

# **BASIC TEXTILE OPERATION**

**NTQF Level -I**

## **Learning Guide -13**

**Unit of Competence: Work in the Textile Industry**

**Module Title: Working in the Textile Industry**

**LG Code: IND BTO1 M03 LO4-LG-13**

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**LO 4: Identifying Workplace Areas or  
Departments and their Role**



<b>Instruction Sheet</b>	<b>Learning Guide # 13</b>
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:

- Identifying OHS practices
- Identifying workplace practices
- Describing key workplace activities
- Identifying key personnel and their roles

This guide will also assist you to attain the learning outcome stated in the cover page.

Specifically, upon completion of this Learning Guide, you will be able to:

- Identify workplace practice
- Describe key activities of work place
- Identify key personnel and their role
- Identify OHS practice
- Identify production process departments and their role



### **Learning Instructions:**

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below
3. Read the information written in the “Information Sheets”. Try to understand what are being discussed. Ask your teacher for assistance if you have hard time understanding them.
4. Accomplish the “Self-checks” in each information sheets.
5. Ask from your teacher the key answers or you can request your teacher to correct your work after you finished answering self-checks.
6. If you earned a satisfactory evaluation proceed to “Operation sheets and LAP Tests if any”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity.
7. After you accomplish Operation sheets and LAP Tests, ensure you have a formative assessment and get a satisfactory result;
8. Then proceed to the next information sheet



## Information Sheet-1

## Identifying OHS practices

### 1.1. Introduction to OHS

Occupational health and safety is a discipline with a broad scope involving many specialized fields. In its broadcast sense, it should aim at:

- The promotional and maintenance of the highest degree of physical, mental and social well-being of workers in all occupations.
- The prevention among workers of adverse effects on health caused by their working conditions.
- The protection of workers in their employment from risks resulting from risks resulting
- The placing and maintenance of workers in an occupational environment adapted to physical and mental needs.
- The adaptation of work to humans.

In other words, occupational health and safety encompasses the social, mental and physical well-being of workers that is the “whole person”. Successful occupational health and safety practice requires the collaboration and participation of both employers and workers in health and safety programs, and involves the consideration of issues relating to occupational medicine, industrial hygiene, toxicology, education, engineering safety, ergonomics, psychology, etc.

Occupational health issues are often given less attention than occupational safety issues because the former are generally more difficult to confront. However, when health is addressed, because a healthy workplace is not necessarily also a healthy work place. The important point is that issues of both health and safety must be addressed in every workplace.

#### 1.1.1. Poor working conditions affect worker health and safety

Poor working conditions of any type have the potential to affect a worker’s health and safety. Unhealthy or unsafe working conditions are not limited to factories---they can be found anywhere, whether the workplace is indoors or outdoors. For many workers, agricultural workers or miners, the workplace is “outdoors” and can pose many health and safety hazards. Poor working conditions can also affect the environment workers live in, since the working and living environments are the same for many workers, this means that



occupational hazards can have harmful effects on workers, their families, and other people in the community, as well on the physical environment around the workplace. A classic example is the use of pesticides in agricultural work. Workers can be exposed to toxic chemicals in a number of ways when spraying pesticides: they can inhale the chemicals during and after spraying pesticides: they can inhale the chemicals during and after spraying, the chemicals can be absorbed through the skin and the workers can ingest the chemicals if they eat, drink or smoke without first washing their hands, or if drinking water has become contaminated with the chemicals. The workers' families can also be exposed in a number of ways: they can inhale the pesticides which may linger in the air, they can drink contaminated water or they can be exposed to residues which may be on the worker's clothes. Other people in the community can all be exposed in the same ways as well. When the chemicals get absorbed into the soil or leach into groundwater supplies, the adverse effects on the natural environment can be permanent.

Overall, efforts in occupational health and safety must aim to prevent industrial accidents and diseases, and at the same time recognize the connection between worker health and safety, the workplace, and the environment outside the workplace.

Some health hazards for industry workers

- Dusts
- Gases
- Noise
- Vibration
- Extreme temperature

Unfortunately some employers assume little responsibility for the protection of workers' health and safety. In fact, some employers do not even know that they have the moral and often legal responsibility to protect workers.

As a result of the hazards and a lack of attention given to health and safety, work-related accidents and diseases are common in all parts of the world.

