

**National Technical and Vocational Qualification Framework**

**NTVQF**

## **Competency-Based Learning Material**

Leather, Footwear and Tannery Sector  
NTVQ Level 1

### **Working in a Leather, Footwear and Leather Goods Industry**



**Bangladesh Technical Education Board**

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## HOW TO USE THIS COMPETENCY-BASED LEARNING MATERIAL

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Welcome to the module **Working in a Leather, Footwear and Leather Goods Industry**. This module contains training materials and activities for you to complete.

This unit of competency, “**Work in a Leather, Footwear and Leather Goods Industry**”, is one of the competencies of Leather, Footwear and Tannery Sector, a course which comprises the knowledge, skills and attitudes required to become a Medium-Skilled Worker.

You are required to go through a series of learning activities in order to complete each learning outcome of the module. These activities may be completed as part of structured classroom activities or you may be required to work at your own pace. These activities will ask you to complete associated learning and practice activities in order to gain knowledge and skills you need to achieve the learning outcomes.

Refer to **Learning Activity Page** to know the sequence of learning tasks to undergo and the appropriate resources to use in each task. This page will serve as your road map towards the achievement of competence.

Read the **Information Sheets**. These will give you an understanding of the work, and why things are done the way they are. Once you have finished reading the Information sheets complete the questions in the Self-Check Sheets.

**Self-Checks** follow the Information Sheets in the learning guide. Completing the Self-checks will help you know how you are progressing. To know how you fared with the self- checks review the **Answer Key**.

Complete all activities as directed in the **Job Sheets and/or Activity sheets**. This is where you will apply your new knowledge while developing new skills.

When working through this module always be aware of safety requirements. If you have questions, do not hesitate to ask your facilitator for assistance.

When you have completed all the tasks required in this learning guide, an assessment event will be scheduled to evaluate if you have achieved competency in the specified learning outcomes and are ready for the next task.

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## MODULE CONTENT

**MODULE TITLE:** Working in a Leather, Footwear and Leather Goods Industry

### MODULE DESCRIPTOR

This module covers the knowledge, skills and attitudes in promoting career growth and advancement, specifically to integrate personal objectives with organizational goals; set and meet work priorities and maintain professional growth and development in the leather, footwear and leather goods industry. It includes dealing with the work environment, collaborating with individuals from different cultures and backgrounds, working in the leather, footwear and leather goods industry with strict deadlines and staying organized and managing time efficiently. It also includes information sheets, self-checks, and activity sheets.

**NOMINAL DURATION:** 40 hours

### LEARNING OUTCOMES:

After completing this module, the trainee must be able to:

1. Identify operational health, hazard and safety issues
2. Identify types of raw materials for leather, leather goods and footwear industries
3. Identify teamwork and conflict issues in the leather industry
4. Identify various positions, job roles and responsibilities in the leather industry

### ASSESSMENT CRITERIA

1. Immediate work area is routinely checked for safety hazards prior to starting and during work.
2. Hazards and unacceptable performance are identified.
3. Hazards and unacceptable performance are rectified or removed within the level of responsibility and in accordance with workplace procedures and OSH standards.
4. Equipment hazards are identified and reported in accordance with company requirements
5. Emergency situations are promptly identified and reported to appropriate personnel according to workplace reporting requirement
6. Workplace procedures for dealing with accidents, fires and emergencies are followed whenever necessary within scope of responsibilities.
7. Raw material used in the leather, leather goods and footwear industry are

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described

8. Job roles and responsibilities in the leather, leather goods and footwear industry are identified.
9. Relationships within the leather, leather goods and footwear industry employees are identified.
10. Common goals, objectives and tasks are identified and clarified with appropriate persons.
11. Individual tasks are determined and agreed on according to workplace environment.
12. Effective interpersonal skills are applied to interact with others and to contribute to activities and objectives.
13. Assigned tasks are performed in accordance with job requirements, specifications and workplace environment.
14. Work requirements are confirmed with colleagues.

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## LEARNING OUTCOME 1

## IDENTIFY OPERATIONAL HEALTH, HAZARD AND SAFETY ISSUES

### CONTENTS

1. Identify responsibilities in maintaining health and safety in the workplace.
2. Determine the rights of workers to safe and health workplace
3. Identifying the types of PPE used in the leather, footwear and leather goods industry.
4. Identify hazard and unacceptable performance in the work area.
5. Follow workplace procedure in dealing with accidents, fires and emergencies.

