful to know about it, just in case.

The type of PPE you need will depend on the product or machinery with which you are working.

Examples of PPE

- a. Safety glasses, goggles - Eyes
- b. Face shields - Faces
- c. Gloves - Hands and arms
- d. Safety shoes - Feet
- e. Vests, work pants, coveralls - Bodies
- f. Hard hats - Heads
- g. Ear plugs, earmuffs - Ears



Some trucking companies and their customers have regulations requiring truck drivers to use specific PPE while on their property.

When you see these symbols on the job, do you know what they mean?



Face Protection must be worn



Safety gloves must be worn



Safety boots must be worn



Safety overalls must be worn



Headphones must be worn

Personal Protective Equipment (PPE) for Women



Having PPE made specifically for women is very important for several reasons.

A woman's body can be shaped differently than a man's body, so PPE designed for female workers can fit better and be more comfortable.

When safety gear fits properly it reduces the risk of accidents. These accidents can be caused by loose equipment or clothing. Clothing that does not fit well can prevent safe movement on the job.

When women can access the right PPE, it can also boost their confidence because it shows that their safety matters at their workplace.

This sense of inclusion encourages more women to pursue careers in trades and construction. Jobs that were in the past mostly considered to be more for male workers.

Have female PPE options means that employers can provide the right PPE for all their workers. By offering female PPE options, companies can follow safety laws and show their commitment to a safe workplace.

While there are still limited options, more companies are beginning to offer better choices to keep up with these positive changes and the opportunities for inclusion in trades jobs.

Research Activity: Personal Protective Equipment for Women

Go on your device. Open a web browser (like Safari or Google Chrome). Type in one or both of the following web sites:

<https://womensworkwear.ca/>

<https://dovetailworkwear.ca/>

Name 5 different types of PPE that are offered for women workers on these sites.

Face and Eye Protection

You should wear face and eye protection when doing any of the following:

- filling batteries with acid
- working with compressed air
- using many cleaning products, degreasers, or solvents (check labels)
- spraying with high pressure washers



Hand and Arm Protection

You may encounter sharp edges or splinters when you are loading or unloading your truck.

Various loads may contain hazardous chemicals. Sometimes your truck has hot surfaces.

Prolonged skin exposure to petroleum products can cause skin irritation or damage.

It is important that you have the right type of work gloves for these occasions.

Rubber gloves may be okay when cleaning your kitchen counter or bathroom at home, but gasoline will melt rubber.

A hot engine may not be able to burn you through leather or cloth, but leather gloves will not



stop gasoline from soaking through to your skin.



For petroleum products like gasoline, oil products, propane, or diesel, you must use gloves made of a hydrocarbon resistant material, such as neoprene or nitrile.

Footwear

It is just as important to protect your feet as your hands and eyes.

That is why most trucking companies require their drivers to wear steel-soled and steel-toed footwear in and around the truck.



You may need protection from objects falling on your feet or sharp objects that could puncture a shoe or crush your toes.

The surfaces you will be walking on may be slippery, especially when wet.

You should make sure that the soles of your shoes have good treads.

Protective Clothing

Safety clothing such as overalls, coveralls, work pants and aprons help to protect you from contact with hazardous materials and high-speed sprays of water, etc. What clothing you need depends on what tasks you are doing.



Heavy weight work clothing will help to protect your skin from most hazards. However, for protection from dangerous chemicals such as battery acid you must wear a rubber apron designed for this purpose. You must also wear gloves and eye protection.

Hearing and Head Protection

Prolonged exposure to noise can cause damage to your hearing.

You may need to wear proper ear protection, such as earplugs, earmuffs, or headsets. Exposure to loud machinery may be a problem while working in some sites, such as construction zones.



These sites may also have dangers of objects falling from above and hard hats would be necessary.

Learning Activity 3: Health Risks

1. Which gloves will protect your hands from petroleum products?

☐ Rubber ☐ Neoprene ☐ Latex ☐ Nitrile

2. What 3 things should your safety boots have?

3. What PPE would you need to wear when working with battery acid?

Hazards

Cuts, Burns and Scalds



Many things can cause cuts, like equipment, sharp or rough packaging, broken glass, or cans. Burns and scalds can happen when working near hot engines or equipment.

To stay safe, wear the right protective gear.

When working near a vehicle engine, be extra careful. Make sure the engine is turned off and has cooled down. Always wear protective gloves.

Slips and Falls

Slippery or cluttered truck beds, or uneven asphalt, broken ramps, and lifts, and wet or greasy areas can cause slips and falls.

Keep your work area around your truck clean and free of anything that might cause accidents.

Check your ramp and lift equipment often and fix any problems right away.

Some hazards, like slippery areas or broken equipment, may not be something you can fix yourself.

Always watch for these dangers and report them to someone who can take care of them.



Hazardous Chemicals



When working in trucking, you may deal with hazardous materials like petroleum, antifreeze, windshield washer fluid, battery acid, cleaners, and degreasers.

You might also transport hazardous goods. These chemicals can cause skin problems, burns, breathing issues, poisoning, or even death. It is very important to know how to store, handle, and use these materials safely.

How to avoid exposure to hazardous chemicals:

- Always read the label before using a product. Do not rely on memory.
- Follow the instructions for safe use.
- Only use products stored in clearly labeled containers.
- Ask your employer or shipper about the dangers of the chemicals you are handling.
- Wear the correct protective gear (PPE).

How to store chemicals safely:

- Keep them in proper containers with clear labels. Never use food containers for chemicals.
- Lock chemicals in a marked storage area with warning signs.
- Store protective gear in a separate place away from chemicals.
- Dispose of hazardous waste in a safe, clearly marked area.

Electricity

Although truck drivers do not work with electricity, they do have to be careful of overhead wires and electrical hazards on the work sites to which they are driving.



Electricity shorts can cause fires, and electric shock can be fatal.



Learning Activity 4: Examining Cause and Effect

1. Beside each injury, in the next column, fill in one, or more if you wish, **causes or possible causes** that you think might result in injury to a truck driver.

Injury/Effect	Causes/Possible Causes
Burns and scalds	Example: <i>Touching a hot engine.</i>
Cuts	
Electric shock, electrocution	
Being hurt from slips and falls	
Soreness and loss of use of wrists and arms	
Back pain	

Fires and Explosions

As a truck driver, your work deals with flammable materials in the form of fuel.

Flammable materials and/or explosives could sometimes be part of your load.

You could be at some risk from fire or explosion.

Flammable: Catches fire easily. Capable of burning quickly.
Ignite: Set fire to. Cause to burn.
Ignition: Act of catching fire or exploding

A fire or explosion needs three things to get it started:

- Oxygen
- Fuel
- Ignition source (spark, flame, heat, electricity, etc.)

Oxygen is always in the air around us, so we can only control the fuel and the ignition source to prevent fires.

Fuel

Fuel will burn.

In trucks, the most common fuels are gasoline and diesel.

Gasoline in liquid form is flammable but not very dangerous on its own. However, gasoline quickly turns into vapour, especially on hot days. You might see the air “shimmer” above a gas tank as the vapour rises. This vapour is very flammable (can start a fire) and explosive, which is why it works in engines.

Gasoline spills on hot pavement can also create vapour quickly and become dangerous.

Diesel and oils do not turn into vapour as quickly as gasoline, but they are just as dangerous when they do.

Ignition

Ignition is the final part needed for a fire or explosion.

The most common source in trucks is a hot engine, but there are other risks, especially when carrying flammable materials.

Such as:









- Sparks from engines, electricity, or even static electricity from a person.
- Open flames or smoldering items like cigarettes, matches, or lighters.
- Hot surfaces such as light bulbs.

Fire Extinguishers

Portable fire extinguishers work well for small fires that are under control. However, you must use the correct extinguisher for the type of fire.

Different fires need different types of extinguishers.

Take time to learn about the types of extinguishers and get proper training on how to use them.

CLASS OF FIRE	TYPE OF FIRE	APPROVED FIRE EXTINGUISHER
 <small>ORDINARY COMBUSTIBLES</small> 	Wood, paper, cloth	Type A; Type A-B
 <small>FLAMMABLE LIQUIDS</small> 	Gasoline, paints, oils, grease	Type A-B; Type B-C; Type A-B-C
 <small>ELECTRICAL EQUIPMENT</small> 	Electrical wiring, fuse box	Type B-C; Type A-B-C
 <small>COMBUSTIBLES METALS</small> 	Metals	Bucket of Sand

Do Not Take Chances

Do not wait until it is too late.

You have a lot of fuel in a truck.

If you cannot immediately control the fire, start emergency procedures, and call the fire department!

If you cannot contain the fire:

- Sound the alarm to others and call the fire department.
- Stay away from the vehicle.
- Follow established safety procedures that your employer has put in place.
- *Stop, drop, and roll* to smother the flames if *you* catch fire.



Learning Activity 5: Class of Fires

Using the Class of Fire Chart shown earlier, state the fire class, A, B, C, or D and put checks beside the extinguishers you should use in each of the following fire situations.

Remember some extinguishers work on more than one kind of fire.

Here is the information presented in a table format:

Fire Situation	Class of Fire	Approved Fire Extinguisher
Some rags in your truck box catch fire.		<input type="checkbox"/> Type A, <input type="checkbox"/> Type A-B, <input type="checkbox"/> Type B-C, <input type="checkbox"/> Type A-B-C, <input type="checkbox"/> Bucket of sand
Spilled oil on the engine catches fire.		<input type="checkbox"/> Type A, <input type="checkbox"/> Type A-B, <input type="checkbox"/> Type B-C, <input type="checkbox"/> Type A-B-C, <input type="checkbox"/> Bucket of sand
A spark from a cigarette blows onto the seat and starts to smolder.		<input type="checkbox"/> Type A, <input type="checkbox"/> Type A-B, <input type="checkbox"/> Type B-C,

Fire Situation	Class of Fire	Approved Fire Extinguisher
		<input type="checkbox"/> Type A-B-C, <input type="checkbox"/> Bucket of sand
A frayed cord to your refrigeration unit starts to spark and flame.		<input type="checkbox"/> Type A, <input type="checkbox"/> Type A-B, <input type="checkbox"/> Type B-C, <input type="checkbox"/> Type A-B-C, <input type="checkbox"/> Bucket of sand

Unit 2: It is the Law

Your Rights and Responsibilities

As an employee, you have rights that protect you from health and safety hazards on the job.

You have the right to know about any possible hazards. You also have the right to refuse work if you believe it is dangerous.

You can even stop working in certain circumstances.

Either provincial or federal laws (or both) are in place to guarantee an employee's rights. Some workplace union contracts also cover Health and Safety issues.



Safety on the Job Is Everyone's Business

Employer responsibilities (what your workplace needs to do)

- Provide a safe and healthy workplace.

- Ensure that workers are adequately trained.

- Keep written records of training (who, what, when).

- Establish and maintain a good occupational health and safety program. Include a written health and safety policy and an incident investigation procedure.

- Support supervisors, safety coordinators, and workers in their health and safety activities.

- Act immediately when a worker or supervisor tells you about a hazardous situation.

- Start an investigation of incidents right away.

- Report serious incidents to Workplace Safety Insurance Board.

- Provide adequate first aid facilities and services.

- Provide Personal Protective Equipment where required.

Safety on the Job Is Everyone's Business

Worker responsibilities

Know and follow all the health and safety requirements affecting your job. (Who is your safety representative? Where are the safety requirements and regulations that apply to your job posted?)

If you do not know how to do something safely, ask for training before you begin work. Work safely and encourage your co-workers to do the same.

Correct any unsafe conditions that you come across or immediately report them to your supervisor.

Immediately report any injury to a first aid attendant or supervisor.

Take the initiative. Make suggestions to improve health and safety.

Safety on the Job Is Everyone's Business

Supervisor responsibilities

Instruct workers in safe work procedures.

Train workers for all tasks assigned to them, and check that their work is being done safely.

Ensure that only authorized, adequately trained workers operate tools and equipment or use hazardous chemicals.

Ensure that equipment and materials are properly handled, stored, and maintained.

Enforce health and safety requirements.

Correct unsafe acts and conditions.

Create health and safety rules and inspect the workplace for hazards.

There are other laws or standards applied to the transportation field that protect workers, the public, the environment, and private property. These laws cover road safety, truck inspections, transportation of hazardous materials, how long you may drive, licensing, etc.

The ***Motor Vehicle Transportation Act*** oversees many of these areas.

Government regulations and policies for operating a truck are found in many places.

Trucks use public roads and must obey department of highways rules. They haul freight for almost every industry, so they must also follow the regulations of these industries.

For example, livestock hauling involves regulations on the handling of animals; the transport of nuclear wastes involves its own set of safety regulations to protect people and the environment.

Trucks often cross provincial or national boundaries, causing truck drivers to meet different rules as they move from jurisdiction to jurisdiction.

Jurisdiction: an area over which a legal authority extends. For example: a country, a province, or a state.

To help stop confusion the federal, provincial, and territorial governments agreed to a large new effort on truck safety regulations.

These standards were set up in the *National Safety Code (NSC)* in 1987.

National Safety Code

1. **Single Driver Licence** - procedures to ensure drivers hold only one licence
2. **Knowledge & Performance Tests** - driver testing standards
3. **Driver Examiner Training** - training course standards for examiners
4. **Classified Driver Licences** - different classes for different vehicles
5. **Self-Certification** - criteria for companies that train/test drivers
6. **Medical** - requirement for each class of driver's licence and requirement for re-examination
7. **Profiles** - information on drivers and carriers maintained by jurisdictions
8. **Suspensions** - criteria to suspend a driver's licence
9. **Hours of Service** - limits on hours of work for truck drivers
10. **Load Security** - criteria for ensuring loads are properly secured

11. **Maintenance & Inspection** - maintenance and inspection frequency standards
12. **On-Road Inspections** - standards shared by all Canadian and U.S. jurisdictions through the Commercial Vehicle Safety Alliance (CVSA) for inspecting drivers and vehicles on the road and for putting drivers and vehicles out-of-service.
13. **Trip Reports** - requires drivers to inspect trucks prior to each trip
14. **Safety Ratings** - a rating mechanism for motor carriers based on on-road performance (collisions, inspections, traffic violations, etc.)
15. **Audits** - record-keeping requirements for carriers so that auditors can review a carrier's practices

Learning Activity 6: Workplace Rights and Procedures

1. Which of the following rights does an employee have?
 - a. The right to know about any possible hazards.
 - b. The right to refuse work if you believe it is dangerous.
 - c. The right to stop work in certain circumstances.
 - d. All the above.
2. Whose business is safety on the job?
 - a. The employer's
 - b. The supervisor's
 - c. The worker's
 - d. Everyone's
3. Name three of your safety responsibilities, as a worker?

4. What limits or standards does the National Safety Code cover in relation to:

- a. Hours of Service? _____
- b. On-Road Inspections? _____
- c. Trip Reports? _____

5. Did you need to re-read the whole box on National Safety Code to answer question 4 above, or did you use your scanning skills to locate the key words? ☐ Yes ☐ No

Safety Inspections

Information acquired and modified from Ontario Ministry of Transportation website:
www.mto.gov.on.ca/english/trucks/regulations/daily/index.html

In Ontario, truck drivers must inspect their trucks every day under the Highway Traffic Act.

