



LITERACY PROFILE:

Storekeeper/ Warehouse worker

- Reading**
- Speaking and listening**
- Critical thinking**
- Writing**
- Numeracy**
- Technology**

Reading tasks

“Read” implies that the person reads and understands.

Read signs and short texts

- Manufactured safety signs (pictograms and one or few words)
- Hand written or computer generated notices (short sentences)
- Labels on products and pallets
- Serial numbers, stock numbers and codes, job abbreviations, dates and other codes
- Information from the display of scanning devices

Read charts, graphs and tables

- Weight restriction charts (table format) on forklift
- Maps (courier zone map, New Zealand map) for courier tickets
- Map of stock locations in warehouse
- Production statistics
- Quality statistics
- NZQA Record of Learning

Read forms on job

- Inwards goods documentation, packing slip
- Picking documentation – picking list, despatch instructions
- Outwards goods documentation – consignment slip, delivery instructions
- Quality control checklists
- Health and safety forms

Read instructions

- Standard operating procedures or standardised job instructions

More complex reading tasks

Read employment related documents

- Leave forms
- Job descriptions
- Employment agreement
- Code of conduct
- Performance review forms
- Training agreements

Read training materials

- For specific courses e.g. forklift licensing, health and safety training, first aid training, MAF bio security training, dangerous goods training, food safety training
- For accelerated assessment (complex, involving information from more than one source)



Reading skills

Match numbers or identifiers across different texts.

Recognise the features of a range of texts e.g. packing slips, picking lists, dispatch documentation, standard operating procedure.

Interpret information from graphical material e.g. tables, price lists, parts lists, maps.

Follow written instructions (may include diagrams).

Recognise number formats e.g. serial numbers, product numbers, phone numbers.

Predict what will be contained in a text.

Skim a text for "gist".

Scan text / table / label to find specific piece of information.

Identify the main points from a page of text.

Underpinning knowledge / understanding

Common vocabulary and abbreviations.

Technical vocabulary and abbreviations.

These skills require mastery of other skills such as word recognition, interpreting meaning.



Writing tasks

Write short notes

- Notations on goods documentation - check off
 - initials
 - numbers
 - weight
 - cubic metreage
 - times and dates
- Numbers (e.g. 1 of 3) and delivery address on goods or pallets

Complete forms and questionnaires independently

On job

- Damage report
- Despatch schedule
- Inwards goods records
- Stocktaking forms
- Bio security forms

Employment related

- Time sheets
- Leave forms
- Employee details forms

Complete forms with the assistance of others

- Health and safety – hazard notification, incident form
- Quality control checklist

Write for training / learning purposes

- Write answers to assessment questions for unit standard assessment, MAF and dangerous goods training
- Complete accelerated assessment workbook (more complex writing demand)



Writing skills

Write simple correct text in appropriate places and in appropriate formats on job sheets and forms e.g.

- stay on the line
- use recognisable spelling and abbreviations
- use legible lettering.

Complete forms using numbers, single words, short sentences

- handwriting must be legible
- abbreviations can be used
- spelling must be understandable, but correct spelling not important
- grammar and punctuation must be understandable but do not need to be 100% correct.

Write short answers to assessment questions

- handwriting must be legible
- abbreviations can be used
- spelling must be correct
- grammar and punctuation must be understandable but do not need to be 100% correct.

Underpinning knowledge / understanding

When the customer will see the form, handwriting and spelling must be clear and legible.

Purpose of forms to be completed.

Speaking and listening tasks

- Discuss work with colleagues
 - own job progress
 - asking and offering assistance on other jobs
- Read out stock lists to colleague e.g. read picking list while someone else takes the items from the shelves, read items from packing slip so someone else can check that they are on pallet
- Report problems or issues with stock to supervisor to correct
- Listen to and comprehend job instructions from supervisor (work instruction)
- Listen to and comprehend verbal explanations and training instructions from supervisor / trainer
- Participate in meetings
- Answer queries from customers on the telephone and face-to-face
 - greet
 - ask questions to identify the problem
 - explain problem to customer using non technical jargon
 - explain next steps or corrective action
- Contact transport or courier to request information or pick up
- Provide oral instructions / training for new staff
- Participate in work site committees e.g. health and safety, work improvement processes
- Discuss issues such as employment conditions and workplace conflict situations with the appropriate people (supervisors, colleagues)
- Accelerated assessment
 - describe work activities and answer assessor's questions

Speaking and listening skills

Speak clearly.