### **1.1.2. Costs of occupational injury/disease**



Work-related accident diseases are very costly and can have many serious direct and indirect effects on the lives of workers and their families. For workers some of the direct costs of an injury or illness:

- The pain and suffering of the injury or illness
- The loss of income
- The possible loss of a job
- Health-care costs.

It has been estimated that the indirect costs of an accident or illness can be for to ten times greater than the direct costs, or even more. An occupational illness or accident can have so many indirect costs to workers that it often difficult to measure them. One of the most obvious indirect costs is the human suffering caused to workers' families, which cannot be compensated with money.

The costs to employer's occupational accidents or illnesses are also estimated to be enormous. For small business, the cost of even one accident can be a financial disaster. For employer, some of the direct costs are:

- Payment for work not perform
- Medical and compensation payment
- Repair or replacement of damaged machinery equipment
- Reduction or temporary halt in production
- Increased training expenses and administration costs
- Possible reduction in quality of work
- Negative effect on moral workers.

Some of the indirect costs for employers are:

- The injured/ill workers has to be replaced
- A new worker has to be trained and given time to adjust
- It takes time before the new worker is producing at the rate of the original worker
- Time must be devoted to obligatory investigations, to the writing of reports and filling out of forms;



- Accident often arouse the concern of fellow workers and influence labor relations in a negative way
- Poor health and safety conditions in the work place can also result in poor public relation.

Over all, the costs of most work-related accidents or illnesses to workers and their families and to employers are very high. On a national scale, the estimated costs of occupational accidents and illnesses can be as high as  $\frac{3}{4}$  percent of a country's gross national product. In reality, no one really knows the total costs of work-related accidents or diseases because there are a multitude of indirect costs which are difficult to measure besides the more obvious direct costs.

### Health and safety programs

- For all of the reasons given above, it is crucial that employers, workers and unions are committed to health and safety and that:
- Work place hazards are controlled-at the source whenever possible;
- Records of any exposure are maintained for many years;
- Both workers and employers are informed about health and safety risks in the work place;
- There is an active and effective health and safety committee that includes both workers and management;
- Worker health and safety efforts are ongoing.

Effective work place health and safety programs can help to save the lives of workers by reducing hazards and their consequences. Health and safety programs also have positive effect on both workers morale and productivity, which are important benefits at the same time, effective programs can save employers a great deal of money.

### **1.2. Hazards and Risks in the Textiles Sector**

The textiles sector contains many hazards and risks to workers, ranging from exposure to noise and dangerous substances, to manual handling and working with dangerous machinery. Each processing stage---from the production of materials to the manufacturing, finishing, coloring and packaging---poses risks for workers, and some of these are particularly dangerous for women's health.



This short document cannot cover all the hazards and risks in all the parts of the textiles sector, but highlights some of the key issues, particularly to women workers, and how worker safety and health can be managed.

### **1.2.1. Musculoskeletal Disorders**

Musculoskeletal disorders (MSDs) are the most common work-related health problem in Europe, with almost one in four workers reporting backache and one in five complaining of muscular pains. Manual handling, the lifting, holding, putting down, pushing, pulling, carrying of movement of load, is the largest cause of injury in the textiles sector. Manual handling can cause either cumulative disorder from the gradual deterioration of the musculoskeletal system, such as lower back pain, or acute trauma such as cuts or fractures due to accidents.

In the textiles sector, risk factors for MSDs include:

- Working in awkward posture, such as during spinning, cutting, product control, and packaging,
- Repetitive movements, such as during spinning, cutting, product control, and packaging, Personal fatigue through manual handling, during the storage, inspection, treatment, shipping, finishing, and cutting of textiles.

### **1.2.2. Exposure to chemical agents**

Many different groups of chemical substance are used in the textiles sector, including dyes, solvents, optical brighteners, crease-resistance agents, flame retardants, heavy metals, pesticides, and antimicrobial agents. They are used in dyeing, printing, finishing, bleaching, washing, dry cleaning, weaving slashing/sizing, and spinning.

Respiratory and skin sensitizers can be found in the textiles sector, including dyes, industry has been evaluated as a sector with an increased carcinogenic risk. Several studies have showed an increased risk of nasal, laryngeal and bladder cancer in women.