The purpose of the daily inspection is to find problems with the truck or trailer before driving. This helps prevent accidents by making sure the truck is safe to use.

When inspections are required:

- For a single truck that weighs more than 4,500 kg (9,920 lbs), either by its registered weight or actual weight.
- For a truck and trailer together, if the truck's registered or actual weight with the trailer is over 4,500 kg.

How inspections work:

- Inspections follow a checklist. The list shows the parts and systems to check and explains which problems are major or minor.
- Trucking companies must give drivers a copy of the inspection checklist.

A truck cannot be driven unless it has been inspected within the last 24 hours. The driver, another driver, or maintenance staff can do the inspection, and they must complete and sign a report.

Drivers must also watch for problems with the truck during their trip.

For more details, you can read the full regulation and checklist online.

http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_070199_e.htm



Minor and Major Defects

Partial Copy/Sample Only

Schedule 1 - Daily inspection of trucks, tractors, and trailers

Systems and Components	Minor Defects	Major Defects
Part 1. Air Brake System	a. Audible air leak. b. Slow air pressure build-up rate.	a. Pushrod stroke of any brake exceeds the adjustment limit. b. Air loss rate exceeds the prescribed limit. c. Inoperative towing vehicle (tractor) protection system. d. Low air warning system fails or is activated. e. Inoperative service, parking, or emergency brake.
Part 2. Cab	a. Occupant compartment door fails to open.	a. Any door fails to close securely.
Part 3. Cargo Securement	a. Insecure or improper load covering.	a. Insecure cargo. b. Absence, failure, malfunction, or deterioration of required cargo securement device or load covering.
Part 4. Coupling Devices	a. Coupler or mounting has loose or missing fasteners.	a. Coupler is not secure, or movement exceeds the prescribed limit. b. Coupling or locking mechanism is damaged or fails to lock. c. Defective, incorrect, or missing safety chain/cable.
Part 6. Driver Controls	a. Accelerator pedal, clutch, gauges, audible and visual indicators, or instruments fail to function properly.	
Part 7. Driver Seat	a. Seat is damaged or fails to remain in the set position.	a. Seatbelt or tether belt is insecure, missing, or malfunctions.
Part 9. Emergency	a. Emergency equipment is missing, damaged, or	

Systems and Components	Minor Defects	Major Defects
Equipment and Safety Devices	defective.	
Part 10. Exhaust System	a. Exhaust leak, except as described in Major Defects.	a. Leak that causes exhaust gas to enter the occupant compartment.
Part 11. Frame and Cargo Body	a. Damaged frame or cargo body.	a. Visibly shifted, cracked, collapsing, or sagging frame member.
Part 12. Fuel System	a. Missing fuel tank cap.	a. Insecure fuel tank. b. Dripping fuel leak.
Part 14. Glass and Mirrors	a. Required mirror or window glass fails to provide the required view to the driver as a result of being cracked, broken, damaged, missing, or maladjusted. b. Required mirror or glass has broken or damaged attachments onto the vehicle body.	
Part 15. Heater / Defroster	a. Control or system failure.	a. Defroster fails to provide an unobstructed view through the windshield.
Part 17. Hydraulic Brake System	a. Brake fluid level is below the indicated minimum level. b. Parking brake is inoperative.	a. Brake boost or power assist is not operative. b. Brake fluid leak. c. Brake pedal fade/insufficient brake pedal reserve. d. Activated (other than anti-lock braking system warning device). e. Brake fluid reservoir is less than 1/4 full.
Part 19. Steering	a. Steering wheel lash (free play) is greater than normal.	a. Steering wheel is insecure or does not respond normally. b. Steering wheel lash (free play) exceeds the prescribed limit.
Part 20.	a. Air leak in air suspension	a. Damaged or deflated airbag.

Systems and Components	Minor Defects	Major Defects
Suspension System	system. b. A broken spring leaf. c. Suspension fastener is loose, missing, or broken.	b. Cracked or broken main spring leaf or more than one broken spring leaf. c. Part of the spring leaf or suspension is missing, shifted out of place, or is in contact with another vehicle component. d. Loose U-bolt.
Part 21. Tires	a. Damaged tread or sidewall of tire. b. Tire leaking.	a. Flat tire. b. Tire tread depth is less than the wear limit. c. Tire is in contact with another tire or any vehicle component other than a mudflap. d. Tire is marked "Not for highway use." e. Tire has exposed cords in the tread or outer sidewall area.

Inspection Reports

Inspection reports serve as communication between drivers, the operator, and the operator's maintenance department.

Reports are used to confirm that inspections were done, to record defects, and to show that *repairs were made*.

Operators are required to supply their drivers with blank inspection reports.

Reports can be done as a single-day sheet or can be part of a multi-day report book, which remains in the vehicle until the book is full.

Each report is valid for 24 hours from the time of the inspection.

A driver must carry an up-to-date inspection report for each of the vehicles (truck and trailers)

Valid: Legal or acceptable until a specific time.

Enforcement Officer: A person whose job it is to make sure that laws are followed and to prevent and investigate offences or criminal acts. Police are one example.

in his control and present it to an officer when requested.

Sample blank Inspection Reports can be found on the next three pages.

Completing Inspection Reports

The driver is required to complete and sign a report right after completing the inspection. All the required information must be accurately completed in full.

The report covers the truck (power unit), and any number of trailers inspected.

A driver may receive a valid daily report for a vehicle that was inspected by another person. However, if the driver did not conduct the original inspection, the driver and each replacement driver must sign the report.

During the trip, the driver monitors the vehicle and records on the report any defects that he notices **enroute**.

Enroute: On the way. During a trip to a destination/place

Expired reports, or full report books, and any roadside inspection reports and notices, which are issued by an enforcement officer, must be delivered to the operator within 20 days.



Inspection Report Sample 1

Sample report for a truck that does not tow a trailer.

DAILY VEHICLE INSPECTION REPORT Operator's name _____ Plate # / jurisdiction _____ / _____ Odometer reading _____ Inspection date / time _____ / _____ Inspection location _____
Printed name of inspection person _____ <input type="checkbox"/> no major or minor defects found during initial inspection. <input type="checkbox"/> major and minor defects found during the initial inspection or while enroute _____ _____ _____ _____ Signature - I inspected the vehicle in accordance with the applicable Regulation _____ Signature of each driver who did not conduct the initial inspection _____

Inspection Report Sample 2

Sample report for a truck that tows only one trailer per day.

DAILY VEHICLE INSPECTION REPORT	
Operator's name _____	
Power unit; Plate # / jurisdiction _____ / _____ Odometer reading _____	
Trailer Plate # / jurisdiction _____ / _____	
Inspection date / time _____ / _____ Inspection location _____	
Printed name of inspection person _____	
<input type="checkbox"/> power unit <input type="checkbox"/> trailer; no major or minor defects found during initial inspection	
<input type="checkbox"/> power unit <input type="checkbox"/> trailer; major and minor defects found during the initial inspection or while enroute	

Signature - I inspected vehicles in accordance with the applicable Regulation _____	
Signature of each driver who did not conduct the initial inspection.	
Power unit _____	Trailer _____

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Inspection Report Sample 3

Sample report for a truck that tows two trailers at different times. Additional trailers may be added by duplicating the information for trailer 2.

DAILY VEHICLE INSPECTION REPORT		Operator's name _____	
Power unit; Plate # / jurisdiction _____ / _____ Odometer reading _____			
Trailer 1, Plate # / jurisdiction _____ / _____		Inspection date / time _____ / _____ Inspection location _____	
Trailer 2, Plate # / jurisdiction _____ / _____		Inspection date / time _____ / _____ Inspection location _____	
Printed name of inspection person _____			
<input type="checkbox"/> power unit <input type="checkbox"/> trailer 1 <input type="checkbox"/> trailer 2; no major or minor defects found during initial inspection			
<input type="checkbox"/> power unit <input type="checkbox"/> trailer 1 <input type="checkbox"/> trailer 2; major and minor defects found during the initial inspection or while enroute			
Signature - I inspected vehicles in accordance with the applicable regulation _____			
Signature - I inspected trailer 2 in accordance with the applicable regulation _____			
Signature of each driver who did not conduct the initial inspection		Power unit _____	
Trailer 1 _____		Trailer 2 _____	

Learning Activity 7: Daily Inspection Schedules

1. Using the partial sample Daily Inspection Schedule found earlier in this module, highlight the following. Do not forget to use your scanning skills and the row and column headings.

- a. A minor defect in the Cab.
- b. A minor defect in the Steering
- c. A major defect in the Driver Seat.
- d. A major defect in the Fuel System.
- e. A minor defect in the Exhaust System.
- f. One of the major defects in the Tires.

2. Pick one of the Systems or Components and, using your **Critical Thinking Skills**, compare its *Major Defects* and its *Minor Defects*.

Why do you think they have been divided in this way?

2. Using one of the three sample Daily Vehicle Inspection Reports, complete the report for the following. Make sure you use the right report.

You are now inspecting a truck for Acme Transportation with the Ontario Licence Plate #12345. The truck has 245,652 kilometres on it. You find nothing wrong with the truck but the driver's side, back, inside tire on the trailer has a damaged tread. You only towed one trailer today. Like your truck, it was from Ontario and had plate #67890.

Unit 3: WHMIS

What is WHMIS?

WHMIS stands for the Workplace Hazardous Material Information System. WHMIS is a system designed to protect Canadians from injury or illness by providing information about hazardous materials on the job.

Right to Know

WHMIS gives everyone the right to know about the hazards of materials they work with and provides the means to find out that information. It does this through labels, safety data sheets (SDSs), and worker training and education.

WHMIS addresses the worker's "right to know."

There are 3 main areas to WHMIS:

- labels
- material safety data sheets (SDSs)
- worker education and training



WHMIS deals with the preservation of life and health against hazardous substances encountered at work.

The industry, labour, and government representatives who worked together to create WHMIS were working to protect Canadians from injury or illness on the job.

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WHMIS is the Law

The WHMIS legislations are laws in every province and territory in Canada.

Federal and provincial legislation make WHMIS a Canada- wide program.

Hazardous Material

The Hazardous Products Act says that any product, material, or substance which falls into any of the six hazard classes described below is a **hazardous product**.

	Exploding bomb (for explosion or reactivity hazards)		Flame (for fire hazards)		Flame over circle (for oxidizing hazards)
	Gas cylinder (for gases under pressure)		Corrosion (for corrosive damage to metals, as well as skin, eyes)		Skull and Crossbones (can cause death or toxicity with short exposure to small amounts)
	Health hazard (may cause or suspected of causing serious health effects)		Exclamation mark (may cause less serious health effects or damage the ozone layer*)		Environment* (may cause damage to the aquatic environment)
	Biohazardous Infectious Materials (for organisms or toxins that can cause diseases in people or animals)				

* The GHS system also defines an Environmental hazards group. This group (and its classes) was not adopted in WHMIS 2015. However, you may see the environmental classes listed on labels and Safety Data Sheets (SDSs). Including information about environmental hazards is allowed by WHMIS 2015.

Know these symbols...they could save your life!

Credit: <https://www.ccohs.ca/> Canadian Centre for Occupational Health and Safety. Not intended for commercial use.

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WHMIS Hazard Classes

WHMIS (Workplace Hazardous Materials Information System) helps keep workers safe by showing them the different kinds of hazards that can be found in materials they might work with.

Here are the main types of hazards:

1. Physical Hazards

These hazards are related to how materials can behave in dangerous ways.

For example:

- Explosives: Things that can blow up.
- Flammable Gases: Gases that can catch fire easily.
- Flammable Liquids: Liquids that can catch fire quickly.
- Flammable Solids: Solid materials that can burn easily.
- Oxidizers: These are materials that can make fires burn hotter or spread faster.
- Corrosive Materials: Things that can damage or eat away at metal or skin.
- Reactivity: Some materials can react with water or other things and cause fires or explosions.

2. Health Hazards

These hazards can make people sick or hurt them.

For example:

- Toxicity: Some materials can make you sick if you breathe them in, touch them, or

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swallow them.

- Skin and Eye Damage: Some substances can cause rashes, burns, or serious damage to skin and eyes.
- Allergic Reactions: Some things can cause allergic reactions, like sneezing or skin rashes.
- Cancer: Some materials can cause cancer if you are around them a lot.

3. Environmental Hazards

These hazards are about how materials can harm the environment.

For example:

- Harmful to Water: Some materials can hurt fish and other animals in water.
- Long-Lasting Harm: Some substances can stay in the environment for a long time and keep hurting plants and animals.

WHMIS 2015 introduced new classes and categories for hazardous materials. Some key additions included:

1. Physical Hazards: Such as combustible dust and pyrophoric materials.
2. Health Hazards: New categories for substances that are toxic to specific organs or that can cause respiratory or skin sensitization.
3. Environmental Hazards: New classifications for materials harmful to aquatic life.

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Examples of Hazards

WHMIS Hazard	Example	Products/Places
Physical Hazards	Flammable Liquids	Gasoline, paint thinners, and alcohol-based cleaning products (workshops, garages)
Health Hazards	Toxicity	Pesticides and certain cleaning agents (agricultural settings, janitorial supply closets)
Environmental Hazards	Harmful to Aquatic Life	Industrial wastewater, oil spills, and certain agricultural fertilizers (near water bodies, industrial facilities)
Corrosive Materials	Acids	Sulfuric acid (battery maintenance areas) and hydrochloric acid (chemical processing plants)
Explosives	Dynamite	Used in construction sites for demolition or mining operations
Oxidizers	Hydrogen Peroxide	Found in laboratories or healthcare settings as a disinfectant or bleach

You can find hazardous substances in the workplace in the following forms:

Solid, Liquid and Dust

SOLID: Dust, fumes, smoke

Dusts are made by grinding, crushing, or handling. Fine particles of dust can remain suspended in the air.

Fumes are formed when a volatilized solid such as metal, condenses in cool air. This occurs in welding operations.

Smoke is formed when a material containing carbon is burned.

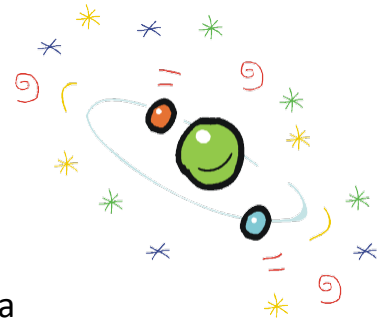


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LIQUID: Mist, vapours

Mists are suspended liquid droplets formed when gases move into a liquid state, or when a liquid is broken by splashing or foaming. Examples: paint mist from spraying.

Vapours are gaseous forms of substances which are normally a solid or liquid. You may find vapours in cleaning agents and paint thinners.



GAS

Gases are substances that do not exist as a solid or liquid at room temperature and pressure.

Gases tend to spread out and occupy the entire space you are in.

Examples: carbon monoxide, methane, and oxygen.