### ASSESSMENT CRITERIA:

1. Responsibilities in maintaining health and safety in the workplace are identified
2. Rights of workers to safe and health workplace are determined.
3. Types of PPE used in the leather, footwear and leather goods industry are identified.
4. Hazard and unacceptable performance in the work area are identified and reported according to workplace procedure.
5. Workplace procedures in dealing with accidents, fires and emergencies are followed.

### CONDITIONS:

Trainees must be provided with the following:

- Personal Protective equipment

### Learning Materials

- Books, manuals
- Modules, references

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## LEARNING ACTIVITIES

**LEARNING OUTCOME:** Identify Operational Health, Hazard and Safety Issues

<b>LEARNING ACTIVITIES</b>	<b>RESOURCES/SPECIAL INSTRUCTIONS</b>
Identifying health hazards and safety issues in the work area	<ul style="list-style-type: none"><li>• Read Information Sheet 1.1-1</li><li>• The learner is encouraged to answer the Self Check 1.1-1</li><li>• Refer your answer to the answer key.</li></ul>

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# INFORMATION SHEET 1.1-1

## Operational Health, Hazard and Safety issues

### Learning Objectives:

After reading this INFORMATION SHEET, you should be able to explain the responsibilities of every personnel for a workplace health and safety. You should also be able to identify hazard and unacceptable performance in the work area and follow workplace procedure in dealing with emergency situations.

### Introduction

Are you thinking about getting into the workforce or moving to a new job or position in the leather industry? Finding or starting a new job can be intimidating, especially if it is your first job. While you are hunting a job, keep in mind that a new job is about more than just working and getting paid. It is also about coming home safely at the end of each work day. Every workplace has its hazards, yet few people think of themselves as being at risk. In fact, new and young workers are injured on the job every day in industry.

### Health and Safety:

#### Who is responsible for workplace health and safety?

Everyone in the workplace, including you, your co-workers, your supervisor, and your employer, has a responsibility to protect you and the people around you from injury— that’s the law. Knowing about these responsibilities will help you work safely and contribute to making your workplace safer.

#### Your responsibilities as a worker

- Know and follow the health and safety requirements that are relevant to your job.
- If you don’t 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 immediately (for example, spills or loose electrical cords) or report them to your supervisor.
- Immediately report any injury to a first aid attendant or supervisor.

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## Your employer's responsibilities

- Provide a safe and healthy workplace.
- Ensure that you and your co-workers are adequately trained, and keep records of your training.
- Provide a comprehensive occupational health and safety program, including a written health and safety policy (you can ask to see a copy) and an incident investigation procedure.
- Support supervisors, safety co-coordinators, and workers in their health and safety activities. A good employer encourages safe work practices at all times.
- Take action immediately when a worker or supervisor reports a potentially hazardous situation. Initiate an immediate investigation into incidents.
- Report serious incidents to Work Safe BC.
- Provide adequate first aid facilities and services.
- Provide personal protective equipment (PPE) where required. See pages 7–8 for more information about PPE.

## Your supervisor's responsibilities

- Instruct you and your co-workers in safe work procedures.
- Train you for all assigned tasks, and check that your 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.
- Identify workers with problems that could affect safety at the worksite.
- Follow up with interviews and referrals where necessary.
- Formulate health and safety rules, and inspect the workplace for hazards.
- If you are asked to supervise other workers, make sure you have been trained to do the job and understand your responsibilities.

## What are your workplace health and safety rights?

Not only do you have a duty to work safely; as a worker you also have several basic rights related to health and safety:

- **The right to know and be trained in** safe work practices in all aspects of your job and how to recognize on-the-job hazards.
- **The right to supervision** to make sure you can work with minimal risk.

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- **The right to participate** in health and safety matters, either directly or through a joint health and safety committee or worker representative.
- **The right to employer-provided safety equipment** required for your job, although you are responsible for providing your own safety footwear and headgear
- **The right to refuse work**, without being fired or disciplined for refusing, if you have reasonable cause to believe that the work process, equipment, or environment poses an undue risk of injury to you or another person.