### **1.2.3. Exposure of dusts and fibers**

The exposure of workers to dusts from material such as silk, cotton, wool, flax, hemp, sisal and jute can occur during weaving, spinning, cutting, ginning and packaging. Division of tasks along gender lines may mean that women are exposed to organic dusts more than men, with respiratory diseases being diagnosed more often in women than men. Exposure to fibers and yarns cause nasal or bladder cancer.





#### **1.2.4. Exposure to biological agents**

In some activities, such as carding and willowing, workers may be exposed to biological agents such as anthrax, clostridium tetani (the causative agent for tetanus) and coxiella burnetti(which causeQ fever). Exposure to biological agents can result in allergies and respiratory disorders.

#### **1.2.5. Exposure to physical agents**

Workers may be exposed to noise and vibrations, for example during weaving, spinning, sewing, twisting and cutting. Exposure to loud noise can result in permanent hearing damage such as noise-induced hearing loss and tinnitus. Exposure to vibration, particularly together with risk factors for MSDs, can lead to long term harm. Electro-magnetic fields may also be found in some workplaces in the textiles sector.

### **1.3. Accidents in the textiles sector**

The textiles sector has many hazards that can cause injury to workers, from transport in the work place (lift truck) dangerous large work equipment and plant, to the risk of slips from a wet working environment. Workers being struck by objects, such as moving machinery parts and vehicles' are significant cause of injury in the sector. There also exists the risk of fire and explosions, for example from heating planted used for vapor generation.

#### **1.3.1. Psychosocial issues in the textiles sector**

Work related stress has been defined as being experienced when the demands of the work environment exceed the workers' ability to cope with or control them. Work related stress may be a issue in some areas of textiles sector, being associated for example with repetitive and fast paced work, and where the worker has no influence on how the job is done.

### **1.4. Material and workshop safety**

- Get instruction from your supervisor, if you are unfamiliar with a tool
- Keep tools clean, in good condition, and ensure they receive regular maintenance
- Always use the right tool for the job
- Inspect each tool for damage before use. Tag tools “out of service” and return them to the shop if they are damaged or otherwise unsafe.



- Only operate tools and equipment according to manufacturer's instructions
- Wear appropriate personal protective equipment such as goggles, gloves, and eye Protection when working with tools and equipment. Check with your supervisor for guidance
- Return tools to their proper storage location.
- Remove loose clothing and jewelry around tools with rotating parts.
- Store all tools in a dry, secure location.
- Tag unsafe tools "out of service" and do not use them. Remove tool from workplace and report to supervisor for replacement.

### **1.5. Personal Protective Equipment**

Hazards exist in every workplace in many different forms; sharp edges, falling objects, flying sparks, chemicals, noise and other dangerous situation. The occupational safety and health administration (OSHA) requires that employers protect their employees from workplace hazards that can cause injury. Employers must provide personal protective equipment (PPE) to their employees and ensure its use. Personal protective equipment, commonly referred to as PPE is worn to minimize exposure to a variety of hazards. Example of PPE includes such items as gloves, foot and eye protection, protective hearing devices (earplugs, muffs) hard hats, and full body suits. The PPEs are made to protect

- |                          |                      |
|--------------------------|----------------------|
| ▪ The eyes               | ▪ The head           |
| ▪ Hearing                | ▪ The legs and feet  |
| ▪ The face               | ▪ The arms and hands |
| ▪ The respiratory system | ▪ The whole body     |

There are many PPEs to mention for instance like, goggle, respirators, helmets, safety shoes, safety gloves, working clothes. The PPEs should fit the special characteristics of the user. The majority of those PPEs are capable at many sizes so the employee can choose the right for him. Moreover, it is important to take into consideration the compatibility of the different PPEs. In a Textile Industry, there are many dangers that oblige employer to buy some PPEs for the employees.

- To ensure the greatest possible protection for employees in the workplace, the cooperative efforts of both employers and employees will help in establishing and maintaining a safe and healthful work environment. In general, employers are responsible for:



- Performing a “hazard assessment” of the workplace to identify and control physical and health hazards
- Identifying and providing appropriate PPE for employees
- Training employees in the use and care of the PPE
- Maintaining PPE, including replacing worn or damaged PPE
- Periodically reviewing, updating and evaluating the effectiveness of the PPE program

In general, employees should:

- wear PPE Properly
- Attend training sessions on PPE
- Care for, clean and maintain PPE
- Inform a supervisor of the need to repair or replace PPE

Eye and Face Protection Employees can be exposed to a large number of hazards that pose danger to their eyes and face. NCDOL requires employers to ensure that employees have appropriate eye or face protection if they are exposed to eye or face hazards from flying particles, molten metal, liquid chemicals, acids or caustic liquids, chemical gases or vapors, potentially infected material or potentially harmful light radiation.