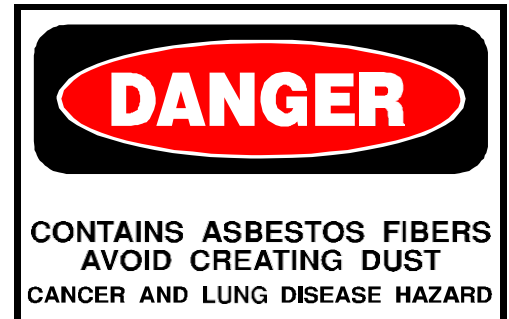


Note: All these different forms of substances can contaminate workplace air.

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Chemicals can enter your body through:

- **your lungs** if you breathe fumes, mist, or dust
- **your skin** if liquid or dust touches, spills on you, or splashes
- **your mouth** if you eat after handling chemicals or if you accidentally swallow chemicals
- **your eyes** if chemicals splash on you or are in the air

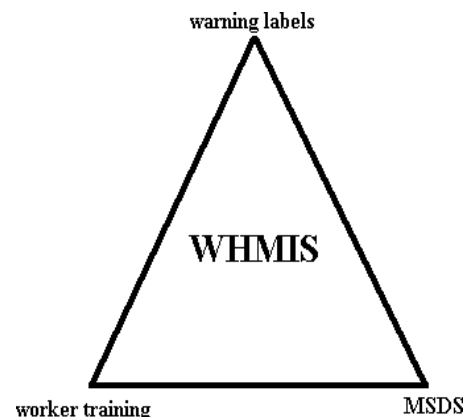


Getting Information Out

Everyone has a right to know about hazardous materials in their workplace. WHMIS gives people the means to find out that information.

It does this through a three-pronged approach:

- **warning labels** on containers of hazardous materials
- **material safety data sheets (SDSs)** providing further, detailed information
- **worker training** on how to use the information contained on the labels and SDSs.



All three of these requirements are of equal importance for the success of WHMIS.

Module 5: Health and Safety

Labelling containers and providing material safety data sheets would accomplish little if workers were not trained about the significance of the information contained on the labels and SDSs.

Similarly, training would be of little use if containers and SDSs were not available to provide detailed information about the products.

Labels

The label is the first and most basic form of WHMIS hazard warning to employers and workers. It is easily recognized, appears on the container of a hazardous product, and provides basic information about the risks associated with the use of the material inside the container.

WHMIS requires two kinds of labels: supplier and workplace labels.

Look at the example on the next page and read the information about the important parts of both labels.

WHMIS Labels

1 Product Identifier

The product name exactly as it appears on the container and on the Safety Data Sheet (SDS).

2 Hazard Pictograms

Hazard pictograms, determined by the hazard classification of the product. In some cases, no pictogram is required.

3 Signal Words

"Danger" or "Warning" are used to emphasize hazards and indicate the severity of the hazard.

4 Hazard Statements

Brief standardized statements of all hazards based on the hazard classification of the product.

5 Precautionary Statements

These statements describe recommended measures to minimize or prevent adverse effects from exposure to the product, including protective equipment and emergency measures.

6 Supplemental information (if required)

May be required based on classification. This information must not contradict or detract from the standardized information.

7 Supplier Identifier

The company which made, packaged, sold or imported the product, and is responsible for the label and SDS.

8 Safe Handling Precautions

May include pictograms or other supplier label information.

9 Reference to SDS

If available.

Supplier Label

1 Product K1 / Produit K1



3 Danger | Danger

4 Fatal if swallowed. Causes skin irritation. | Mortel en cas d'ingestion. Provoque une irritation cutanée.

5 Precautions: Wear protective gloves. Wash hands thoroughly after handling. Do not eat, drink or smoke when using this product. | Conseils: Porter des gants de protection. Se laver les mains soigneusement après manipulation. Ne pas manger, boire ou fumer en manipulant ce produit.

6 5% of the mixture consists of an ingredient or ingredients of unknown acute toxicity. | 5% du mélange consiste en ingrédient(s) de toxicité aiguë inconnue.

7 Company XYZ, 123 Main St, Mytown, ON N0N 0N0 | (555) 456-7890

Workplace Label*

1 Product K1 / Produit K1

8 Danger | Danger

Fatal if swallowed. Causes skin irritation. | Mortel en cas d'ingestion. Provoque une irritation cutanée.

9 See SDS for more information. | Pour de plus amples renseignements, consulter la FDS.

*Requirements may vary - consult your local jurisdiction for their requirements.



Note: The information on labels must be in French and English.

Module 5: Health and Safety

Workplace Identifiers

This is a substitute for the workplace label. It is used when a workplace label might not be practical. Look at the picture below.

The two identifiers (tags) are used because there really is nowhere to put the labels.

In this case, it makes more sense to use tags. That way there is no confusion as to which label goes with which pipe.



Labeling of Chemicals

If chemicals are placed in another container, this new container must have a label on it.

All containers must have labels. If two or more chemicals are mixed, it could cause a serious reaction.

If there is not a label:

Stop! - do not use the chemical.

Tell your supervisor.



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Material Data Sheets (SDS)

The SDS is the second level of the WHMIS information-delivery system.

While the label provides vital warning information to those on the spot, the SDS contains additional details important for handling emergencies or clean-ups.



Much of the information provided on the SDS is of a technical nature. It is addressed primarily to engineers, occupational hygienists, fire fighters, emergency coordinators, and others.

Nevertheless, it is useful for everyone in the workplace to understand how the information on the SDS can be used to protect health and safety.

For each hazardous product likely to be encountered on the job, Ontario employers must have an SDS available at their site for workers.

Summary of Safety Data Sheet (SDS) Sections

1. Identification

Includes the product name, synonyms, recommended use, restrictions, and the supplier's contact information.

2. Hazard Identification

Describes the product's hazards, including classification, label symbols, signal words, and precautionary statements.

3. Composition/Information on Ingredients

Lists ingredients, including chemical names, common names, CAS numbers, and concentrations of hazardous substances.

4. First-Aid Measures

Provides first-aid instructions for exposure through inhalation, skin contact, eye contact, and ingestion, along with symptoms and the need for medical attention.

5. Fire-Fighting Measures

Outlines suitable extinguishing media, specific fire hazards, and protective equipment for firefighters.

6. Accidental Release Measures

Details precautions, protective equipment, and cleanup methods for spills or leaks.

7. Handling and Storage

Gives safe handling practices and storage conditions, including incompatible materials.

8. Exposure Controls/Personal Protection

Recommends exposure limits, engineering controls, and personal protective equipment (PPE).

9. Physical and Chemical Properties

Lists key physical and chemical properties such as state, color, odor, melting and boiling points, and flammability.

10. Stability and Reactivity

Describes the product's stability, potential hazards, conditions to avoid, and incompatible materials.

11. Toxicological Information

Details health effects, routes of exposure, symptoms, and toxicity measures.

12. Ecological Information

Covers environmental effects, including toxicity, persistence, and bioaccumulation.

Module 5: Health and Safety

13. Disposal Considerations

Provides safe disposal methods and handling for contaminated materials.

14. Transport Information

Includes shipping details such as UN number, transport class, and precautions.

15. Regulatory Information

Lists relevant safety, health, and environmental regulations.

16. Other Information

Contains the date of the latest SDS revision.

Please look over an SDS example on the next page. See how the important safety information is sorted by category.

Years Go By Wood Stain

MATERIAL SAFETY DATA SHEET

SECTION 1: Identification

Company: Pretty Woods, LLC
 Reactive stains: Reclamation, Staining, Restoration,
 Cedar, Light Oak, Pining
 Size: 32 oz, 128 oz, 640 oz
 Classification: 6-4-19-7, 11121 13-7
 Formula: $2(C_2H_5O_2)Fe cMnPSS$
 Distributor: Pretty Woods, 1299 Elm Street,
 Anywhere, ON, K9D 1H4
 Chemical Information: 800-622-2699

SECTION 2: Hazard Identification

Emergency Overview: No hazardous components present as confirmed by WHMIS, OHSA, DOT or EPA

Potential Health Effects:

Eyes: may cause irritation

Skin: May cause irritation

Ingestion: May cause abdominal discomfort, diarrhea, and nausea if ingested

Inhalation: May cause irritation with prolonged exposure

SECTION 3: Ingredient Information

Principal Hazardous Components: No hazardous components present as confirmed by WHMIS, OHSA, DOT or EPA

Other ingredients: Potable water, Carbohydrate, Spices

Hazard symbols: None listed.

Risk phrases: None listed.

SECTION 4: First Aid Measures

Emergency and First Aid Procedures

Eyes: In case of contact with eyes, rinse immediately with plenty of water. If irritation continues, seek medical advice.

Skin: Rinse with plenty of water. If irritation continues, seek medical advice.

Ingestion: If swallowed do not induce vomiting, drink plenty of milk or water. See medical advice immediately.

Inhalation: Move casualty to fresh air. If irritation continues, seek medical advice.

SECTION 5: Fire-Fighting Measures

Flammable Limits: None

Flash Point: Not flammable

Extinguishing Media: Use dry chemical, CO_2 , or appropriate foam.

Rating: Fire: 0, Reactivity: 0

Auto-ignition Temperature: N/A

Special Firefighting Procedures: For safety firefighter should wear NIOSH approved breathing apparatus.

Unusual fire or explosion hazard: 0

SECTION 6: Accidental Release Measures

Steps in Case Material is Released or Spilled: Use caution during clean-up, personnel should wear appropriate equipment and clothing, absorb material with suitable absorbent and containerize for removal, dispose in accordance with local and federal regulations.

SECTION 7: Handling and Storage

Precautions: Keep Container tightly closed in a cool, dry, well-ventilated place.

Avoid freezing, Suitable for any general chemical storage.

SECTION 8: Exposure Controls/ Personal Protection

Emergency Protection: None needed under normal condition of use with adequate ventilation, A NIOSH/MSHA chemical respirator should be worn if PEL or TLV is exceeded.

Other Protective Clothing or Equipment: La coat, apron, eye wash, safety shower

Protective Gloves: Wear natural rubber, neoprene, PVC, or equivalent gloves to prevent possible skin irritation.

Eye Protection: Splash proof chemical safety goggles.

Ventilation: N/A

Special: No

Other: No

SDS label credit: Developed by Angela Williams for CESBA © 2024 CESBA encourages the distribution of this information. CESBA (2024) Home Renovations and Carpentry Basic, Skills for Success Curriculum Resources, sfs.cesba.com

Module 5: Health and Safety

Worker Training and Education

The third part of the WHMIS information delivery system is the worker education program. Its purpose is to teach workers how to use the information on labels and SDSs so that they can protect themselves.

In fact, increasing workers' knowledge of the hazards of the materials they work with is the main aim of WHMIS.

Hazardous Products

A worker who works with a “hazardous product” is:

Any person who stores, handles, uses, or disposes of a Hazardous product or a person who supervises another worker performing these activities.

Safe workers need to:

- have access to hazard information
- be able to understand it
- follow required procedures and precautions.
- not be shy when it comes to asking a question or pointing something out



The employer has the general duty under the *Occupational Health & Safety Act* to provide workers with the information, instruction, and supervision necessary to protect their health and safety.

Worker Responsibilities Regarding Training

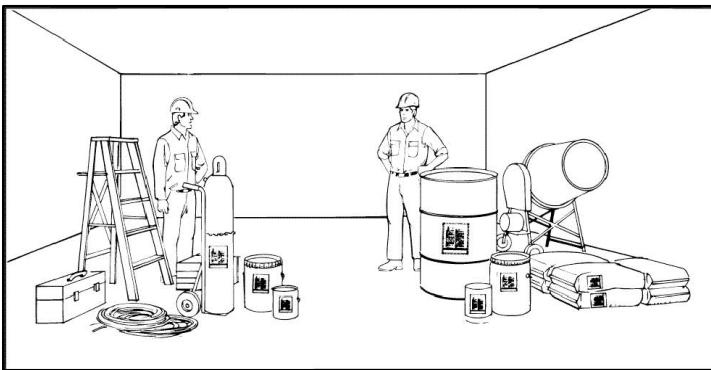
The worker:

- 1) must take and learn the information on hazardous products which the employer must give you
- 2) must tell the employer when information about a hazardous product is not good enough to keep the workers healthy and safe
- 3) should work with the employer through the health and safety representatives to make the training program as good as possible.
- 4) should understand something completely and if not, should ask for it to be explained until it is understood

WHMIS in Trucking

On some trucking hauls (items in the truck) projects there could be several different people, all of whom may be using or working with hazardous substances.

Those who need to know about the hazards are not only the crew or business using it, but also those delivering it.



A truck driver in Ontario needs to know **WHMIS (Workplace Hazardous Materials Information System)**, **hazard safety**, and **SDS (Safety Data Sheet) labels** because they may transport dangerous goods and work in environments where hazardous materials are present.

Example:

Transporting Cleaning Chemicals

A truck driver is delivering industrial cleaning chemicals to a warehouse.

The shipment includes large containers of **corrosive and flammable liquids**.

- **WHMIS Knowledge:** The driver must recognize hazard symbols on the packaging to understand the risks (flammable, toxic, corrosive).
- **Hazard Safety:** If a container leaks or spills, the driver must know how to handle it safely, such as using gloves, ventilation, or emergency procedures.
- **SDS Labels:** If exposed to the chemicals, the driver can check the SDS for **first aid measures, handling instructions, and emergency contacts**.

Without this knowledge, the driver risks **injury, chemical exposure, and even not following transportation policy**.

Types of Health Hazards

Definitions:

- **carcinogen** - may cause cancer
- **corrosive** - destroys or changes your tissues on contact, for example: acid.
- **highly toxic** - can kill you quickly, even if exposure is short
- **toxic** - like highly toxic, but takes larger exposure
- **irritant** - harms your skin but causes no permanent damage
- **sensitizer** - causes an allergic reaction that can get worse with more exposure
- **target organ effects** - damages a specific organ or system in your body, for example: kidneys, central nervous system.



Note: The important thing to remember is that you can protect yourself by preventing or controlling your exposure.

Hazardous Materials Tips for Workers

- Some chemicals may be safe by themselves but become dangerous when mixed with other chemicals.
- Store chemicals properly
- Assume that all chemicals are hazardous.
- Wear your Personal Protection Equipment when working with chemicals.
- Know the location of eyewash stations, fire extinguishers, and exits.
- Wash your hands and face frequently during the day and be careful not to carry chemicals home on your clothing, hands, or hair.
- Avoid practical jokes or other behaviour that might confuse, startle, or distract another worker, who is working with or near chemicals.

Learning Activity 8: WHMIS Review

Part 1: Multiple Choice Questions

1. What does WHMIS stand for?
 - a. Workplace Hazardous Material Information System
 - b. Workplace Health Management Information System
 - c. Worker Hazardous Material Identification System
 - d. Worker Health Material Information System
2. Which of the following is NOT one of the three main areas of WHMIS?
 - a. Labels
 - b. Chemical Safety Training
 - c. Material Safety Data Sheets (SDSs)
 - d. Worker Education and Training

3. What is a Material Safety Data Sheet (SDS)?
 - a. A document that labels hazardous materials
 - b. A detailed guide providing information about handling hazardous materials
 - c. A brief overview of workplace safety
 - d. A report of workplace incidents
4. What does "Right to Know" refer to in the context of WHMIS?
 - a. Workers can only know about hazards after they have experienced them.
 - b. Employers are required to share all information about workplace materials.
 - c. Workers have the right to access information about hazardous materials they may encounter.
 - d. Information about hazards is optional for workers.