Before you begin work, your employer is responsible for providing the health and safety training you need to work safely. Until you have the necessary knowledge and skills to perform a task, you must be under the direct supervision of someone who has that knowledge and those skills. When you start a new job, your orientation should include basic information about workplace health and safety, including the following:

**What safety training or education will you need?**

- Your supervisor’s name and contact information
- Your rights and responsibilities
- Workplace health and safety rules
- Hazards you may be exposed to, including risks from robbery, assault, or confrontation
- Instruction in and demonstration of how to do your job safely
- What to do if you are working alone or in isolation
- How to protect yourself against violence in the workplace
- How to work safely with hazardous products, including the Workplace Hazardous Materials Information System (WHMIS)
- What PPE is required, and how and when to wear it
- How to get first aid
- How to report injuries and other incidents
- How to report potential hazards and unsafe work conditions
- What to do in an emergency, including the location of emergency exits
- Who is responsible for health and safety (you should meet this person) and how to make contact?
- If you haven’t received this training, ask your supervisor or employer about it.

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## How will safety information be communicated to you?

Employers committed to safety may communicate safety information to employees in a variety of ways, including the following:

- Through formal training sessions
- Through supervisors
- During staff meetings
- Via e-mail
- On health and safety notice boards
- On posters and notices
- Through the health and safety committee (or worker health and safety representative, if applicable)

## Will you be required to wear personal protective equipment (PPE)?

PPE is safety gear or clothing designed to protect you from injury and disease when it is not possible to eliminate workplace hazards completely. For all industrial jobs require PPE for hazards that cannot be eliminated by other means.

Type of PPE	Use
Safety vest	When working around moving equipment such as forklifts and vehicles
Work gloves and safety shoes	When handling garbage or working in storage areas.
Disposable gloves	When working in a grocery deli or cleaning bathrooms
Cut-resistant gloves	For some cutting and equipment cleaning operations
Eye protection and gloves	For protection from chemicals
Hearing protection	For protection from loud noise

## What should you do if something goes wrong?

### Who to talk to if you have health and safety concerns

Your supervisor or manager should always be kept informed of all safety concerns. In addition, your workplace should also have either a worker health

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and safety representative or a joint health and safety committee that you can go to with health and safety concerns.

### **What to do if you are injured on the job**

By law, you are required to report any work-related injury to your supervisor and first aid attendant as soon as possible.

### ***First aid facilities***

Every workplace has to provide some level of first aid. For a small, low-hazard workplace close to a medical facility, a first aid kit may be all that is required. Larger worksites may require a first aid attendant and possibly a first aid room. During your orientation, you should find out specific information about first aid procedures in the workplace, including:

- How and when to report an injury
- Who to report the incident to
- Where to find a first aid attendant, first aid room, or first aid kit

If transport to hospital is required, your employer is required to pay for it.

### ***Reporting injuries***

Your employer must report any workplace injury or disease to Work Safe BC. Telling you not to report an injury or disease, or trying to talk you out of reporting to Work Safe BC, is against the law. **You have the right to report any workplace injuries disease.** Work Safe BC will compensate you or your dependents only for a work-related injuries disease. For injuries, this generally means you must have been working when you were hurt and the injury must have been caused by something to do with your job.

For a disease, this means that the disease must be caused by the work or the work environment.

### **Safety Tips**

Your employer or supervisor must tell you about any potential dangers that they are aware of in the workplace — that's the law. Some common health and safety concerns in retail include:

### **Musculoskeletal injuries (MSIs)**

Sprains and strains, also known as musculoskeletal injuries (MSIs), are the most common type of work-related injury. These can arise from repetitive movement or overexertion, such as working in an awkward position or performing the same movements repeatedly (for example, scanning items at a checkout).

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### **Safety tips:**

- Avoid long periods of repetitive movement —rotate tasks, take micro-breaks, and change your position.
- Avoid awkward positions — use an adjustable chair or stool, adjust the work area height to a good working level for you, and arrange your tools and equipment to make things easy to reach.
- Wear low-heeled comfortable shoes.
- Avoid twisting your body — move your feet to change position.
- Ask your employer to consider replacing old or worn-out tools with tools designed to prevent MSIs.

### **Lifting and handling materials**

Improper lifting and handling of heavy or bulky objects is a major source of strains, sprains, neck and back injuries, cuts, bruises, broken bones, and hernias. Any one of these injuries can affect you for the rest of your life. When lifting, you need to think about your posture and the force required to lift the load. Muscles and tendons can be overloaded, especially when your body is in an awkward posture.