Use active listening skills e.g.

- repeat message back to sender
- summarise instructions in own words
- following techniques e.g. saying "aha" or "okay" as you follow what someone is saying.

Ask for assistance.

Give information in a sensible order.

Use suitable body language.

Use questioning techniques including using open / closed questions to gain information, check understanding and encourage further discussion.

Read information out loud.

Discuss topics which are appropriate in work context.

Use language appropriate to situation and person.

Plan and deliver oral instructions in a logical order, and to suit the audience.

Check that the other person has understood what you said.

Underpinning knowledge / understanding

Communication is a two-way process.

There is a range of spoken language styles which change with purpose, topic and audience.

There are ways of making positive and negative statements.

There are ways of initiating and concluding conversations.

Summarising can be used for checking and clarification.

Pronunciation and tone can affect the communication process.

Messages are conveyed by body language and facial expressions.

There are barriers to communication, especially cross cultural communication.



Numeracy tasks

- Add up and record numbers of items when picking, despatching, receiving or stocktaking
- Calculate how many boxes or inners of an item are needed to fill an order e.g. item comes in boxes of 12 and customer wants 36
- Interpret numerical codes
- When selecting product, match batch numbers
- Weigh orders
- Work out cubic metre measurements of stock on pallets
- Record weights, cubic metreage
- Ensure there are uniform numbers of boxes on each layer of a pallet



Numeracy skills

Add, subtract, multiply and divide whole numbers and decimal numbers.

Perform calculations using a calculator e.g. add, subtract, multiply, divide, cubic metreage calculation.

Use 12 or 24hr clock to estimate, measure and record time.

Estimate using metric measuring systems e.g. width, length, depth, volume, weight.

Measure accurately using metric measuring systems e.g. width, length, depth, volume, weight.

Interpret numerical information contained in graphs and tables.

Use graphical map keys / zones.

Underpinning knowledge / skills

Numeracy skills are dependent on people understanding the concepts and principles that underpin an action.

This profile focuses on the skills required for the job role.

Examples of underpinning knowledge / skills might include:

- understand decimal numbers and decimal places
- understand what numerical concepts mean and what they are used for
- recognize a range of formats for presenting data e.g. pie graph, pictogram, bar chart
- round numbers up and down
- count on and count back to reach required number.



Critical thinking tasks

- Judge if you can do the job (skills, knowledge and experience) and ask for assistance if necessary
- Deal with contingencies
 - stock not available
 - broken or damaged stock
 - documentation missing
 - quality control issues
 - bio security issues e.g. pests present
 - health and safety incidents
 - accidents
- Determine how and where to store goods for best picking flow and safety outcomes
- Determine best order to pick stock in (efficient movement around warehouse)
- Identify discrepancies between
 - actual stock and records on computer
 - inwards goods received and documentation
 - stock on pallet against picking list
- Take action to resolve discrepancies
- Stack items on pallet in a pattern that will be stable and secure
- Stack uniform numbers of cartons on each layer of pallet to help with counting / tallying
- Identify how to pack fragile or unusually shaped items so that they are protected in transit
- Determine best way to pack truck or container, considering how goods will be unloaded
- Work systematically through records to identify where orders are in the supply chain

Critical thinking skills

Apply a systematic approach to finding discrepancies between lists of stock and actual stock.

Apply knowledge of safety requirements / principles to work practice.