Part 2: True/False Questions

1. WHMIS was introduced in Canada in 1988 to protect workers from hazardous materials.
 - a. True
 - b. False
2. WHMIS only applies to certain industries in Canada, not all workplaces.
 - a. True
 - b. False
3. Labels, SDSs, and worker training are all crucial components of the WHMIS information delivery system.
 - a. True
 - b. False
4. Environmental hazards under WHMIS include substances harmful to aquatic life.
 - a. True
 - b. False

Part 3: Reading Comprehension Questions

1. Describe the purpose of WHMIS and how it aims to protect workers.

2. What are the three main areas of WHMIS, and why is each important?

3. List the six hazard classes described by the Hazardous Products Act and provide one example for each.

Hazard	Example

4. Explain the significance of having labels and SDSs available in the workplace.

Part 4: Matching Questions Table for SDS Sections

Draw a line matching the section with what it describes.

A) Identification	1) Provides first-aid instructions for exposure through inhalation, skin contact, eye contact, and ingestion.
B) Hazard Identification	2) Lists ingredients, including chemical names, common names, CAS numbers, and hazardous substances.
C)Composition/ Information on Ingredients	3) Describes the product's hazards, including classification, label symbols, signal words, and precautionary statements.
D) First-Aid Measures	4) Includes the product name, synonyms, recommended use, restrictions, and the supplier's contact information.
E) Fire-Fighting Measures	5) Outlines suitable extinguishing media, specific fire hazards, and protective equipment for firefighters.
F) Accidental Release Measures	6) Details precautions, protective equipment, and cleanup methods for spills or leaks.
G) Handling and Storage	7) Gives safe handling practices and storage conditions, including incompatible materials.
H) Exposure Controls/Personal Protection	8) Recommends exposure limits, engineering controls, and personal protective equipment (PPE).
I) Physical and Chemical Properties	9) Lists key physical and chemical properties such as state, color, odor, melting and boiling points, and flammability.
J) Stability and Reactivity	10) Describes the product's stability, potential hazards, conditions to avoid, and incompatible materials.

Unit 4: Transportation of Dangerous Goods (TDG)

Each year more and more dangerous goods are moved across Canada by road, rail, water and air.

These shipments, while necessary to our way of life, can be a threat if not handled safely.

The Transportation of Dangerous Goods Regulations, adopted by all provinces and territories, establish the safety requirements for the transportation of dangerous goods.

(<https://tc.canada.ca/en/dangerous-goods/transportation-dangerous-goods-canada>)

This legislation covers a wide list of products, substances or organisms classified as dangerous.

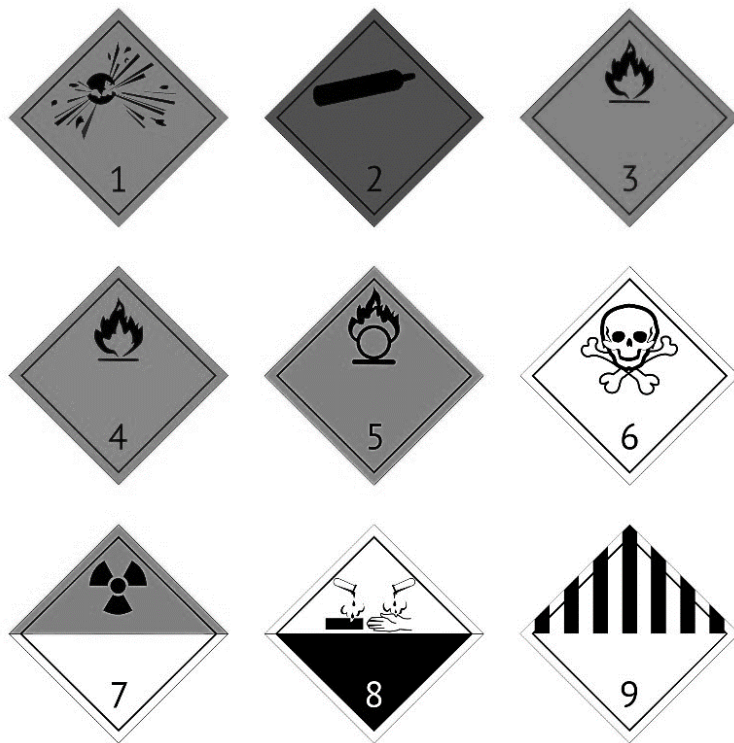
Just as WHMIS has established symbols to protect people in the workplace, a system of diamond-shaped placards and labels is used to identify dangerous goods in the transportation field. Different colours and symbols, such as a flame for flammables or a skull and crossbones for poisons, show the dangers specific to each regulated product.

The products fall into one of nine classes:

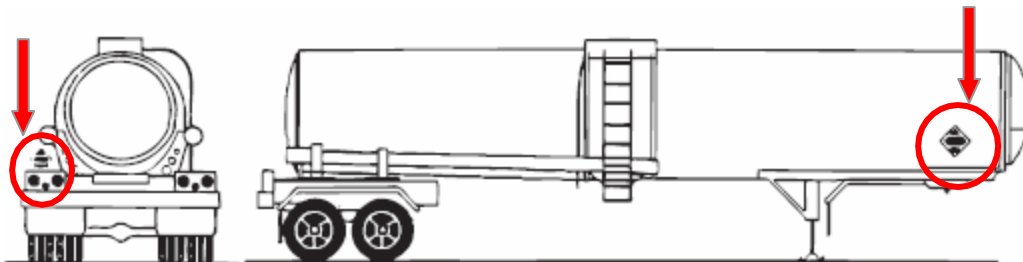
- Class 1 explosives
- Class 2 gases
- Class 3 flammable liquids
- Class 4 flammable solids, spontaneously combustibles and substances that, on contact with water, emit flammable gases
- Class 5 oxidizing substances and organic peroxides
- Class 6 poisonous (toxic) and infectious substances
- Class 7 radioactive materials
- Class 8 corrosives
- Class 9 miscellaneous products or substances
 - a. miscellaneous identified dangerous goods
 - b. certain specified goods considered dangerous to the environment
 - c. dangerous wastes

Module 5: Health and Safety

Note the number at the bottom point of each image below.



The hazardous material or dangerous goods placard needs to be displayed on both the end and the side of the trailer.



TDG Training

Usually, a person who transports dangerous goods requires specific training in Transportation and Handling of Dangerous Goods.

It is the employer who must determine if training is required for an employee to be a trained person.

Self-employed individuals must also make sure they are trained and issue themselves a training certificate.

Employees who are not trained can handle and transport dangerous goods, if they are under the direct supervision of a trained person.

Employees may only need training in the parts of the regulations that are directly related to their work.

A tank truck driver who only transports Class 3 products, for example, may only need specific training in relation to the transportation of Class 3 dangerous goods.

It is the employer's responsibility to see what training is necessary for their employees.

A list of organizations offering Transportation of Dangerous Goods training is available on the TDG Web site at:

<https://tc.canada.ca/en/dangerous-goods/transportation-dangerous-goods-canada>.

Learning Activity 9: Transportation of Dangerous Goods

1. Are the symbols for Transportation of Dangerous Goods identical to those for WHMIS?

☐ Yes ☐ No

2. Write the appropriate class number in front of each of the following dangerous product classes.

_____ Explosives _____ Radioactive materials

_____ Gases _____ Oxidizing substances

_____ Corrosives _____ Miscellaneous substances

_____ Flammable liquids

_____ Poisons and Infectious substances

_____ Flammable solids, spontaneously combustible and substances that on contact with water emit flammable gases.

3. Who is responsible to determine if you need training in the Transportation and Handling of Dangerous Goods?

- a. A truck driver employee
 - b. The employer
 - c. The person who makes the produce
 - d. None of the above
4. Where do the diamond placards need to be displayed on a truck or trailer?
- a. On the driver's door
 - b. On the back only
 - c. On the side only
 - d. On the side and back

Unit 5: Working Alone

The old expression, “there is safety in numbers” is true in the workplace.

Truck drivers work alone most of the time and this makes their job less safe.

It is the responsibility of the employer to minimize (make less) or eliminate (get rid of) risks for employees who work alone. Every employer must:

- Assess the hazards that the employee may face and inform employees of the dangers.
- Review past incidents. Examine what has happened before. Why did it happen? What could have been done differently?
- Reduce risks or Eliminate danger wherever possible. If the hazards cannot be eliminated, put procedures in place to control them.
- Set up a communication system. Employees must have a system to contact people who can respond quickly to their needs.

The systems must be appropriate to the hazards.

- Train and educate the employees so they can perform their jobs safely.

Employees need to be aware of the hazards of working alone and the prevention steps that they can take to remove or reduce the danger.

- Although these steps are the legal responsibility of the employer, you can use them yourself whenever you work alone.

The acronym **ARREST** (which means stop) can help us remember the steps to safer work.

Assess Review Reduce and/or Eliminate Set-up Train

How can you use these steps to control your own safety?

When you work:

- **Assess** the hazards by listening carefully to your employer and other workers.
- **Review** what has happened in the past. How have other drivers handled the dangers? Have there been any health and safety incidents or occurrences?
- **Reduce or...**
- **Eliminate** the risks by finding out what procedures you should follow.
- Make sure your employer has **Set-up** a communication system for you to use in an emergency. Ask, “Who should I call?” “Where are the numbers?”
- **Training** is critical when you are new on a job. Make sure that you get the training you need before you work alone. Ask questions until you are sure you know how to do things safely.

When you work alone, there is no one else to help you avoid the hazards in the workplace. Therefore, each time you work alone, STOP and go through the ARREST assessment and review again.

1. Consider if there are any new hazards.
2. Find out if there have been any incidents that might affect this work.
3. Check to see if there are any new safety procedures.
4. Make sure you have any PPE required.
5. Find out if your safety contacts need to change.
6. Get training about any new conditions, equipment or materials before you start.

Below is a sample chart to help you ARREST risks and hazards.



What is the hazard?

Next week I will be carrying a load of lumber for the first time

(A hazard is anything that could hurt you or someone else)

Assess (How likely it is that the hazard will hurt someone and how badly they could be hurt)

Describe the Risks:

The lumber may shift or fall off if not restrained or secured properly

Review (Has anything like this happened before? What was done then?)

I remember that John told me that the shipping supervisor showed him how to check the securing straps.

Reduce or

Eliminate (How to control the risks? Who can make the change?)

What? **Find out how to check that the securing straps are properly set.**

Who? **The shipping supervisor or someone else with experience could show me.**

Set-up (Who should be contacted? How should they be contacted?)

When should they be contacted?

I will leave a note for my supervisor so tomorrow he can arrange for the shipping supervisor or someone else to show me.

Train (How can I learn more about this?)

Come in early for my trip to make sure I see the load being secured and learn how to check it enroute.



What is the hazard? _____

A hazard is anything that could hurt you or someone else

Assess (How likely it is that the hazard will hurt someone and how badly they could be hurt)

Describe the Risks:

Review (Has anything like this happened before? What was done in the past?)

Reduce or Eliminate (What can be done to control the risks? Who can make the change?)

What?

Who?

Who should be contacted? How should they be contacted?

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When should they be contacted? _____

Train (How can I learn more about this?) _____

WHMIS Demonstration

Learner Information and Instructions

This demonstration requires you to pass your WHMIS test to get your WHMIS Certificate.

This certificate is required for most jobs.

The demonstration will show how well you read information and have remembered the information you learned in the Health and Safety module.

Your instructor will help you access training online or at a workshop in your community.

Transport Truck Driver Course

Module 6: Collaboration



Units:

An Important Skill for Success
Getting Started
Being a Team Player
Your Boss

Customer Service
Human Rights
Communication



Skills for Success in this Section



Reading



Writing



Digital



Adaptability



Problem solving



Collaboration



Communication

Module 6: Collaboration

Unit 1: An Important Skill for Success

Working with Others is one of the Skills for Success.

Like the other Skills for Success, it is very important to employers.

You might think that as a Truck Driver you are alone and do not need to learn to “work with others,” but that’s not true.

Employees who work by themselves must still follow instructions and report to a supervisor or boss about their work.

Truck Drivers often communicate with a dispatcher or ride with another driver.

You will also work with customers and warehousing staff, when you are doing pick-ups and deliveries.



Workplace Collaboration and Communications

Most jobs will require working with other people at some point.

This means you must work as a team to reach goals and finish tasks.

You will need to support others and be a good team member.

This module will discuss being a reliable, adaptable, and supportive team member.

Adaptability

Changes can happen in a workplace without much notice. Schedules can change, staff may come and go, and tasks can be different from day-to-day.

Adaptable and flexible employees are highly valued by their employers.

Therefore, an employee must be able to adjust quickly to changes or new circumstances.

Being open to new experiences can be helpful for adaptability.

Sometimes, it is easy to get wrapped up in the stress that comes along with workplace changes, and work against them instead of with them.

Deciding to try new things at work and keeping that mindset will help you be a great employee and team member.

What If?

Learning how to be adaptable starts with considering 'what if' scenarios.

Considering the 'what ifs' at work is thinking about how you would you react or what you might do in certain situations.

For example:

What If: Bad Weather Makes It Unsafe to Drive?

You are a delivery truck driver bringing fresh food to a grocery store 300 km away. The food must arrive by 4:00 PM. But halfway there, heavy snow starts to fall.

After one hour, you cannot see well, the roads are slippery, and traffic is moving very slowly.

Your GPS says you will be late if you keep going at this speed.

A winter storm warning comes on the radio, telling drivers to stay off the road if possible.

You also hear that there are accidents ahead, and the road has not been cleared yet.

Now, you must decide what to do.

- Do you keep driving slowly, hoping to get there on time, or do you stop and call your boss?
- If you stop, where can you park the truck safely? How will you tell the customer the delivery will be late?
- If the storm gets worse, how will you stay safe and protect the food?
- What plan does your company have for delays because of bad weather?

In this situation, you need to think fast, stay calm, and make a safe choice. You also need to talk to your boss and the customer, so they know what is happening.

You have no experience driving, but you know how to follow instructions and help where and when needed.



Adjusting to daily changes and considering the ‘what ifs’ is a big part of being adaptable.

Being able to answer questions like the ones below, whether the answers are considered right or wrong shows that you are open to change and willing to think about new options.

Learning Activity 1: Being Adaptable

Consider the following ‘what if’ questions and try to answer them with what you might do (as best you can).

1. What if your delivery truck breaks down on the highway, and you have urgent deliveries to make?

Module 6: Collaboration

2. What if you arrive at a delivery location, but no one is available to receive the shipment?

3. What if you cannot have a good relationship with the person training you?

4. What if a customer refuses to accept a package because they claim it is damaged or incorrect?

5. What if you get stuck in unexpected traffic, and it looks like you will not meet your delivery deadline?

Ways to Collaborate with Others

There are four ways of collaborating with others.