Many occupational eye injuries occur because workers are not wearing any eye protection, while others result from wearing improper or poorly fitting eye protection. Employers must be sure that their employees wear appropriate eye and face protection and that the selected form of protection is appropriate to the work being performed and properly fits each worker exposed to the hazard.

Examples of potential eye or face injuries include:

- Dust, dirt, metal or wood chips entering the eye from activities such as chipping, grinding, sawing, hammering, the use of power tools or even strong wind forces.
- Chemical splashes from corrosive substances, hot liquids, solvents or other hazardous solutions.
- Objects swinging into the eye or face, such as tree limbs, chains, tools or ropes.
- Radiant energy from welding, harmful rays from the use of lasers or other radiant light (as well as heat, glare, sparks, splash and flying particles).

Types of Eye Protection Selecting the most suitable eye and face protection for employees should take into consideration the following elements:



- Ability to protect against specific workplace hazards.
- Should fit properly and be reasonably comfortable to wear.
- Should provide unrestricted vision and movement.
- Should be durable and cleanable.
- Should allow unrestricted functioning of any other required PPE

Some of the most common types of eye and face protection include the following:

**Safety spectacles:** These protective eyeglasses have safety frames constructed of metal or plastic and impact-resistant lenses. Side shields are available on some models.

**Goggles:** These are tight-fitting eye protections that completely cover the eyes, eye sockets and the facial area immediately surrounding the eyes and provide protection from impact, dust and splashes. Some goggles will fit over corrective lenses.

**Face shields:** These transparent sheets of plastic extend from the eyebrows to below the chin and across the entire width of the employee's head. Some are polarized for glare protection. Face shields protect against nuisance dusts and potential splashes or sprays of hazardous liquids but will not provide adequate protection against impact hazards

Face shields used in combination with goggles or safety spectacles will provide additional protection against impact hazards.

## 1.6. Manual handling

Manual handling covers a wide range of activities including lifting, pushing, pulling, holding, throwing and carrying. It includes repetitive tasks such as packing, typing, assembling, cleaning and sorting, using hand-tools, and operating machinery and equipment. Because most jobs involve some form of manual handling, most workers are at risk of manual handling injury. Of course, not all manual handling tasks are hazardous. But it is significant that around a quarter of all workplace injuries are caused by manual handling

- Stop and Think
- Position the Feet
- Adopt a Good Posture
- Get a Firm Grip (Keep Close to the Load)
- Move the Feet (Don't Jerk)
- Put Down then Adjust



DON'T JERK





Many of the techniques used in the textile workshops require the use of repetitive actions. Performing repetitive tasks for long periods can lead to injury therefore it is important to

- Make sure all the equipment or materials you are using are within easy reach
- Ensure you maintain a comfortable working posture while working. Avoid bending and stooping for any period of time. Change your posture regularly
- Ensure you have frequent working breaks when performing repetitive tasks or vary your working routine through the day
- Try to swap hands if you are continuously using one hand
- Try to take your time when completing a large project
- Do some stretching exercise when u take a break

### **Lifting and moving**

Do not attempt to lift heavy items on your own. Always use a trolley or ask someone for help

For more information on lifting and moving objects refer to the safe working procedure for lifting and moving objects

### **Hazardous substance and chemicals**

The main hazardous substances that you may handle in the textile area are include

- Caustic soda
- Powdered dyes
- Some dyes and colors
- Silk screen paint stripper

To avoid any potential harm from these substance it is important that you;



- Always wear your personal protective equipment
- Reseal containers after use
- Keep substances in correctly labeled containers. Never keep substances in food or drink containers
- Do not eat or drink while working. Dust settles on coffee cups ,sandwiches can absorb vapors and hands can transfer substances to food and drinks
- Wash hands and nails thoroughly after working □ Always clean up after yourself
- Material safety data sheets are available for all hazardous substance in the area and are located in the hazard communication station in the area. Alternatively you can access the chemical alert database to search for material safety data sheets