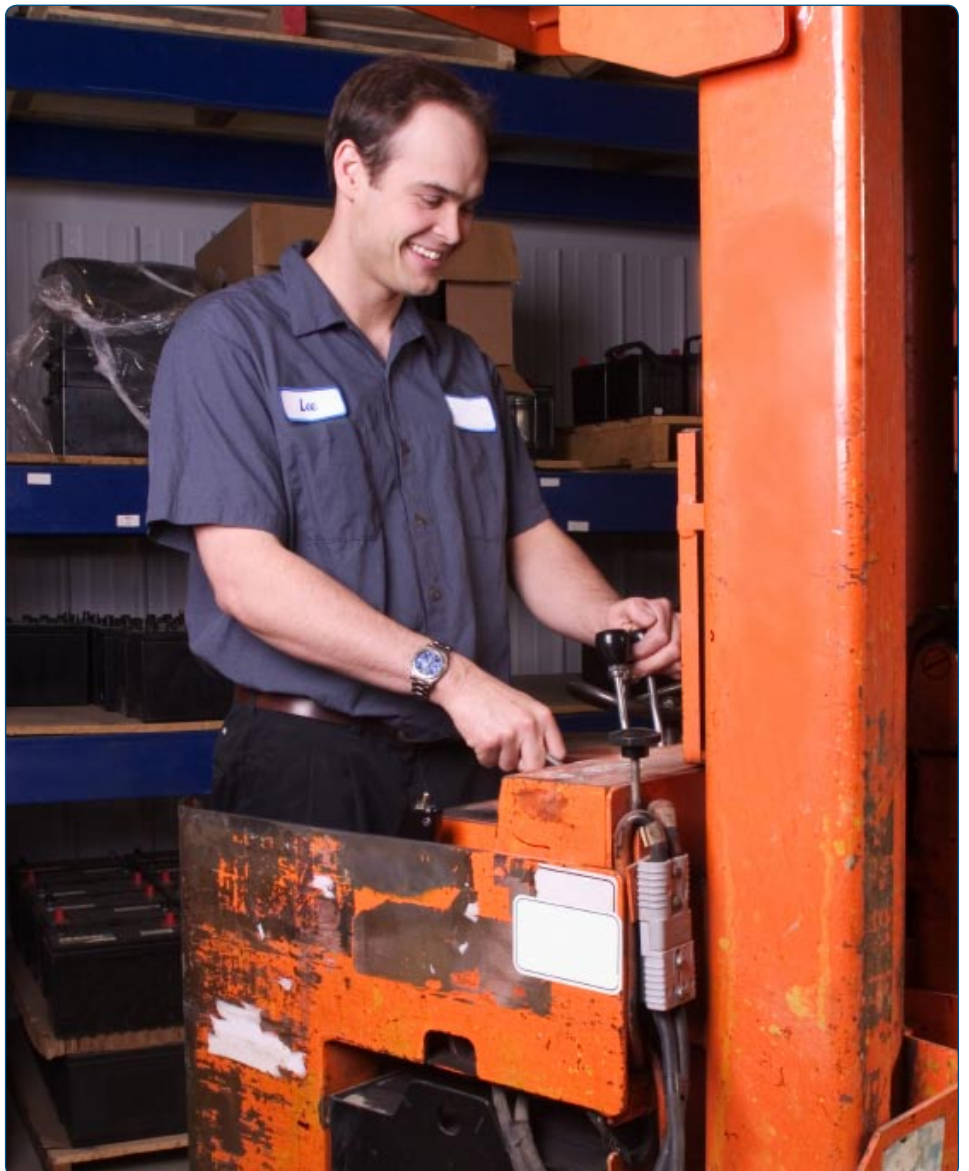
Identify if you have enough knowledge and skill to take action on own.

Identify when you need assistance from others.

Understand the quality assurance process and the implications of this for your work role.

Apply knowledge of efficient work practices to determine the most effective way to complete the job.

Recall and follow specified procedures to deal with contingencies.



Technology related tasks

- Use scanners and barcode technology to label, track and trace stock
- Look up job records on computer system
- Enter data onto computer system to record progress of goods movements, print off labels, close off job, send notifications. Usually involves selecting options from drop down menus or entering single words or numbers.



Technology skills

Operate a computer

- start the computer
- log in if needed
- start appropriate application
- exit appropriate application
- turn off computer.

Identify elements of computer application and associate the type of functionality expected of the element

- menus and menu options
- command button
- icons
 - formatting
 - mouse pointers (pointer, I-Bar, move/resize)
- create a chart
- spell-check
- toolbars
- combo-boxes, check boxes, radio buttons.

Identify appropriate computer application for task

- Enter or update data using a computer
- keyboard skills
 - mouse skills
 - other input devices e.g. scanner, voice recognition, tablet.

Underpinning knowledge

Understand links between computer displays and job tracking systems.

Apply knowledge of organisation policies about computer use when using the computer system.

Understand different types of computer file and their purpose – document, application, system.

Notes:

This profile relates to storekeeper/warehouse workers and is based on roles from a number of companies.

The profile represents a combined skill set. Individuals will have strengths and weaknesses across the areas of workplace literacy described in the profile. Storekeeper/warehouse workers will also use different combinations of the skills identified depending on where they are at in their training.

Different companies may require staff to use slightly different subsets of skills from the profile. In some instances companies may have additional tasks and skills required of their staff. The differences will depend on the company systems and management structure.

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