They are:

- **Working alone** - Even employees who work by themselves must follow instructions and report to a supervisor or boss about their work. Do not forget, you really are not alone because you have customers.
- **Working independently** - These workers are not physically alone. They work with others. Each person has their own job to do but they check their work with others.
- **Working jointly with a partner or helper** - When two people work together, they help each other to get the work done.
- **Working as a member of a team** - A team is a group of workers who get the job done through combined effort and cooperation.

Links with Other Skills for Success

To work well with others, several of the other Skills for Success are important.

You need:

- **Good Problem-Solving Skills** - Problem solving, decision-making, critical thinking, job task planning and organizing, memory use and the ability to find information are all “essential” to getting along and working well with other people.
- **Good Communication Skills** - If your communication skills are poor, you will not be able to make yourself understood.

You will not understand other people’s comments or instructions and you will make mistakes. You will cause conflicts with co-workers and supervisors.

Adaptability Skills - A person who is always willing to learn and change is a good employee.

No one minds when someone makes a mistake now and then, but everyone can lose patience with someone who does not want to learn from a mistake and does the same thing wrong repeatedly.



Teamwork is important in all jobs.



Learning Activity 2: Review Questions

1. For each of the four ways of “Collaborating with Others”, explain what about it you would find easiest and what you would find hardest.

a. Working Alone

What I would find easiest

Why?

What I would find hardest

Why?

b. Working Independently

What I would find easiest

Why?

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What I would find hardest

Why?

c. Working Jointly with a Partner or Helper

What I would find easiest

Why?

What I would find hardest

Why?

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d. Working as a Member of a Team

What I would find easiest

Why?

What I would find hardest

Why?

Plan and organize

Find out as much as you can about any new situation ahead of time.

Work hard to prepare for tests and exams.

Remember the people you meet, including their names and titles.

Check out the route you will take. Think about when and where you will have breaks.

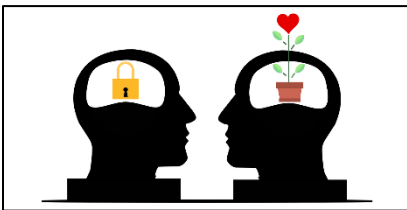
Unit 2: Getting Started

Whether you are going to Truck Driver Training or starting a new job, you want to start on the right foot.

You will want to impress your instructor, your boss and the people that will work with you.

The following tips can help.

Mindset



A good mindset is the key to success.

Every worker needs a good attitude.

A worker with a poor attitude earns complaints from customers and co-workers.

They do not make any effort to have a good relationship with others or willingly do their share of the work.

No boss wants to employ someone like this.

Fixed vs. Growth Mindset in Trucking

Have you seen someone refuse to learn something new because they think they will not be good at it?

This is called a **fixed mindset**.



A fixed mindset means a person believes they are either good at something or not, and practice will not help.

People with a fixed mindset do not like challenges because they are afraid to fail.



For example, a new truck driver might not want to learn how to back up a trailer into a small space because it was hard before. Instead of practicing, they avoid it or ask someone else to do it. The problem is they never get better. This can make their job more difficult.

They might feel stressed, unhappy, or even want to quit because they believe, "**I cannot do it.**"

A **growth mindset** is when a person believes they can get better by practicing. In trucking, this means knowing that even difficult tasks—like backing up, driving in bad weather, or talking to customers—become easier with time.

A driver with a growth mindset might say, "**I cannot do this yet, but I will get better if I keep practicing.**"

Having a growth mindset helps truck drivers feel more confident, improve their skills, and enjoy their job more. The way they think and the words they use can make a big difference in their success.

Examples of helpful **growth mindset** phrases:

- "I cannot do this yet, but I will keep trying."
- "Every mistake is a chance to learn."
- "I will get better with practice."
- "It is okay to ask for help when I need it."
- "Challenges make me stronger."
- "I can improve if I stay patient and keep working."

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- "I may not know how now, but I will figure it out."
- "Success comes with practice and effort."
- "I learn from every experience."
- "The more I practice, the easier it will get."

Be Prepared

Be Agreeable

Smile

Make a good first impression. Having a smile on your face, an enthusiastic manner and friendly personality will make people look forward to working with you.



Video Research Activity: The Value of a Smile

Watch the following video on the hidden power of smiling.

<https://www.youtube.com/watch?v=ncWYtOzV-EE>

Or go to YouTube.com and search:

×

Q

Discussion Question:

According to Ron Gutman, what are some of the benefits of smiling?

Make friends

Treat everyone with respect.

Get to know people, especially those you will work with often.
You will need their help and support.

Ask questions



It is okay if you do not know everything, especially when you are in training or on a new job.

Ask questions, people are usually more than happy to help.

Be sure to do more listening than talking. You will gain more respect and absorb more information. Make sure you understand what is expected. If you are not sure, ask.

Take notes

When you ask questions, write down the answers.

This will save you from asking the same question twice.

It is also a good idea to write down procedures, names of key people and contact numbers.



When you write things down it helps you to remember them better than if you just hear the information.

Use some of the other “Memory Tips” that we covered in Module 3: Thinking Skills.

Be open to feedback



Asking questions is important.

Asking for feedback is just as important, but it is something that people often forget to do or feel uncomfortable doing.

This shows that you are interested in doing a good job. Keep a positive attitude. Accept criticism and suggestions for improving your work.



Be Responsible

Show up and be on time

If you miss days during your training, you will miss important information and you may not pass.

Stick to your work schedule; people are depending on you. Find out when you can take meals and other breaks. Find out what time you are to start and when you should leave.

Be reliable.

Do the job that you are expected to do. Work the hours that you are scheduled to work. If you say you are going to do something, then try to do it.

Learning Activity 3: Reviewing Tips

1. Choose two of the tips for “Getting Started” listed on the previous two pages and explain how you feel the tip can help you and why it is important.

a. Tip _____

How can it help me?

Why is it important?

b. Tip _____

How can it help me?

Why is it important?

2. Instructions:

- Look at each phrase below
- Decide if the phrase shows a **growth mindset** or a **fixed mindset**.
- Write your answer in the space provided.

Example Phrase	Growth Mindset or Fixed Mindset?
"I cannot do this yet, but I will keep trying."	
"I will never be good at this, so I should stop trying."	
"Every mistake is a chance to learn."	
"I am just not good at this. I will never improve."	
"I will get better with practice."	
"I can never learn this; it is too hard."	
"It is okay to ask for help when I need it."	
"If I fail, it means I am not good enough."	
"Challenges make me stronger."	
"I will never understand this, so why try?"	

Unit 3: Being a Team Player

In today's business world, employers consider teams and teamwork the best way to work.

Therefore, it makes sense that they are looking for people who can work together. A team is not just a group of people working at the same place.



In a team, the members do not think just about themselves. They depend on each other. They think about the entire team. They work towards what the team needs to do.

Team Player: A member of a group who cooperates with others

In a true team, each team member is equally responsible for doing the team's work. This makes the business much more successful.

Are you a team player? If you work well with your team, you will be much more likely to keep a job and be happier doing it.

Steps to becoming a great, team player:

1. **Be reliable.** People should be able to count on you to do your share of the work. It is important to be dependable.
2. **Communicate positively.** To be a valuable team player, you must be able to express your thoughts and ideas clearly, directly, honestly and with respect for others. You must also listen.
3. **Treat others with respect.** If you do not like someone, try to keep it to yourself. Do not gossip. When you run others down, you end up looking bad.
4. **Be an active participant.** Take the initiative and help make things happen with a helpful attitude. What contribution can you make to help the team achieve success? Cooperate



to do what is best for the team and the company.

5. **Share information.** Be willing to share information, knowledge, and experience. Keep other team members (your co-workers and boss) up to date on a day-to-day basis. Help newer employees when they need it.
6. **Be flexible.** Change is normal when you are working on a team. Good team players adapt. They do not complain or become stressed-out when the team tries something new like driving a new route.
7. **Be a problem-solver.** A good team player is willing to deal with all kinds of problems to find solutions. Instead of being a problem-dweller, problem-blamer or problem-avoider, valuable team members choose to try their best to be problem-solvers.

Learning Activity 4: A Positive Vocabulary

How do you have a good relationship with others? On the next page are some words that describe either people who get along with others or people who do not.

Choose which words are **positive for good relationships**, then find and circle them in the word search puzzle.

Word Search

- trustful
- bossy
- agreeable
- know it all
- team member
- gossip
- friendly
- argue
- fight
- helpful
- hurtful
- sharing
- selfish
- kind
- complains
- gripes
- takes advice
- pouts
- caring

Z T X V A A T A J V R Q K T U J I L Z
Z E D R R T R E B M E M M A E T H U X
G F G G L C S C B U C L A A T C G F V
Q P U P W N Y W M O R B S R R F M T T
Y E O O X W V U M T S O U D G E Q X D
S Z Y U M L Y P X G O S S I P U S Z N
H U R S F U L K B Y T S Q S P Q E T T
Q A J T I A D C O F M Y F R N K L U L
B K H G I N N H U H I Z A I G T F O V
J I R N I J E L B A E E R G A B I U S
L W S K K S I Y U D X W F C E I S V N
X C T L Z E R D E E H G N I R A H S M
D A H E L P F U L S L U F T R U H X J
A B G C M I L L A T I W O N K G F H Q
D S I R D R E C I V D A S E K A T I D
O T F B M G N I R A C X D N I K N O H

Learning Activity 5: Using a Real-World Example

Mike worked as a driver for a large trucking firm. He had a good driving record. Mike was always on time and was not sick very often. However, it was not Mike, but Jin, who got the “best” route when the senior driver retired.

Mike had more experience and wanted this route because it was easier driving. Mike could not understand why he did not get it.

Even though Mike worked hard, he did not get along with others. He did not try to be friendly to anyone. He made fun of the people who loaded and unloaded his truck when they worked slowly or made mistakes. He often cursed them (used swearing), even in front of others.

If a customer found something wrong or criticized him, Mike argued loudly. Mike’s opinion was that he was the best at his job, and he took every chance to point that out to the other drivers.

1. Mike thinks he was great at his job. What good work skills do you think he has?

2. What bad work habits do you think he had?

3. What are two tips you could give Mike on ways that he could improve how he has a good relationship with others?

4. Discuss with a partner, group, or your instructor how you feel that Mike's behaviour and attitude toward others may affect his job.

Learning Activity 6: What Would You Do?

Circle the letter for the best way to get along in each of the following situations.

1. You and another driver share a job. She wants to divide the work so that each person does half the driving. It is harder for you because you are new, so you do not think that is fair.

- a. 'Buck-up' (stay strong) and really try to do your share.
- b. Tell the others you want a smaller share of the work.
- c. Complain to your boss.

2. You do not like one of the dispatchers you have to work with.

- a. Be honest and say so.
- b. Keep it to yourself and try to be nice.
- c. Tell your boss that you will not work with that person.

3. An older driver often tells you how to do things. You would rather do it your way.

- a. Listen to the advice. She may know something you do not.
- b. Tell the person not to bother you.
- c. Ignore her. Her advice is out of date anyway.

4. You disagree with your co-driver's plan for doing a job.

- a. Tell him why in a calm way, giving him reasons.
- b. Laugh at him.
- c. Argue loudly so that everyone will see how smart you are.

Learning Activity 7: Using Problem-Solving Steps

You have been driving the same route for several weeks, delivering to several stores of a large grocery chain.

As the route takes several days, another driver, Jin, goes with you and shares the driving. However, the driving changes always seem to occur just when Jin wants.

Even when you are tired, he says it is not his turn yet. When you are making the deliveries at the stores, he goes off shopping leaving you to do all the unloading.

Also, you think you seem to do more than your share of the vehicle inspections.

1. Using the problem-solving steps covered in the Thinking Skills module and the first four steps of the chart on the next page, answer the following questions.

- What do you think are the problems in the Service Centre? (State the)
- What are the issues? (Organize the facts)
- Produce some solutions to work out the issues. (List solutions)
- What might cause some positive results and what might be some difficulties? (Possible roadblocks/consequences)
- What is the best solution and what steps would you take to put your solution in place. (Verify solution)

2. Now you need feedback and to Evaluate. Discuss your answers with other group members or your instructor.

1. State the Problems:

2. Organize the facts

3. List Solutions

Possible Solution 1	Possible Solution 2	Possible Solution 3
Roadblocks/ Consequences	Roadblocks/ Consequences	Roadblocks/ Consequences

Which is the best solution?

4. Verify your choice:

Get feedback

5. Evaluate your solution

Unit 4: Your Boss

When we think about working with others and being a team player, we must also think about how we will get along with our instructor/trainer or the person we work for - our employer, our supervisor, our boss, our “team leader”.

If you want to pass your course or keep your job and be happy in it, you will need to get along with the person in charge.

This may not always be easy. You may not always agree with this person, or like everything about them. However, there are things you can do to get along with people.

Be **friendly**. Being friendly does not mean that you must be best buddies and do things together outside work. It means smiling, making eye contact, and saying a simple greeting such as hello.



Listen. It is important to listen and follow through on directions. Show your boss or trainer that you are listening.

Be dependable. Be on time, or even a little early, for the start of your route or your class. Do not miss work unless you absolutely cannot help it. Lateness and being absent are employers' greatest complaints about workers.

Show respect *for* the person in charge. Do not say bad things behind their back. If you say something nasty, someone may repeat it.

Respect *from* your supervisor you will have to earn. If you work hard and do a good job, you will earn respect. Respect works two ways. When you treat someone with respect, they will respect you in return.

Do your best, always! Working is not always fun, but doing a good job brings a good feeling. Trying to do as little as possible will not make you or your boss feel very good. Take pride in your work. Be sure you do it right and on time.

Finally, **accept** that your boss or instructor is human. Just like you, they have bad days and make mistakes. They are important to the work “team” and to you.

Problems, You and Your Boss

There is always more than one way to handle a situation. You make choices based on what you know and what you think is right.

You use your critical thinking, decision making and problem-solving skills to help you decide the best thing to do.



Do I deal with the situation or ask for help?

This is often one of the hardest questions to answer, especially for new employees.

For situations that come up often, your boss will tell you what decisions you can make for yourself and what decisions you need to have your supervisor make.

Do not do something without permission where you must apologize later.

If you have an issue, problem, or concern, tell your boss as soon as possible, even if you have already dealt with it yourself.

You and your boss can discuss how the problem was solved and whether this would be the best way to deal with similar problems in the future.

Remember, though, that you are just one employee and one member of the team. Do not take more than your fair share of your boss' time talking about every little situation or problem.

Do not just drop your problems at your boss' doorstep (just go right there every time a problem happens). Instead, explain the issue and your solution.

Use your "Thinking Skills" to consider your worry: Is this something my boss would want to be involved in fixing? Is this something where I can use my own problem-solving skills and solve it myself?

Learning Activity 8: Choosing the Best Method

Circle the best way to have a good relationship with your boss in each of the following cases.

1. Your boss is very fussy about cleaning up the truck at the end of each shift.

You should:

- a. spend a few extra minutes cleaning up.
- b. try to get them to loosen up.
- c. get them to do that part of the job themselves.