### **Equipment**

- You must not operate any equipment unless you have been instructed in how to use it safely when using any equipment you must ensure your own safety by:
  - tying long hair back
  - Removing any loose clothing or jewellery
  - Wearing any personal protective equipment specified in the safe work procedure
  - never operating equipment under the influence of alcohol or drugs □ ALWAYS following the safe work procedures for the equipment
  - never operating equipment unless you have been instructed on how o use it safely

### **Slips, Trips and falls**

- You can reduce the risk of slips, trips and falls by:
  - Wearing the correct foot wear
  - Cleaning up any spills
  - Making sure supervisor
  - Reporting any electrical cords are not run across pathways

### **1.7. Housekeeping**

Good housekeeping is very important for keeping the area safe. Observe the following guidelines to make the working environment as safe as possible

- Clean any spills immediately
- Always wipe down surfaces after working



- Keep access to emergency equipment such as fire extinguishers clear
- Do not block emergency exits or pathways
- Ensure you have enough room to work safely
- Keep electrical cords out of the way

### **1.8. Standard Operating Procedures**

A standard operating procedures or SOP is a set of step-by-step instruction created by a business to help workers carry out routine operations. Their purpose is to achieve efficiency, quality output and uniformity of performance, while reducing miscommunication and failure to comply to industry regulations.

### **1.9. Ergonomic Arrangement of Workplaces**

Ergonomic arrangement of workplaces gives the following different advantages this are:-

- Improving ergonomics conditions can improve productivity and safety-enhance competitiveness
- Reduce worker compensation costs
- Provide more reliable work force
- May include allocating high risk jobs to machines where possible (they will be going overseas anyway)

### **1.10. Safe Storage of Equipment**

Employers must take all reasonable steps to ensure that all goods, materials, substances and equipment in workplaces are so stacked, stored, secured, and kept that they do not constitute a danger to persons in their vicinity during the course of daily operations and in an earthquake.

All workers who are or may be responsible for stacking, storing, securing, or keeping any goods, materials, substances, or equipment require full training in safe methods of doing so.

### **1.11. Training of Employees**

Employees involved in the storage, stacking, loading and unloading of materials must be trained to carry out their tasks safely and efficiently. They should be made aware of the nature of the goods stored, the hazards involved and the precautions to be taken, protective



clothing and equipment to be worn, and action to be taken in emergencies. Employees operating mechanical equipment need special training for the particular types of equipment used.

The correct method of dealing with breakages or spillages and neutralizing hazardous chemicals and substances should also be explained. Fire safety, including the use of fire-fighting equipment, should be part of all training.

### **1.12. Housekeeping**

Waste should not be allowed to accumulate. A regular and frequent waste removal and cleaning procedure be adopted. Storage areas should be kept clean and free from all refuse and incorrectly stored materials.

- Good housekeeping can be extremely important.
- Housekeeping can also be an indication of the attention that is given to safety.
- Good housekeeping is the foundation for a safe, healthful and pleasant place to work.
- The general rule for good housekeeping is: "A place for everything and everything in its place".
- Keep materials and equipment out of passageways or walk ways.
- Return tools and equipment to the proper storage place after use.
- Keep floors dry and avoid spilling liquids, especially oils. Clean up all spills immediately.

### **1.13. Reporting Accidents and Incidents**

Recording and reporting accidents and ill health at work is a legal requirement under The Reporting of injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)

The “Responsible Persons” must record and report certain incidents, injuries, diseases and dangerous occurrences involving Employees, Self-employed Workers and Members of the Public. With this information, the enforcing authorities are able to help and provide advice on how to reduce injury, and ill health in the workplace. Such surveillance data can also be used to put forward an evidence-based rationale for the introduction of new legislation and/or guidance.





#### **1.14. Environmental Practices**

Every company must consider about the Environment Practice because by directly and indirectly the company affect the environment. There are some chemical and dyes that affect the environment so care should be taken in avoiding wastes.



<b>Self-Check -1</b>	<b>Written Test</b>
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**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. What does OHS mean?(**3marks**)
2. List personal equipment?(**2marks**)



**Note: Satisfactory rating - 3 points**

**Unsatisfactory - below 3 points**

**Answer Sheet**

Score = \_\_\_\_\_

Rating: \_\_\_\_\_

Name: \_\_\_\_\_

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

**Short Answer Questions**

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## Information Sheet-2

## Identifying Workplace Practices

A happy workplace is a huge asset. In such places, something happens that transcends policies and practices. It isn't what the companies are doing; it is how their leaders are doing it. Best workplace practices include the day to day relationships that the employees experience, and not a checklist of policies, programs and benefits.