### **Safety tips**

- Where possible, avoid lifting and carrying heavy or awkward objects. Instead, use mechanical devices such as forklifts, hoists, carts, and dollies.
- Avoid twisting your back and reaching above your shoulders when lifting.
- Get help from others.
- Lift smaller loads by planning and adjusting weight distribution ahead of time.
- Hold the object you are lifting as close to your body as possible.
- Avoid awkward work postures such as bending, reaching, and twisting.
- Try to keep the load between your knees and shoulders, without twisting your body.
- Get a good grip. Use your hands, not just your fingers, to grip the load.
- Avoid performing the same lifting task repeatedly over a long period.

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### **Slips, trips, and falls:**

Slips, trips, and falls account for many injuries in the retail industry. Examples of hazards include:

- Slippery floors such as a store entrance on a rainy day, the work area behind adeli counter, and freshly washed floors
- Cluttered walkways in retail and storage a readily patches in refrigerated storage areas dark, uneven, and wet parking lot surfaces.

### **Safety tips:**

- Wear well-fitting non-slip footwear.
- Keep walkways and work areas clear of boxes, loose electrical cords and other clutter.
- Clean up spills right away or mark the area to warn others and report the spill to the person responsible for ensuring the spill is cleaned up.
- Don't carry more than you can safely handle. Get another person to help you or use a dolly.
- Be sure you can see where you are going when carrying large items.
- When stocking shelves, place the heaviest items between knee and chest level.
- Use a stepladder rather than a chair or crate to reach high items.

### **Hazardous products:**

If you are expected to work with hazardous products such as cleaning products or other chemicals, your employer must provide training in WHMIS (Workplace Hazardous Materials Information System). The system uses consistent labeling to help you recognize hazardous materials. The labels provide specific information on handling, storing and disposing of hazardous materials.

If your job requires you to use pesticides or clean up pesticide spills, you must also be certified to handle pesticides. If you have been successfully trained in how to handle hazardous materials, you should babble to answer the following four questions:

- What are the hazards of the products you are using?
- How do you protect yourself?
- What should you do in case of an emergency or spill?
- Where do you get more information on these products?

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**Safety tips:**

- Read the labels on chemicals.
- Use all protective equipment recommended by the manufacturer and employer.
- When you are done, store chemicals properly.
- Use chemicals only as directed.

**Biological hazards**

Contact with blood or body fluids may be uncommon in the retail industry, but it can and does occur. Contact with blood and body fluids poses a risk of contracting hepatitis, HIV (the AIDS virus), and other infections. If there is a risk of exposure in your job, your employer must provide you with specific training in how to work safely. Vaccination against hepatitis B must be made available at no cost to you upon request if you have, or may have, occupational exposure to the hepatitis B virus.

**Cleaning**

When cleaning bathrooms you may come across blood spills and bodily wastes such as vomit or feces. Follow these guidelines:

- Use disposable waterproof gloves to avoid contact with skin.
- Use disposable towels to clean up all visible materials.
- Discard towels and gloves in a waterproof garbage bag.
- Disinfect the area with a bleach solution.

**Knives, box cutters, and other sharps:**

Box cutters are common tools for retail workers, and knives and other sharps such as meat slicers are essential tools for deli counter workers. Safe work habits will decrease your chances of losing time from work... or losing a finger.

**Using knives and box cutters**

- Use the right tool for the job, and make sure it is sharp.
- Always cut away from your body.
- Always store sharps separately from other tools and utensils.
- Use a flat surface to cut on.
- Never use a knife for anything other than cutting.
- Hold the knife in your stronger hand.

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- To clean the knife, direct the edge away from you and wipe with the cloth on the dull edge of the blade.
- Wear leather or metal mesh gloves if your employer requires them.

### **Power tools and equipment**

You may be required to use power tools if you work in a hardware store or a business such as a bicycle or furniture shop where your job involves assembling product. You may also be required to use power equipment such as compactors, dock levelers, carton crushers, meat slicers, or other food preparation equipment. These tools and equipment have the potential to cause serious injury, particularly if they're poorly maintained or used without due caution.

#### **Before you start**

- Never use a power tool or piece of equipment unless you have been trained and authorized do so. Follow safe work procedures.
- Inspect tools prior to use. Only use tools that are in good operating condition. Check power cords daily for tears or cuts in the insulation, loose connections (plug to wire and wire to tool), and poor ground connections. Report all defective tools to your supervisor, and mark them "Not to be used."
- Wear hearing protection and tie back long hair.
- Check that all guards and safety devices are in place and functioning properly. Check that the power switch is in the off position before plugging the tool in. Only the operator should turn the tool on.