2. You think your boss may have forgotten about an important order.

You should:

- a. say nothing. It is not your problem.
- b. remind them privately.
- c. tell everyone you remembered, but they forgot. They will be impressed with your memory.

3. The boss gives you a new job to do.

You should:

- a. explain why you do not have time to do it.
- b. groan loudly and complain about your work-load to everyone who will listen.
- c. accept the job pleasantly.

4. The boss gives you directions to do a job. You have tried to understand, but you really do not.

You should:

- a. ask for more directions.
- b. pretend to understand so you do not look stupid.
- c. keep trying to figure it out on your own the best you can.

5. Your boss tells you they do not like the way you did a job. They want it done differently.

You should:

- a. immediately tell them why your way is better.
- b. get upset. Let them know how hard you worked.
- c. stay calm. If you have a good reason, explain why you did it your way. If they still disagree, do it their way.

6. On your first job, your boss asks you to do a simple, boring drive and delivery.

You should:

- a. refuse to do them. You are above all that.
- b. do your best on each task you are given.
- c. try to get away with the least work possible.

7. Many other drivers are late to work, and they seem to get away with it.

You should:

- a. be on time anyway.
- b. come in as late as they do, but no later.
- c. tell the boss about them.

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8. Some of the rules of your new company seem too strict.

You should:

- a. follow the rules even if you do not like them.
- b. follow only the rules that you agree with.
- c. complain to all your co-workers.

Learning Activity 9: Assessing Control

Your boss controls many things about your work life. However, you, as a worker, have some control, too.

For example, you can make your job more pleasant with a good attitude.

Listed below are some things that are part of doing a job. Tell how much control the worker has over each thing (a lot, some, none, etc.). Then tell why you feel that way. There can be more than one right answer.

Being happy with their job	<input type="checkbox"/> a lot	<input type="checkbox"/> some	<input type="checkbox"/> none
----------------------------	--------------------------------	-------------------------------	-------------------------------

Getting along with their boss	<input type="checkbox"/> a lot	<input type="checkbox"/> some	<input type="checkbox"/> none
-------------------------------	--------------------------------	-------------------------------	-------------------------------

Being accepted as part of a work team	<input type="checkbox"/> a lot	<input type="checkbox"/> some	<input type="checkbox"/> none
---------------------------------------	--------------------------------	-------------------------------	-------------------------------

Getting a raise or a promotion	<input type="checkbox"/> a lot	<input type="checkbox"/> some	<input type="checkbox"/> none
--------------------------------	--------------------------------	-------------------------------	-------------------------------

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Doing their job well ☐ a lot ☐ some ☐ none

Getting the boss to work with them, not against them ☐ a lot ☐ some ☐ none

Being given more responsibility ☐ a lot ☐ some ☐ none

Being known as a dependable person ☐ a lot ☐ some ☐ none

Dealing with Criticism

Accepting criticism from anyone can be very difficult.

When your Truck Driver Training instructor or boss criticizes or disciplines you, it can make you feel upset and uncomfortable.

However, constructive criticism is part of any job.

Constructive Criticism: Advice or opinions that are carefully considered and meant to be helpful for improvement, often with an offer of possible solutions.

Constructive criticism can help make us better workers.

It can help us to think about how we act and how we work with others.

We need to listen to the suggestions.

Remember, a positive attitude will help us to build strong relationships and earn the trust and respect of others.

Things to remember if you make a mistake:

- Do not complain.
- Do not make excuses.
- Do not blame someone else.
- Learn from your mistakes and do better next time.
- Ask for help if you need it.

When you make a mistake, take responsibility. Take the time to say that you are sorry, and create a plan, either by yourself or with help from your instructor or boss, to do better the next time!

Remember, no one expects you to be perfect all the time.

Learn from your mistakes so that you do not repeat them!

Learning Activity 10: How Would You Respond?

In each of the following situations, imagine that your boss is criticizing you. Write what you feel would be an appropriate response.

Situation #1

Boss: *"You're not doing a good job of keeping your inspection reports"*

You:

Situation #2

Boss: *"You have been late for work twice this week."*

You:

Situation #3

Boss: *"You have not been following the company rules about lunch breaks.*

You may take a lunch break only if you report in first."

You:

Situation #4

Boss: *"You did not wear your protective equipment when you were unloading the truck. I explained to you when I hired you that you had to follow the company safety rules.*

You:

Unit 5: Customer Service

Customer service is important to any trucking firm, and you are on the front line.

Service is the most important thing you must sell.

These days there is usually a choice of transport carriers in any area, so you must make the customer want to choose yours.

If service were just delivered on time, it would be simple, but quality service is much more than that.

If you are grumpy or rude, the customer gets a bad impression of the whole company. A friendly driver can make the customer want to use your service again.

There are three levels of customer service:

Rudeness

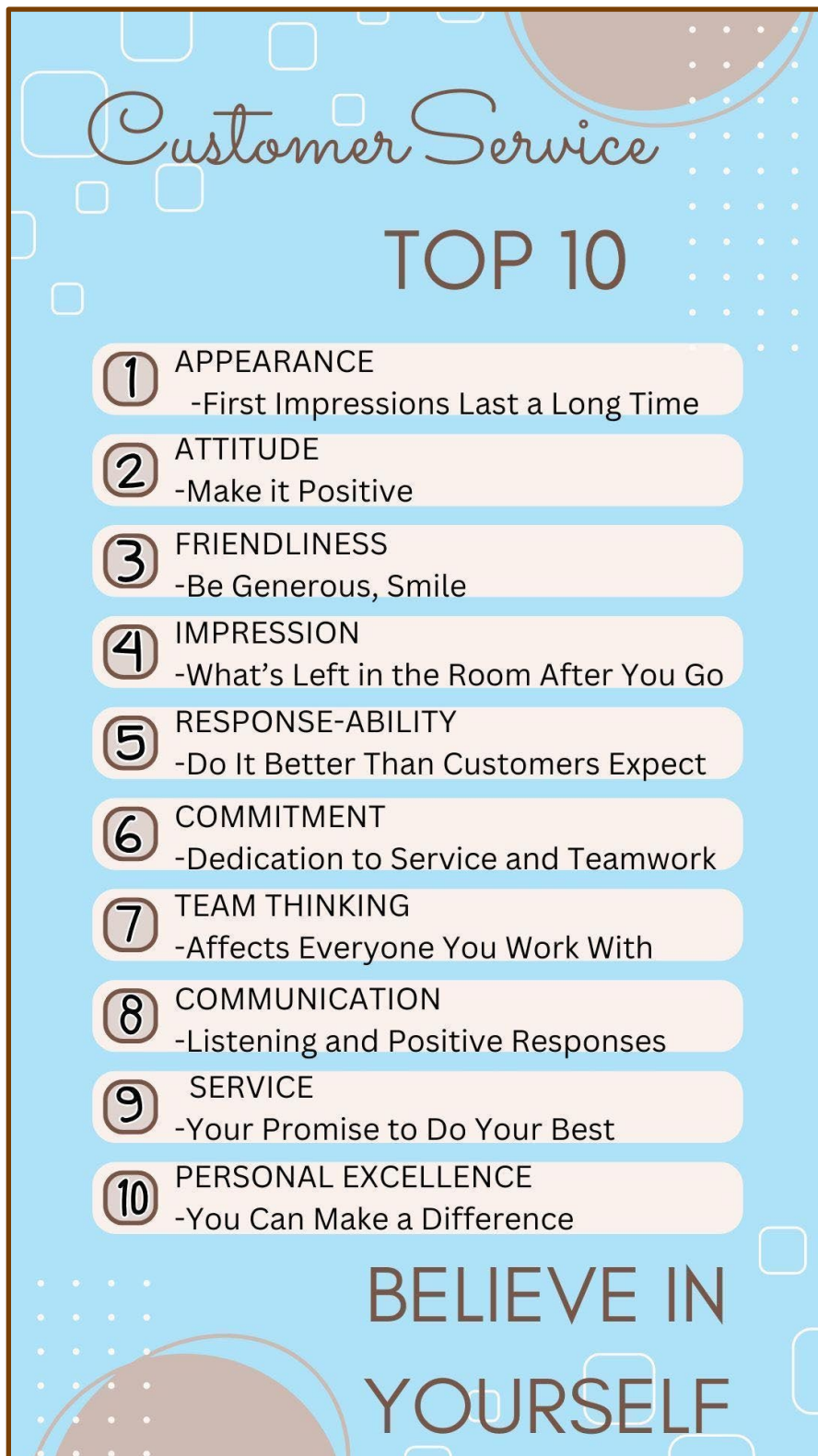
Indifference (not interested)

Quality service.

Approximately 60 percent of the time, when customers stop doing business with a company, it is due to rudeness or indifference.



If we keep our customers happy, they will keep us in business!



Learning Activity 11: What Does Customer Service Mean to You?

You have had training in customer service since you have been a customer yourself. This means that you can learn a lot just by thinking about your own experiences, good and bad.

1. Keeping in mind the Customer Service Top Ten, think about a very bad experience you have had as a customer. What happened that made you angry about the service? Tell someone your story and write it below.

2. Now, think about a very positive customer service experience you have had. What made it especially nice? Write your answer below. Discuss it with a partner or group if possible.

3. Think of a recent time when you received excellent customer service. Answer the following questions.

a. What did the employee say to you or do for you that made the service great?

b. How did the employee make you feel?

c. What was your response to the employee and the situation?

d. Have you, or would you ever return there? ☐ yes ☐ no

If possible, share your positive customer service experience with your instructor, another student, or a small group.

Practice your listening skills and give one another feedback, as you would a customer.

Use the four steps. This may take practice.

Quality customer service is service that:

- Meets the customer's highest expectations and then goes one step further.
- Tries to understand what the customer wants and anticipates his needs.

One study – the SERVQUAL model (short for service quality) – lists things customers look for in five different areas of customer service.

These areas are:

Reliability	People can count on you. You are dependable. Assurance You make people feel it is safe to trust you.
Tangibles	Things that you can see or touch.
Empathy	Understanding; feeling someone else's feelings.
Responsiveness	How do you react to an event or situation?



The Difficult Customer

Not all customers are happy and pleasant. You will run across some who are angry or mean.

These customers are never easy to deal with, but by following a few simple tips, you can make things as positive as possible.

Harass: to annoy repeatedly. To create an unpleasant situation for someone else, especially by uninvited and unwelcome verbal or physical conduct

Prepare yourself. At times, customers may swear, make fun, threaten, frighten, or harass.

Unfortunately, some customers feel that it is all right to treat other people this way. Customers come in all shapes, sizes, and personalities.

It is not a good idea to respond to a customer's bad attitude with the same kind of behaviour. "Giving back as good as you get" will only make the situation worse.

You do need to deal with the customer but try not to react to the anger.

Rude, difficult, or abusive customers have learned that, when they rant and rave, they often get what they want.

While most people do not react this way...the few who do really make it rough for everyone. Remember that you should stay calm and act in a professional manner. Your job is to try to

settle the customer down and get the situation under control.

To deal with these angry customers, it helps to know some reasons why they behave the way they do.

The Upset Customer Wants...

...To Be Taken Seriously

The customer does not want a response like, “You’re kidding!” “No way”, or “You have to be joking!” They want you to be professional and confident, and to respond seriously to her concern.

...To Be Treated with Respect

The upset person does not want you to look down on them. They do not want to feel that you think you are a better person than they are. They want you to treat them and their concerns with respect. This may be difficult when the customer is at fault but is trying to blame you.

...Immediate Action

The customer does not want you to investigate it next month, next week, or even tomorrow. They want you to do something now. Show your concern by moving quickly to solve the problem.

...Compensation

The customer wants someone to pay for the damage done, and perhaps their time, inconvenience, or pain.

...To Have Someone Take the Blame

Make sure the customer knows someone will look after the problem, even if you are not the person in charge.

Report the incident to your supervisor, so they can take measures to avoid similar problems in the future.

Customers do not always tell you when they are angry and dissatisfied with the service they have received, or the product that they have purchased.

Some customers just stop using your business’ services.

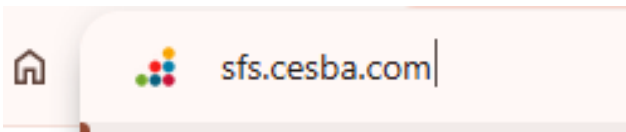


Further Learning Activity: Completing an Online Course

Customer interactions are very important. In this activity you will sign up for a short online course that has activities and more advice for those dealing directly with customers.

Follow the directions below to sign in to this course.

1. Open your Internet browser and type **sfs.cesba.com** into your address bar.



2. Create a new account (you may have to click on login in the right top corner first to get to the following screen).
3. Click on Create New Account.
4. Fill in the information requested.
5. Click 'I am not a robot' and then Create Your New Account
6. An email to confirm (verify) your information may appear in your email. You might need to click a link to

A screenshot of the sfs.cesba.com login and registration page. At the top is a logo with five colored circles (yellow, red, blue, green, purple). Below it are two input fields: "Username or email" and "Password". Under the password field is a checkbox labeled "I'm not a robot" and a reCAPTCHA logo. There is a blue "Log in" button and a link for "Lost password?". Below these is a section titled "Is this your first time here?" with the text "For full access to this site, you first need to create an account." and a "Create new account" button. A large blue arrow points to the "Create new account" button.

verify your identity.

7. You can now log in to the site.
8. Choose Healthy Work Habits from the Course Categories.



9. Enroll in the **Dealing with Upset Customers and Complaints** eLearning Module.
10. Ask your instructor about printing the Learner Review Questions to work on while you are doing the course.

Learning Activity 12: Conflict Resolution Strategies

For this activity imagine you are a truck driver delivering a shipment to an electronics store. When you arrive, the store manager is waiting at the loading dock.

He is upset because computers that were a flyer sale item have not been delivered yet and he has customers waiting and complaining.

As you are unloading you notice that there are none of those computers on your truck.

The manager is very angry.

1. Considering the situation, do you think the manager has a right to be upset? ☐ Yes ☐ No

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2. As you did not load the truck or control the shipment's contents, are you, the truck driver, at fault? ☐ Yes ☐ No

3. If he was cross with you, considering each of the five things "The Upset Customer Wants" listed on the previous page, what could you say or do to help the situation?

What would be out of your control?

a. To Be Taken Seriously _____

b. To Be Treated with Respect _____

c. Immediate Action _____

d. Compensation _____

e. Have Someone Take the Blame _____

Unit 5: Human Rights

Did you know that as an employee you have rights?

Do you know what your rights are?

Often, people go by what others have told them, instead of getting the information from a reliable source.

Discrimination at Work

Laws protect workers from discrimination. Employers cannot refuse to hire or promote someone because of their age, race, gender, religion, or disability.

Employers must also make changes (accommodations) to help people with disabilities do their jobs.

Discrimination is illegal, but some people still do it. If you face discrimination at work, here is what you can do:

- Ignore small rude comments, but do not let anyone make fun of you or make you feel bad.
- Stay calm. Do not respond with anger or bad behavior.
- If the problem is serious, ask for help. Tell your boss. If your boss does not help, talk to their boss, the HR department, or your union. If that does not work, contact the Labour Board or a lawyer.