### 2.1. Provide Clear Expectations

People get frustrated and demotivated when they don't know exactly what is expected of them. It starts with the CEO, and is important for every level of leadership in a business. Create a culture where you clearly state:

- Vision, Goals, Roles & Values
- Results, Quality Standards, Timelines, Priorities
- Written lists of agreed actions and outcomes

Encourage your team to ask questions. Ensure the communication is clear, specific and without any doubts.

### 2.2. Give People The Opportunity To Use Their Skills

Frustration and boredom are counterproductive so you need to align jobs with people with the right skills. Uncover the special skills people could be using, and experiment with projects and roles to get the alignment right. You need to recognize talent and use it. If a person is recruited for a role and then not given the opportunity to use their skills, they will not deliver their best work and may leave.

### 2.3. Support Your Team

There are many workplaces where managers don't care about their people and make no effort to show interest. This is bad word of mouth. One should know about their staff: what is happening in their lives, what motivates them, and offering assistance when they are overloaded.



#### **2.4. Encourage People To Contribute Ideas And Get Involved In Decisions**

Involving people, asking their opinions and listening to their advice and feedback makes a huge difference to them and will provide an environment that is open to innovation and improvements.

#### **2.5. Encourage Feedback and Recognition**

Managers are leaders without the title, so being open to feedback, and giving positive and constructive feedback is a great way to establish an honest open feedback culture. Encourage day-to-day feedback discussions and the establishment of recognition systems.

#### **2.6. Fun people at work**

Everyone needs a downtime from work. This could be a casual day, afternoon break with a difference like culturally focused food, trivia competitions, team outing, etc. You need to find a way to build this in as a regular part of your workplace.

#### **2.7. Encourage learning and development**

You need to promote learning, and opportunities to develop new skills. People need to know there is the time to do it, and a positive emphasis on gaining new skills and learning from mistakes. Learning is about developing new skills and improving the ones you have. Give people the opportunity to continuously grow, learn, explore, innovate and you will have the best team ever!

#### **2.8. Create a great workplace from an employee's view**

From the Employee's perspective, a great workplace is one where they:

- Trust the people they work for
- Have pride in what they do
- Enjoy the people they work with

Trust is the defining principle of great workplaces — created through management's credibility, the respect with which employees feel they are treated, and the extent to which



employees expect to be treated fairly. The degree of pride and levels of authentic connection and camaraderie employees feel with one are additional essential components.



<b>Self-Check -2</b>	<b>Written Test</b>
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**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. List and explain workplace practice **?(5marks)**



**Note: Satisfactory rating - 3 points**

**Unsatisfactory - below 3 points**

**Answer Sheet**

Score = \_\_\_\_\_

Rating: \_\_\_\_\_

Name: \_\_\_\_\_

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

**Short Answer Questions**

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### Information Sheet-3

### Describing key workplace activities

#### **3.1. Use Icebreakers at Meetings**

Teams that meet frequently might not need icebreakers, but they can come in handy when you're forming a new team. They also work well when you're re-purposing a team. Help employees get to know each other and to improve their ability to work well together. Icebreaker questions are especially good for meetings. Make sure that every team has established team norms and relationship guidelines if they'll be working together for a period of time.

#### **3.2. Provide Group Mentoring**

One-on-one mentoring is important for employees and it's always recommended when you bring a new employee into your organization. Group mentoring by a senior manager or manager is another opportunity for team building as well. Employees learn new skills and approaches while furthering their relationships with coworkers. The second type of group mentoring involves having an employee, who has a particular skill set, teach the other employees who want to learn. The employee can mentor groups of others to gain the skill or knowledge the mentoring employee is sharing.

#### **3.3. Hold Company-Sponsored Off-Site Departmental Lunches**

Whether you're dining at a restaurant or grilling hamburgers at a local park, departmental lunches are excellent team building activities. There's something about sharing a meal together outside the office that encourages employees to talk and get to know each other.

#### **3.4. Provide Company Sponsorship for Sports Teams and Fitness Opportunities**

A mid-sized company can sponsor sports teams for employees that include baseball, golf, basketball, bowling, soccer, and more. The company can pay employee registration fees for running and walking events, especially those where the proceeds are shared with local charities. At one 5k run/walk, 36 high tech employees entered together and wore their company logoed T-shirts. This is terrific for the company's positive notoriety and community exposure, as well as for supporting employee causes.