#### **While the tool or equipment is operating:**

- Stay with running power tools.
- Do not walk away from a machine you have been using until it comes to a complete stop. It takes only a few seconds for a power tool to "wind down" after it has been shut off, but it still has the potential to injure someone if the parts are still moving.
- Keep your hands away from moving parts.
- Make sure the cutting part of a tool will not come in contact with the power cord.
- Maintain a firm grip at all times.
- Turn off power tools before making adjustments. Always unplug or lock out the tool before making adjustments or changing settings if there is any chance that the tool could accidentally start up.

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## Noise

Noise in some retail areas where powered equipment is used may reach harmful levels that can cause hearing loss. Exposure to sound over 85 decibels over an 8-hour period requires hearing protection. Employers are required to inform workers if sound levels are at 82 decibels or more.

### Safety tips

- Wear approved hearing protection whenever you enter an area posted as having high levels of noise, whether it is noisy when you enter or not. Noisy equipment can start up at any time.
- Ensure that your hearing protection is the right type for the environment and that it is comfortable.
- Ear buds (headphones) are not work equipment.
- Avoid playing music at high levels, which can cause hearing loss and prevent you from hearing warning signals.

### Dealing with Emergencies:

Every workplace needs a plan for dealing with emergencies. Your employer or supervisor should provide you with instruction in the emergency plan within your first few days on the job, as well as refresher training from time to time. Once you have been trained, you should be able to answer the following questions:

- Where are the emergency phone numbers posted?
- Where are the fire extinguishers? How and when should they be used?
- Where are the fire alarms and fire exits?
- What is the evacuation plan for the building?
- What should you do during an earthquake?
- In case of evacuation, where outside the building is the assembly point and who should you report to?
- What other specialized equipment may be needed in case of an emergency, and how is it used?
- Ask your employer to go through the emergency plans and procedures for your workplace.

## Earthquake

What to do during an earthquake

The basic rule is to duck, cover, and hold. Follow these guidelines:

- Get under a table or desk if you can and stay there until the shaking stops.
- Grab a table leg or other solid object and hold on until the shaking stops.
- Stay away from objects that might fall on you.

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- Keep well away from glass — it might shatter.
- If you are in a car, stop the vehicle as soon as possible, preferably in an area away from bridges, trees, and power lines. Stay in the vehicle.

## **Fire**

Fires can be started by many things, including heating systems, cooking, discarded cigarettes, electricity, appliances, poor housekeeping, or the improper storage of chemicals. Quick action can prevent a small fire from becoming uncontrollable. Unfortunately, most people have never used a fire extinguisher or even seen one in use, let alone taken the time to note where they are located in their building. Check your building procedures for the steps to take in case of fire. At least remember the following:

- Review the evacuation plan for your building.
- Know the location of fire extinguishers and escape routes.
- If you spot an unintended fire, sound the nearest alarm.
- Use a fire extinguisher only if you have been trained to do so.

## **First aid**

It is important to get first aid promptly if an injury occurs. All businesses should have a first aid kit on-site. The type of kit and the need for a first aid attendant will depend on the number of employees, the type of industry, and the travel time to the nearest hospital. Most small workplaces require only a basic first aid kit, which includes such items as bandages, scissors, and latex gloves. Your employer should provide you with information on how and where to get first aid at your workplace. Once you have received that training, you should know:

- How to get help if you are hurt but do not require an ambulance
- Who to report incidents to
- Whether there is a first aid attendant, first aid room, or first aid kit available.

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## SELF CHECK 1.1-1

Answer the following:

1. What are the responsibilities of workers in maintaining workplace occupational health and safety?
2. What is PPE? Enumerate some PPE used in the workplace.
3. How can you avoid accident from hazardous products?
4. What would you do during an emergency situation?