Be sure that discrimination is the real issue. Sometimes problems at work are because of skills or attitude, not unfair treatment.

What is discrimination?

Discrimination means treating someone unfairly because of their race, gender, age, religion, disability, or other personal traits.

Employers cannot discriminate in hiring, firing, wages, promotions, or training.

Sexual Harassment

Sexual Harassment - Sexual harassment is any form of sexual behaviour that is unwanted and unwelcome. Sexual harassment can be either verbal or physical. It is about power and intimidation and may include a threat to the victim's employment. Sexual harassment is a form of sexual violence and is against the law.

Sexual harassment is a very difficult subject for most people to deal with.

When sexual harassment happens, it is often so uncomfortable and embarrassing for the victim that they do not report the event at all.

The harassment often gets in the way of the victim's ability to continue to do the job. Many victims choose to quit their jobs immediately. Others may put up with the harassment, feeling there is no choice because they cannot afford to lose their job.

When we think of sexual harassment in the workplace, we usually think of male co-workers, supervisors or bosses harassing female employees. This is not always the case.

Examples of Sexual Harassment:

Cecilia works at a company where the drivers are mostly men. When they get together, they love to tell offensive jokes about women. They do not stop telling the jokes when Cecilia enters the room.



Jodie has been waiting for three months to get the raise that she deserves. The other day, her boss told her that she would get a salary increase if she dated him.

James' boss was always touching him. James was not interested and wished his boss would just leave him alone and let him do his job. When he tried to discuss his feelings, his boss laughed at him.

Cecilia, Jodie, and James were all victims of sexual harassment.

Sexual harassment can take different forms. Cecilia was harassed with words. Jodie's boss promised her more money if she dated him. James' boss was touching him in ways that were not acceptable to him or to a workplace environment.

What to do when faced with sexual harassment in the workplace:

- Do not ignore it. No one should have to put up with sexual harassment!
- Tell the person that is harassing you to stop. This is often enough.
- If you do not feel comfortable talking to the person about it, you could write the person a letter requesting that the harassment stop. Keep a copy of any written letters in a safe place.
- Keep a written report of exactly what happened. Write down dates, times, and witnesses, if any. Keep this information in a safe place (not anywhere at your place of work). You will need it if you must file a complaint.
- If the harassment does not stop at once, tell your boss. If your boss is the harasser, you will need to go to higher management.
- If the problem continues without help from higher management, you could contact the Labour Board or a lawyer for some legal advice. By searching online, you should be able to find any telephone numbers you need.

Humour

In the workplace, do not tell jokes or stories that make fun of a person's culture, looks or abilities.

All, or most, of these jokes make a group of people appear inferior or second-rate. A group often uses this unkind humour to help stick together and keep "outsiders" in their place.

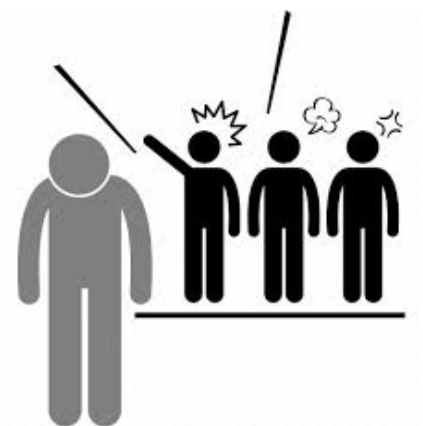
Sexual humour, often, disrespects both men and women. As we said earlier, it may even bring on charges of sexual harassment!

Name-calling

When we were children, many of us were victims of name-calling. It did not feel very good then and does not feel any better now that we are older.

Children call each other names, because they do not know any better, but as adults, we gain experience and learn to avoid such hurtful activities.

What we say shows other people what we think.



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What we say influences how other people think of us, also, and on how we get along with each other.

Some of the names and expressions people have used over the years are disrespectful to some religions, cultures, or nationalities.

If someone you know, or someone you work with calls others by rude names, speak up.

If you have called someone a bad name by mistake, or in a time of stress or anger, do not defend your mistake or give excuses, just apologize, and try not to make the same mistake again.

Follow the GOLDEN RULE...

Treat others the way you would like to be treated yourself.



Learning Activity 13: Making Decisions in Difficult Situations

You may do the following activity individually or in small groups.

1. Choose one of the situations from the Sexual Harassment section (Cecilia, Jodie, or James). Imagine you are in his or her **situation**.

Using the Decision Making: Pros and Cons form (Blank form 2 pages over), explore two decision options and come to a decision on what action you would take first.

You may refer to the six options suggested on the previous page or choose your own.

Discuss the situations and your problem solving and decision-making steps from the above with another person or in a group.

1. **State** the Problem:

2. **Organize** the facts

3. **List Solutions**

Possible Solution 1

Possible Solution 2

Possible Solution 3

**Roadblocks/
Consequences**

**Roadblocks/
Consequences**

**Roadblocks/
Consequences**

Which is the best solution?

4. **Verify** your choice: _____

Get feedback.

5. **Evaluate** your
solution _____

Decision Making: The Pros & Cons

Issue:			
Decision Option 1		Decision Option 2	
Pros	Cons	Pros	Cons
Preferred Decision:			

Unit 7: Communication

Communication skills are required in every part of your daily life. They are important when you are training or working.

Below are some secrets for creating good relationships when communicating with others:

1. You get back the kind of behaviour you send out.

- When you send out a friendly signal, you will get one back.
- When people like you, they are easier to deal with. This, in turn, makes you happier. It all starts with you!



2. You never get a second chance to make a first impression.

When people first meet you, they notice:

- Personal appearance (good grooming)
- Friendly body language (unspoken signals)
- A warm welcome

3. You have the right stuff.

There is no specific thing that will make you the best at communicating with others.

Everyone can:

- Smile
- Be polite
- Have a good attitude

4. Respect other people's personal space and allow them to become comfortable with you.

- Your goal is to make the other person feel comfortable.

Until this happens, you cannot build a good relationship.

If you are too friendly, too personal, or too bossy, you will make others uncomfortable.

Verbal Communication

It is important to remember that what you say, and how you say it, tells other people a lot about you.

Every time you talk to someone, you have a chance to make a good impression or a bad impression, so speaking skills are very important.

Verbal Communication: Takes place when two or more people speak to each other

It is not just what you say, but how you say it!

Since people form opinions about you from your voice and the way you speak, always think about how you sound.

Are you really saying what you want to say? What is the tone in your voice? Your voice can 'give away' how you feel.

Have you ever talked to someone that you thought sounded a little 'off'? Even if they tell you that nothing is the matter, you do not believe them, because their voice sounds sad, hurt, or angry.

When you do not feel your best or are upset, it can show in your voice.

You must be a good actor. Do not let the customers or the people you work with think you are upset or angry with them.

When your voice and your words match what you are trying to say, you get the message across. The person you are talking to will believe that you mean what you say.

Also:

- ✓ Say words clearly and correctly.
- ✓ Separate words instead of slurring or running them together.
- ✓ Talk at a comfortable speed. Not too fast, not too slowly.
- ✓ Speak loudly enough to be heard, but do not shout.
- ✓ Make sure you do not eat candy or chew gum when saying something important.
- ✓ Put a friendly, welcoming tone in your voice that says, "I am happy to serve you."

“A smile on your face is a smile in your voice!”



When you carry on a conversation at work, you cannot always be as relaxed as you are when you talk with your friends.

Instead, you will be more careful of the words and expressions that you use.

When you speak correctly, people can understand what you are saying.

Many of us have picked up bad speaking habits. Have you?

Bad habits when communicating may include:

- ☒ Swearing
- ☒ Poor grammar
- ☒ Using slang
- ☒ Putting in extra words, such as: like, you know, he goes, or um

Listening Skills

An important part of communicating in the workplace is having good listening skills.

Listening is extremely important when you are in training. The following are helpful hints to use while listening to your instructor, customers, your boss or other workers.

Focus your attention.

- Keep the person you are listening to at the centre of your attention and maintain a comfortable level of eye contact. (You do not need to stare.)
- When you glance away to watch things around you or listen to a nearby conversation, the speaker may feel frustrated and upset.



“Tune-in” to understand.

- Listen carefully to the speaker so that you clearly understand what he is saying.
- Hear not only what the person is saying, but also how he is saying it.
- Ask questions if you do not understand.

Repeat or restate whenever possible.

- Repeat the information back to them in your own words to make sure that you got the message correctly.

Ask for more information or opinions.

- Encourage the person to tell you more by asking questions.
- Do not interrupt. Wait for the other person to stop speaking.
- Ask for their opinion, to make sure you understand what they are telling you.

Learning Activity 14: Effective Listening

1. What are six points to remember to make sure that the person you are talking to believes that you mean what you say?

2. What are five bad speaking habits you should avoid?

2. For each of the four listening skills steps described on the previous two pages, choose one word to describe it. Write it in the space below.

1. Focus

2.

3.

4.

Communication Filters

In any communication, there are two people:

- The sender who speaks or writes the message
- The receiver who listens or reads the message

It is important that both the sender and the receiver do their part, or the message will not be received exactly as it was sent. Did you ever play the “telephone game” as a child?

In this game, one person whispered a message into the next person’s ear, and so on down the line to the last person who usually got a wrong message.

Well, that is a good example of what can happen if communication is “filtered” by other people or by other things.

Several “filters” that can affect clear communication are:

- **Your surroundings** - Remove or reduce physical distractions such as interruptions, noise, and objects that block your vision.
- **Your emotions** - To listen or speak for clear understanding, people need to feel comfortable. It helps when there's respect, trust, and honesty.
- **Your beliefs** – As we said in the Critical Thinking unit of Module 3: Thinking Skills, our beliefs can cause a bias or prejudice that can affect the message.
- **Your experiences** – A history of bad experiences can make you nervous about speaking up. You could also get the wrong idea about what someone else says. Positive experiences will encourage you to say what you think or feel and hear what the other person is really saying. The more you practice the better you will get.
- **Your body language** – Eye contact, facial expressions, gestures, and appearance can act as a filter between the sender and the receiver. You can send mixed messages if your body language does not match what you are trying to say.
- **Your 3 C’s** – You need to be Clear, Concise and Complete. If you mumble, talk on forever or do not tell the whole story, your message will not get through.
- **Other people** – Often someone tells us, “So-and-so said something.” This is just like the “telephone game.”

We are hearing a version of what the original person said, not the actual message. This message is “filtered” by the people in between.

Whenever possible, you should get the message straight from the sender and give it right to the receiver.

Communicating



Speaking
Listening



Filters (Communication Blockers):

- Surroundings
- Emotions
- Beliefs
- Experiences
- Body Language – Facial expressions, Gestures, Appearance
- The 3 C's – Clear, Concise, Complete
- Other people

Learning Activity 15: Analyzing Communication Filters



In the following situations, answer the a), b) and c) questions about communication “breakdowns.”

1. Yesterday when you scheduled your job interview over the telephone, you were also listening to the radio, now you do not know what time the interview is.

a. What “communication filter” might have caused the problem?

b. What could happen in this situation?

c. What would have prevented this situation?

2. You started a new job. Your boss told you that you were to wear black pants, and you would get a company shirt when you arrived. You do not like black pants, so you wear dark blue jeans.

a. What “communication filter” might have caused the problem?

b. What could happen in this situation?

c. What would have prevented this situation?

3. You see your friend Juan at the grocery store on your day off, he tells you that your schedule has changed, and you do not drive on Tuesday anymore.

Tuesday morning you get a call from your manager asking why you are not at work, as scheduled.

a. What “communication filter” might have caused the problem?

b. What could happen in this situation?

c. What would have prevented this situation?

4. In class, you are sitting at the back, bent-over looking down at the floor while the trainer is standing at the front speaking to everyone.

Module 6: Collaboration

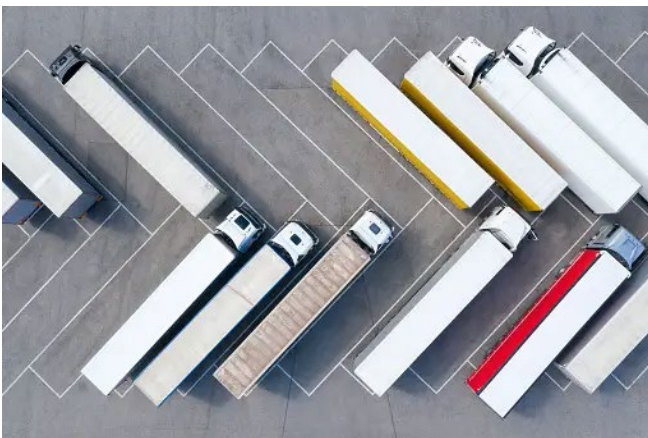
When the session ends, and you go to apply the training in the trucks, you do not know how to do it.

The trainer asks you why you cannot pay attention when he is teaching the class.

- a. What “communication filter” might have caused the problem?

- b. What could happen in this situation?

- c. What would have prevented this situation?



Non-Verbal Communication

Sometimes, without speaking a word, you can say so much. Are you aware that you are constantly sending messages to other people with body movement, facial expressions, and hand gestures?

Non-verbal communication

Also called “body language,” this is what your attitude, expressions, and gestures say to people.

These are some important points to remember:

- Make sure that your body language gives an open, welcoming image.
- Keep your hands out of your pockets and off your hips.

When your arms hang freely at your sides, it shows people that you are open to communicate with them.

Be aware of what you do with your hands - do not wave them around, chew your nails, etc.

- Make sure that you make eye contact.

People want to feel that you are listening to them, and they want to see that you understand what they are saying.

- Pay attention to the facial expressions that you make.

You do not want people to get the idea from your expression that you are angry or upset with them.

Your expression should go with your words and an attitude of friendly, relaxed, and willing communication. (A smile is usually a safe expression.)



Note: Take notice of the things that other people do when you are talking to them.

Think about the signals that they are sending out to others with their body language

Learning Activity 16: Non-Verbal Communication

1. In the Thinking Skills module, we learned that writing things down is a good way to remember them.

Think about conversations you have had recently.

Write out a short list of things that you notice yourself doing (gestures, frowns, slouching) that you would like to change.

Why do you feel that you should change? _____

2. Look in a mirror and practice different facial expressions.

Make your expression angry, sad, confused, very happy and pleasantly friendly. Try having no expression at all.

3. If it is possible, have someone take your picture or a video, while you are trying each of the various expressions.

When you look at it, can you tell which expression is which? ☐ yes ☐ no

4. Have someone else to look at the pictures. Could they tell what expression you were trying to show? ☐ yes ☐ no

5. Now, with a partner or a group take turns using the following facial expressions while saying the words in *italics*. Use the tone of voice written after the quote.

a. Confused expression "*It makes me really angry when people throw their garbage on the ground for me to pick up.*" Use a sad voice.

b. Angry expression "*Good day, shall I unload the truck here?*"
Use a happy voice.

c. Smiling face, "*I'm sorry; I do not understand what you want.*"
Use a happy voice. Then do it again and use a confused voice.

6. Was it confusing when the spoken message was different from the message given by either the facial expression or the voice? With your partner and instructor or in a group discuss how you felt **a)** when you listened to the other person and **b)** when you were speaking yourself.