Activities such as weekly Weight Watchers meetings, yoga classes at noon, or group exercises in your fitness center can also offer team building opportunities for employees.

#### **3.5. Schedule Team Building Lunch-and-Learns**



Get an outside speaker or an employee with a hobby, interest, or particular knowledge or skill to meet with a group of employees to share information and experience. The employees bring their own lunches and the speakers are encouraged to make their sessions interactive to encourage team building. The shared interest in the topic encourages team building, as does the interaction.

### **3.6. Fun Classes and Events On-Site**

You can provide fun classes that employees and their families can attend after work or on weekends. They promote both family and employee engagement.

Examples that have been successfully implemented by companies include cheese-making, beer-making, cooking classes of all kinds, lockpicking, and product-centered tips and sessions. The employees involved must do some serious team building to plan, organize, and attend.

### **3.7. Promote Employee Hobby Clubs**

Employees might share interests in various outside-of-work activities. Provide the space, email lists, and occasional financial support to promote hobby group meetings at work. Companies have sponsored photography clubs, internet game playing groups, knitting clubs, and shooting interest groups. Team building activities in this area are unlimited so tap your employees to share their interests with their colleagues.

### **3.8. Encourage Your Employees to Volunteer for Charity as a Group**

Whether your employees are running for charity, golfing for the homeless, building homes for poor families, or collecting food for people without food, volunteering as a team is an activity that produces lasting results. The camaraderie that employees build when they volunteer together is sustainable and powerful, and it flows over into the workplace.

### **3.9. Host Activities for Employees' Families at Work**

Almost all these activities can include the significant others of your employees and their children. Hosting children at work helps employee families develop friendships outside work which can cement team building in the workplace. Ideas for celebrations at work for families include trick or treating from office to office and carving pumpkins for children at Halloween, or holding tailgate parties in the parking lot before fall football games.

You might consider putting up a big screen in the parking lot to show family movies in the summer months. Invite employees and their guests to enjoy annual sporting events such as the final game of the World Series and the final four games of the NCAA on big screen TVs.



Hold a Christmas Eve holiday luncheon at work or in a local restaurant as employees scatter to celebrate the holidays. As an employer, you have myriad opportunities to offer alternatives to annual holiday parties—or be wild and crazy and do both.

### **3.10. The Bottom Line for Workplace Team Building Activities**

Team building activities in the workplace can stretch your imagination—and you're really only limited by your imagination. Offer some or all of these opportunities to become a great workplace. Low cost but highly effective team building activities can make you an employer of choice.



**Self-Check –3**

**Written Test**

**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. List at list five workplace activities? **(5marks)**



**Note: Satisfactory rating - 5 points**

**Unsatisfactory - below 5 points**

**Answer Sheet**

Score = \_\_\_\_\_

Rating: \_\_\_\_\_

Name: \_\_\_\_\_

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

**Short Answer Questions**

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<b>Information Sheet-4</b>	<b>Identifying key personnel and their roles</b>
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#### **4.1. Supervisor/team leader**

If you are charged with managing others' performance, including conducting performance evaluations, you are considered to be a UVa supervisor. UVa supervisors are expected to understand and be able to assume many roles. The five key supervisory roles include Educator, Sponsor, Coach, Counselor, and Director. Each is described below. Note that in your role as a supervisor, you will be using these five roles, in some combination, simultaneously, depending on the needs of the team members.

**4.1.1. Educator:** You will act as an educator when employees and team members are new, when you are new to a team, when processes or conditions change, and when discussing performance expectations with your direct reports. Additionally, you will most likely educate when you hold or attend meetings, write and distribute policies, manuals, or other documents, and provide cross-training opportunities. (Refer to the Toolkit document, "Talking with Employees, The Conversation Process" for more information on having productive conversations.)

Examples: Reviewing upcoming Jobs@ changes, core UVA Leadership competencies, or helping employees write S.M.A.R.T. goals (Refer to the Toolkit document, "Writing S.M.A.R.T. Goals")

**4.1.2. Sponsor:** When acting as a sponsor, you assume your employees have Skills they need to perform their current jobs and work to provide opportunities for them to showcase their talents and strengths. Additionally, you are expected to support employee career development, even if it means that the employee will move to position outside your team. (Refer to the Toolkit document, "Developing Your Employees, Questions to Ask During Career Conversations" for more information on questions to ask and consider.)