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## ANSWER KEY 1.1-1

1. The responsibilities of a worker in maintaining workplace occupational health and safety are as follows:
  - Knowing and following the health and safety requirements that are relevant the job.
  - Asking for training before beginning to work if unsure of doing a task safely
  - Working safely and encouraging co-workers to do the same.
  - Correcting any unsafe conditions immediately.
  - Immediately reporting any injury to a first aid attendant or supervisor.
2. PPE is safety gear or clothing designed to protect you from injury and disease when it is not possible to eliminate workplace hazards completely. Some PPE used in the workplace are:
  - Safety vest – used when working around moving equipment like forklifts and vehicles
  - Gloves and safety shoes – used when handling garbage or working in storage areas.
  - Disposable gloves – used when working in a grocery deli or cleaning bathrooms
  - Cut-resistant gloves – used when cutting and equipment cleaning operations
  - Eye protection and gloves – used for protection from chemicals
  - Hearing protection- used for protection from loud noise
3. The following are safety tips from hazardous materials:
  - Read the labels on chemicals.
  - Use all protective equipment recommended by the manufacturer and employer.
  - When you are done, store chemicals properly.
  - Use chemicals only as directed.
4. Things to do during an emergency situation:
  - Locate where the emergency phone numbers are posted.
  - If in fire incident, immediately find fire extinguisher.
  - Locate and use fire alarms and fire exits.
  - Refer to the building evacuation plan.
  - Find other specialized equipment that can be used during emergency.

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## **LEARNING OUTCOME 2: IDENTIFY TYPES OF RAW MATERIALS FOR LEATHER, LEATHER GOODS AND FOOTWEAR INDUSTRIES**

### **CONTENTS**

1. Describe raw materials used in leather, leather goods and footwear industry.

### **ASSESSMENT CRITERIA:**

1. Raw material used in the leather, leather goods and footwear industry are described.

### **CONDITIONS:**

Trainees must be provided with the following:

- Personal Protective equipment

Learning Materials:

- Books, manuals
- Modules, references

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## LEARNING ACTIVITIES

**LEARNING OUTCOME:** Identify Types of Raw Materials for Leather, Leather Goods and Footwear Industries

<b>LEARNING ACTIVITIES</b>	<b>RESOURCES/SPECIAL INSTRUCTIONS</b>
Identifying types of raw materials for leather, leather goods and footwear industries	<ul style="list-style-type: none"><li>• Read Information Sheet 1.2-1</li><li>• The learner is encouraged to answer the Self Check 1.2-1</li><li>• Refer your answer to the answer key.</li></ul>

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## INFORMATION SHEET NO 1.2.1

### Raw materials used in Leather, Footwear and Leather Products

#### Learning objective:

After reading this INFORMATION SHEET, you will be able to identify raw materials used in making leather products.

#### RAW MATERIAL SUGGESTED FOR LEATHER GOODS MAKER

SL.NO	NAME OF THE MATERIALS
1.	Sheep leather 0.6 to 0.8 mm thick
2.	Goat leather 0.6 to 1.0 mm thick
3.	Cow sotty leather 0.7 to 1 mm
4.	Foam rexine
5.	Banian rexine
6.	Lining cloth for cotton
7.	Synthetic linings ( satin cloth )
8.	Colour board
9.	Grey board
10.	Sewing machine needle No : 100, 110, 120 LR
11.	Sewing machine oil
12.	Sewing machine thread (nylon) 30, 40, 60.
13.	Corners
14.	Zip 3mm
15.	Zip 5mm
16.	Runner 3mm
17.	Runner 5mm
18.	Press button
19.	Eyelet button
20.	'D' Rings
21.	Adjustable buckle
22.	Magnetic lock
23.	Pipe beading
24.	Rivet button
25.	Dendrite adhesive
26.	Rubber latex

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**FOOTWEAR MATERIALS USED IN THE FOOTWEAR INDUSTRIES:**

Classic / Dress / Casual Footwear (Leather Footwear):

Genuine leather	Man-made materials	Textiles	Others
Full Grain Leather	Polyurethane Coated Fabrics	Canvas	Resin Rubber
Corrected grain Leather	PolyVinylChloride Coated Fabric	Non-Woven Fabrics	Crepe Rubber
Nubuck	Poromerics		Thermoplastic Rubber (TPR)
Pull Up			Polyurethane (PU)
Suede Splite			PolyVinylChloride (PVC)
Lining leather			Ethylene Vinyl Acetate (EVA)
Cordovan			Polychloroprene
Exotic Leather			

**Raw materials which are used in leather, Footwear and leather products industry**

Now, we have to know about the raw materials which are used in manufacturing leather products. We know that some raw materials which are commonly use in leather, leather goods, & leather footwear industry. The raw materials are given below-

**1. Raw hide or Skin:**

On this figure, we see that raw hide is converted into leather.