Putting it in Writing

A Truck Driver's job does not require a lot of writing or very difficult writing.

When you do write, though, it is very important that it is accurate, neat, and legible (handwriting that is easy to read).

While you are at Truck Driver Training, your marks may depend on your writing being understandable.



Some examples of writing that Truck Drivers do:

- Telephone Messages - For your boss or fellow employees
- Inspection Reports - write comments on the truck inspection form provided to the mechanics, noting a defect, which is not easily visible.
- Logs - write logbook entries, indicating results of Department of Transport vehicle inspections and events or problems, which occurred during the trip.
- Notes - about customer requests or deliveries following customer complaints, to the company manager explaining why it was not possible to complete pickups or deliveries.
- Memos - to other drivers with instructions for the next load
- Forms - to be filled in
- Letters, texts, or emails - write to advise insurance companies of the details of an accident.



Personal Presentation

One more thing that can affect what a customer thinks of you is the way you present yourself.

What you look like and how you act and maybe even your scent.

These things, added to the way you talk, how well you listen, the tone of your voice and your body language make a whole package that a customer either does or does not enjoy.

In any service job, and truck transport is a service, an employee's presentation will have a huge effect on whether a customer will return.

Customers will base their impression of the business on how the person who represents the company looks and acts.

If the employee has a neat, clean appearance, combined with a pleasant attitude, people will feel good about doing business with that company.

A note on body odour...

It is a smelly subject, and people are uncomfortable talking about it, but you do not want your body odour to offend people!

When you are working hard, or sitting for hours in a truck, it is difficult to stay fresh smelling all day, but you can help the situation by practicing good hygiene.

Here is the deal:

- ✓ Shower, bathe, or wash every day.
- ✓ Shampoo your hair at least every other day. Hair picks up odours and unwashed hair looks greasy.
- ✓ Use deodorant.
- ✓ Brush your teeth after eating. If you eat garlic, brush your teeth, and use a breath freshener.
- ✓ Wash your clothes as often as possible.

When you sweat, your clothes absorb the odour.

The clothes you wear to work should be clean looking and clean smelling.



Learning Activity 17: Presentation Review

1. Think about all the things that we have talked about in Personal Presentation that could affect a customer's desire to use your operator as its carrier.

In a group or with another person, discuss whether you have ever found that the way a person looked or smelled bothered you.

Now, think about your own appearance and habits (smoking, perfume, cleanliness).

Do you think that you are doing anything right or wrong that would influence customers?

Please explain.

Making a Good Habit

The best way to break a bad habit is to make a good habit in its place.

It takes at least a month of daily reminders to make a good habit. Do not get discouraged if you have setbacks!

There are five stages to making change:

1. You do not know there is anything wrong or anything better.
2. You realize you need to change to make things better and you start to think about how to do it.
3. You plan and prepare to make the change.

Module 6: Collaboration

4. You try out the good new behaviour.
5. You do the good behaviour all the time. You need to think about it less often.

What I would like to change	What things I can do to change it	When I can do these things	Progress Comments
Have whiter teeth and fresher breath	Brush 3 times a day	Start now, every day	Mon ✓ Tues ✓ Wed ✓
	Floss nightly	Start now, every night	Mon ✓ Tues ✓ Wed ✓
	Have teeth cleaned at the dentist.	Make an appointment for two months from now, to allow me to save some money.	Called and made an appointment. Put aside \$25.00 from week's pay

Learning Activity 18: Making a Good Habit Chart

Making a good habit chart:

Make yourself a list of things you can do to improve your “Personal Presentation.”

Write down how you could make the change and set yourself some goals.

Pull the sheet out about once a week, to keep track of how you are doing.

What I would like to change	What things I can do to change it	When I can do these things	Progress Comments

Unit 8: Accepting Differences

While working in trucking you will meet and work with different people.

These people can come from many different backgrounds.

What Does Accepting Differences Mean?



"Accepting differences" means understanding and respecting that people all are unique (that each person has their own story and experiences).

This includes:

- Different **backgrounds** (where people come from)
- Different **languages** (the way people speak)
- Different **beliefs** (what people believe in)
- Diverse **ways of doing things** (how people work or act)
- Different **abilities** (how they do what they do)
- Different **genders or identity** (how they see themselves)

On a job site, you may meet people from all over the world or those who have opinions that do not match your own.

Accepting and respecting each member of the team makes a workplace more comfortable for everyone.

Why is It Important to Accept Differences?

- **Creating a Positive Workplace:** When we respect people who are different from us, the worksite becomes a friendlier and more welcoming place.
 - This helps everyone feel at ease and enjoy their work more.

- **Respecting Everyone:** Everyone deserves to feel valued, no matter their background. Respect shows that you see them as one of the team.
 - When people feel respected, they are likely to be more polite and friendly in return.
- **Learning New Things:** People from other cultures may have interesting ways to do certain tasks or have special methods they use.
 - By being open to learning from others, you might discover new skills that help you in your own work.
- **Building a Better Community:** When people accept and respect each other, it creates a better community.
 - It also helps to prevent misunderstandings and makes sure everyone feels accepted at work.

How Can You Show an Acceptance of Others?

These are things you can do to show respect for other people on the job site:

- **Be Friendly and Polite:** A smile, wave, or friendly greeting can make someone's day better. If you see someone, say hello or nod. This small gesture can help others feel included.
- **Respect Personal Space:** Different cultures have different views on personal space. Giving others the space they need shows that you respect their comfort.
- **Keep Noise and Mess to a Minimum:** Keeping your area clean and noise levels down as much as possible are other ways of showing respect for others, even if you are not working together directly.
- **Be Open to Learning:** If someone from a different background shares tips or suggestions, listen and be open. You might pick up useful ideas that improve your own work!

- **Respect Different Beliefs:** People may have different holidays, foods, or customs. If you notice someone does things differently, show respect by not making assumptions or jokes about it.

Accepting differences helps create a positive work environment for everyone. By being friendly, respectful, and open to learning new things, you can make your co-workers feel valued.

This respect helps everyone focus on doing their best work and makes any job a better place to be.

It makes the workday easier and helps everyone do their best on the job.

Understanding Differences in Trucking

Learning Accommodations

Imagine there is a truck driver named Alex. Alex has dyslexia. Dyslexia is a learning difference that makes reading and understanding words harder. About 15 to 20 percent of people in Canada have dyslexia. Alex is good at their job; they just use their own ways to finish tasks.

What Alex Might Find Hard:

- **Reading Directions or Load Papers:** Alex might need extra time to read delivery instructions or load lists.
- **Understanding Road Signs Quickly:** If signs have a lot of words, Alex may use GPS with voice directions to avoid missing important details.
- **Remembering Delivery Codes or Addresses:** Alex may use a checklist or voice recorder to keep track of delivery details.
- **Filling Out Paperwork:** Alex might take extra time filling out forms and may use apps that read text aloud.

How Co-Workers and Employers Can Help:

1. **Offering Help Politely:** If a co-worker needs help, offer it in a kind way. For example, “Hey Alex, do you want to go over the load papers together?” This shows support without making Alex feel different.

2. **Respecting Their Tools or Methods:** Alex may use voice-to-text apps, color-coded notes, or other tools to stay organized. Supporting their methods helps create a respectful workplace.
3. **Following Workplace Accommodations:** If Alex has special rules, like extra time for paperwork or digital tools for reading, team members should respect and support these.

Understanding Alex's way of working is part of accepting differences. Everyone has their own way to get the job done.

Showing Equal Treatment

Marta gets a new job as a truck driver. She has years of experience and is skilled at planning routes, handling freight, and driving long hours safely. But some people at her new job may not see this because she is a woman.

Challenges Marta Might Face:

- **People Underestimating Her Skills:** Some might think Marta cannot handle long trips, tough routes, or heavy loads, even though she can.
- **Feeling Left Out:** Marta may feel ignored in truck stop talks or workplace meetings because she is one of the few women.
- **Getting Extra Explanations:** Some co-workers might explain things she already knows, thinking she needs extra help.
- **Having to Prove Herself More:** Marta might feel she has to work harder to show she is as good as her male co-workers.

How Co-Workers and Employers Can Help:

1. **Recognizing Skills and Abilities:** Marta is on the team because she is skilled. Treating her fairly and respecting her experience is important.
2. **Including Everyone in Conversations:** Making sure all team members, including Marta, feel welcome in talks and decisions helps build a friendly workplace.
3. **No Bullying or Stereotyping:** Everyone deserves respect. Negative jokes or unfair treatment should not be allowed. A safe and fair workplace helps everyone.

How Can Trucking Teams Be More Open to Different Cultures?

Being open to different cultures helps truckers get along with co-workers, customers, and

dispatchers. Respect and understanding make work smoother and more enjoyable. Here are simple ways to be more open to different cultures in trucking:

- **Learn About Other Cultures:** Knowing about different customs can help with co-workers and customers.
- **Be Respectful:** Treat everyone with respect and do not assume things about them.
- **Be Open:** Be willing to learn from people with different backgrounds.
- **Ask Questions Kindly:** If you are unsure about something, ask nicely instead of guessing.
- **Use Simple Language:** Some co-workers may not speak English well. Clear, simple words or translation tools can help.
- **Respect Food Choices:** When stopping for meals, be mindful of different diets.
- **Use Translation Tools:** Apps like Google Translate can help with language barriers when talking to customers.
- **Understand That People Think Differently Based on Their Experience:** People’s opinions and work styles come from their culture and background.

By creating a respectful and welcoming workplace, trucking teams can work better together and have a more positive work environment.

Respect and Acceptance Practice

Imagine you are at a job site working alone, and you see someone new from another country setting up in the same area.

Think about how you would greet them politely and what questions you might ask them on their first day.

Write down two things you could say to them to show them acceptance at work.

Learning Activity 19: Review of Accepting Differences

1. Why is it important to respect and accept people with unique needs, like someone with dyslexia, on a construction site?
 - a. So that everyone feels valued and comfortable while doing their work.
 - b. Because it makes other people work harder.
 - c. To make sure everyone works at the same speed.
 - d. So, you can avoid talking to them.
2. True or False? It is respectful to greet someone from another culture by asking questions about their customs if you are genuinely curious. _____
3. True or False? Making assumptions (guesses) based on someone's gender, age, or background will make things much better at work. _____


Transport Truck Driver Course



Final Demonstration



Skills for Success in this Section

	Reading		Writing		Digital
	Problem solving		Communication		
	Creativity and innovation				

|

Truck Driver Final Demonstration

- Reading, Writing, Communication
- Numeracy
- Creativity and Innovation

Learner Information and Instructions

This demonstration will show how well you can research and summarize information using documents.

It will show your reading, writing, document use, numeracy and thinking skills.

You will be required to complete the Training Research Package forms (found on the next three pages) to investigate job opportunities for Truck Drivers with Professional Truck Driver Training.

You will also need to investigate three Truck Driver Training providers, to determine which would be the best option for you.

You will need to use critical thinking and decision-making to compare and decide which one is the best for you. You will need to be able to explain why you have made this selection.

When you have completed the research, look over your documents.

Do you think they are all correct? Discuss your answers with your instructor.

Please complete the **Learner's Self-Reflection** which follows the Training Research Package forms.

Training Research Package

Labour Market Research

Before beginning training in a new career, it is important to find out whether there are jobs available in the field in which you wish to train.

Please fill out the chart that is provided.

You should contact at least five employers or people presently working in the field. (This can be done by phone or in person).

You can further support your request for training by adding job postings, related articles, or any further information you feel is important.

Training Research

It is important that you compare different schools to make sure that you are getting the training that best suits your needs.

Find out which schools/trainers in your region offer courses for the occupation you have chosen.

Visit and compare them, then choose the best one for you.

If there is only one school locally, please compare it with two programs from out-of-town.

For your convenience, we have included a comparison chart in this package.

Points to consider when choosing your school include:

- What certification will you receive? Will it qualify you to work in your chosen field?
- How does the school decide if you have the skills to be successful in the course? Is there pre-testing and, if so, what is the cost?
- What is the refund policy?
- Do the instructors have teaching and on-the-job experience?

- Is the school registered with or exempt from the “Private Vocational Schools Act”?
- What portion of your training will be hands-on experience? (for example: If it is a computer course, how much time will you use a computer?)
- Is there a placement included to the program?
- Will it be possible for you to learn at your own pace?
- What is the class size, and will instructors give extra help when it is needed?
- What is the reputation of the school and the success of its graduates getting jobs?
- Do employers regularly contact the institution looking for graduates?
- Is job search assistance offered?

Skills Development Labour Market Research

Information Sources:

- Employment Resource Centre
Potential Employers/Employees in the Field
Community Organizations
Industry Representatives
Internet Job Postings
- Public Libraries
Professional Associations
Job Bank
Informational Interviewing

Information Source or Company Name/ Type of Business	Person, you contacted/ spoke with and their title	Wage Range	Sample Questions: •Are there jobs available in this region? In other parts of the country? •Are jobs in this field expected to increase or decrease in the future? •What qualifications and experience do you need to be hired? •What exactly does the day-to-day job involve? •Would it be necessary to relocate?
1			
2			
3			

Final Demonstration**Transport Truck Driver Course**

4			
5			

Training Research/Comparison Chart

When selecting a training provider, it is important to choose the school that is best for your training needs and style of learning. Please refer to the Training Plan Application Checklist in this package to assist you with the questions you should ask to make an informed decision.

Fill in the table on the next page.

Category	Comparison #1	Comparison #2	Comparison #3
Course Title			
Diploma/Certificate			
School Name			
City			
Phone #			
Costs			
Tuition	\$	\$	\$
Books	\$	\$	\$
Certificate	\$	\$	\$
Uniforms	\$	\$	\$
Equipment	\$	\$	\$
TOTAL	\$	\$	\$
Course Dates & Times			
Start Date	dd/mm/yy	dd/mm/yy	dd/mm/yy
End Date	dd/mm/yy	dd/mm/yy	dd/mm/yy
Total # of Weeks			
Hours per Week			
Strengths & Weaknesses			
I chose this school because...			

Learner's Self-Reflection

Please answer Yes or No to each question.

Yes, or No?

Date: _____

I was able to read the demonstration and understand what was required.

I was able to find information about trucking jobs and truck driver training.

I was able to make decisions based on what I learned before the demonstration.

I organized my tasks in an order that would save time.

I was able to use my communication skills to get information from employers and trainers/schools.

I was able to complete the forms provided for this demonstration.

This demonstration is related to my employment goal(s).

I would change this demonstration by doing the following:

Other Comments:

Assessment

Learner _____ Date: _____

The agreed upon amount of time for the learner to complete this task was: _____

The timelines were met. Yes, or No?

This demonstration was successfully completed as per
the criteria on the reverse page.

Comments:

Congratulations! 

You have completed this course.

Transport Truck Driver and Skills for Success Training

This curriculum explores a wide variety of skills, tasks, and tools relevant to employment as a Transport Truck Driver. The modules in this course may be selected individually or used in entirety to prepare learners for the practical skills and employer expectations related to employment in the transportation sector. Learners who complete this curriculum will have a solid foundational understanding of essential skills, and the importance of safety in transportation.

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