Example: Helping employees identify and complete the Career Development Action Plan (CDAP)

**4.1.3. Coach:** You will be coaching an employee when you are explaining, Encouraging, planning, correcting, or just checking in with your employees. (Refer to Toolkit document, "Coaching Employees, The Take 10 Check In".)



Example: You should take ten minutes a week to check in with each of your employees. During those ten minutes, ask the following three questions and document the result of your conversation:

- How do you think the team is doing?
- How can things be improved?

#### **4.1.4. Counsel:** Counseling is used when an employee's problems impact

Performance and is intended to mitigate any further action, including formal disciplinary action. The employee should solve the problem and your role is to be positive, supportive, and encouraging in that process. (Refer to the Toolkit documents, "Counseling Your Employees, The 2-Minute Challenge" and "Counseling Your Employees, The Role of a Good Supervisor".)

Example: One of your classified staff employees is habitually 15-20 minutes late and provides no explanation for her behavior. As soon as you notice her repetitive behavior, you should counsel her, seeking her ownership of the issue, and hopefully avoid any further action.

#### **4.1.5. Director:** Directing is used when performance problems continue and

Assumes you have educated, coached, and counseled. During "directing" conversations, you should make recommended alternatives and consequences clear, be calm and serious, get your school or department HR or HRCS involved, and make sure the meeting is thoroughly documented.

Example: Unfortunately the employee mentioned in the last example continues to be late. You should have a meeting with the employee clearly outlining the problem, the desired result, and the consequences of not correcting the problem. Additionally, you should document your conversation with the employee and forward it to HR.

## **4.2. Production staff**

Production staff are professionals who work on a production line in a manufacturing environment and perform a variety of duties to ensure production goals are met for an organization.

## **4.3. Operator**

Workers that can be easily traced to individual units of product. E.g. workers who operates on knitting machine, weaving machine, spinning machines etc.

## **4.4. Management**

The executive staff of an organization in general.



#### **4.5. Specialist support staff**

Specialist support staff is defined as a personnel who are specialized in specified area of work





<b>Self-Check –4</b>	<b>Written Test</b>
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**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. List the key industry personnel?(**3marks**)
2. Explain the roles of supervisor?(**5 marks**)



**Note: Satisfactory rating - 5 points**

**Unsatisfactory - below 5 points**

**Answer Sheet**

Score = \_\_\_\_\_

Rating: \_\_\_\_\_

Name: \_\_\_\_\_

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

**Short Answer Questions**

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## **Departments of textile work area and their role**

### **5.1. Spinning department**

Spinning is manufacturing process for creating polymer fibers. It is a specialized form of extrusion that uses a spinneret to form multiple continuous filaments. There are four types of spinning: wet, dry, melt, and gel spinning.

First, the polymer being spun must be converted into a fluid state. If the polymer is a thermoplastic then it is just melted, if not then it may be dissolved in a solvent or chemically treated to form soluble or thermoplastic derivatives. The fluid polymer is then forced through the spinneret, where the polymer cools to a rubbery state, and then a solidified state.

#### **5.1.1. Types of Spinning**

There are different types of spinning. Such as:

- Dry Spinning
- Wet Spinning
- Melt Spinning
- Gel Spinning

### **5.2. Fabric manufacturing**

Fabric manufacturing department produces fabric by interlacing, interloping winding or bonding of the yarn or fibers.

There are different types of fabric manufacturing. Such as:

- Weaving
- Knitting
- Braiding
- Non-woven

### **5.3. Wet processing**

Here, pre color, coloring and finishing are carried out

- Pretreatment
- Dyeing
- Printing
- Finishing



#### 5.4. Garment section

- Sampling and design room
- Cutting section
- Sewing section
- Quality department



<b>Self-Check –5</b>	<b>Written Test</b>
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**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. What does spinning means?(**2 marks**)
2. What type process may be carried out in wet spinning department?(**5marks**)



**Note: Satisfactory rating - 5 points**

**Unsatisfactory - below 5 points**

**Answer Sheet**

Score = \_\_\_\_\_

Rating: \_\_\_\_\_

Name: \_\_\_\_\_

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

**Short Answer Questions**

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## List of Reference Materials

- 1- BOOKS
- 2- WEB ADDRESSES (PUTTING LINKS)