**Product variety and specifications of finished leather:**

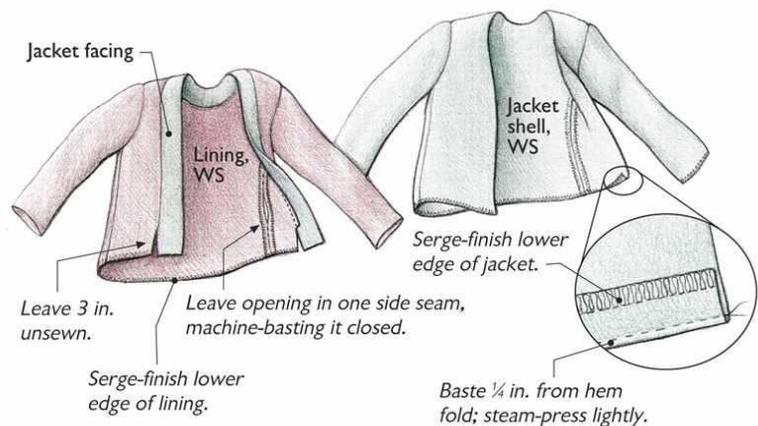
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The most common products are as follows:

- **Full Grain Leather:** Leather with natural texture and no coating on the surface.
- **Corrected Grain Leather.** Leather with polyurethane coating on the surface. Sometimes printed with artificial patterns. Such as snake-skin, crocodile-skin, reptile-skin.
- **Nubuck.** Leather with smooth, fine, buffed, furry texture surface.
- **Crazy Horse.** Finished Leather with oily finished surface.
- **Suede Split.** Split leather with rough, buffed, furry texture surface.
- **Pull-Up.** Leather with deep texture finished surface.
- **Lining Leather.** Leather for footwear lining.

## 2. Lining:

Lining is an inner component of leather products manufacturing. Basically, this has to touch with our body. There are various types of lining which are used in manufacturing sector. These are- Taffeta, Satin & etc.



## 3. Rexin/ Synthetic leather component:

Rexin is another component of leather products manufacturing. Basically, sometimes it uses as facing and a suitable combination besides leather. Artificial leather is a fabric or finish intended to substitute for leather in material is cost-prohibitive, unsuitable, or unusable for ethical reasons.

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#### 4. Thread:

Thread is another important raw material to manufacture leather products. Fine cord of a fibrous material, such as cotton or flax, made of two or more filaments twisted together and used in needlework and the weaving of cloth and assembling other products.



#### 5. Rivet or button:

A metallic pin with a head, used for uniting two plates or pieces of material together, by passing it through them and then beating or pressing down the point so that it shall spread out and form a second head; a pin or bolt headed or clinched at both ends is called Rivet.

Button is a generally disk-shaped fastener used to join two parts of a garment by fitting through a buttonhole or loop. Such an object used for decoration.



There are some raw materials which are needed for making leather goods. These are:

Sheep leather, Goat leather 0.6 to 1.0 mm thick, Cow sotty leather 0.7 to 1 mm, Foam/ Banian rexine, Lining cloth for cotton, Synthetic linings ( satin cloth ),

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Color/ Grey board, Zip 3mm/5mm, runner 3mm/5mm, Press button, Eyelet button, 'D' Rings, Adjustable buckle,

#### 6. Other materials:

There are some other materials which are used to manufacture leather products. These are given below:



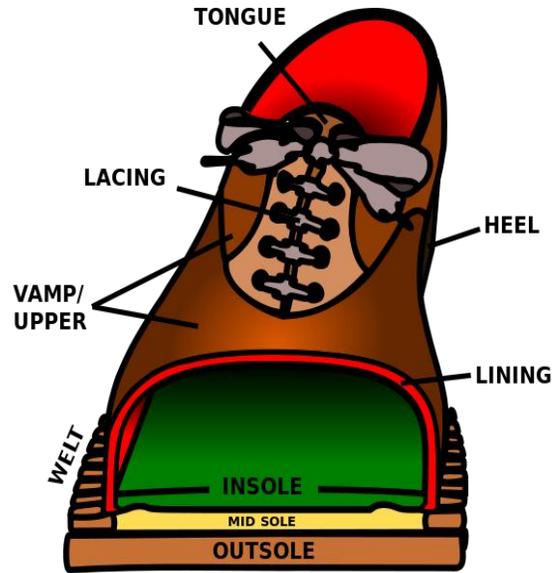
#### 7. Adhesive:

An **adhesive** or **stick on** is a material, usually in a liquid or semi-liquid state, that adheres or bonds items together. Adhesives come from either natural or synthetic sources. The types of materials that can be bonded are vast but they are especially useful for bonding thin materials. Adhesives cure(harden) by either evaporating a solvent or by chemical reactions that occur between two or more constituents.



For footwear manufacturing, some materials are used specially. See the figure below:

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Here we see that, Sole materials are essential for leather products manufacturing. Sole materials are divided into two. These are - insole and Outsole materials.

**Insole Materials:**

The insole is the interior bottom of a shoe, which sits directly beneath the foot under the footed. Basically insole materials are made of wood pulp, paper insole board & Cork foams.



**Outsole Materials:**

The outsole is the layer in direct contact with the ground. Dress shoes often have leather or resin rubber outsoles; casual or work-oriented shoes have outsoles made of natural rubber or a synthetic material like Polyurethane (PU), Poly vinylChlorid (PVC).

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## SELF-CHECK 1.2-1

1. List down five raw materials suggested for leather goods.
2. Polyurethane Coated fabric is an example of what kind of materials that is used in footwear manufacturing?
3. A kind of leather with natural textile and no coating on the surface.
4. Another component of leather products manufacturing that is sometimes use as facing and a suitable combination besides leather.
5. The interior bottom of a shoe, which sits directly beneath the foot under the footed. They are basically made of wood pulp, paper insole board & Cork foams.

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## ANSWER KEY 1.2-1

1. Materials for leather goods:
  - a. Sheep leather 0.6 to 0.8mm thick
  - b. Goat leather 0.6 to 1.0 mm thick
  - c. Cow sotty leather 0.7 to 1 mm
  - d. Foam rexine
  - e. Banjan rexine
2. Man-made material
3. Full grain leather
  - a. Rexin or Synthetic leather
4. Insole materials

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### **LEARNING OUTCOME 3:**

### **IDENTIFY TEAMWORK AND CONFLICT ISSUES IN THE LEATHER INDUSTRY**

#### **CONTENTS**

1. Demonstrate teamwork in leather industry.
2. Apply conflict resolution techniques to minimize interpersonal differences with co-workers.

#### **ASSESSMENT CRITERIA:**

1. Team work in the leather industry is demonstrated
2. Conflict resolution techniques are applied, to minimize interpersonal differences with co-workers that may adversely affect team performance

#### Learning Materials:

- Books, manuals
- Modules, references

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## LEARNING ACTIVITIES

**LEARNING OUTCOME:** Identify Teamwork and Conflict Issues in the Leather Industry.

<b>LEARNING ACTIVITIES</b>	<b>RESOURCES/SPECIAL INSTRUCTIONS</b>
Identify teamwork and conflict issues in the leather industry.	<ul style="list-style-type: none"><li>• Read Information Sheet 1.3-1</li><li>• The learner is encouraged to answer the Self Check 1.3-1</li><li>• Refer your answer to the answer key.</li></ul>

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## INFORMATION SHEET 1.3.1

### Team work and conflict issues in the work place

#### Learning Objectives:

After reading this INFORMATION SHEET, you should be able to identify teamwork and conflict issues in the leather industry and be able to understand how to handle conflict with co-workers in order to maintain good relationship within the work place.

#### What is teamwork?

Teams are groups of people with complementary skills who are committed to a common purpose and hold themselves mutually accountable for its achievement. Ideally, they develop a distinct identity and work together in a co-ordinate and mutually supportive way to fulfill their goal or purpose. Task effectiveness is the extent to which the team is successful in achieving its task-related objectives. Shared goals are most likely to be achieved through working together and pooling experience and expertise. Successful teams are characterized by a team spirit based around trust, mutual respect, and helpfulness at best friendliness. Simply bringing people together does not necessarily ensure they will function effectively as a team or make appropriate decisions. Teams are composed of people who have a variety of emotional and social needs which the team can either frustrate or help to meet. Teamwork indifference – failing to take action to promote good teamwork – is a strategy likely to result in mediocre performance.

Effective teamwork results from:

- A team whose membership, size and resource match the task.
- Good leadership and attention to team-building.
- Commitment by team members to understand and identify with one another's goals.
- The development of team goals – a shared vision.
- A sense of common ownership of the task and joint responsibility for its achievement.
- Co-ordinate effort and planned sharing of tasks evenly across the team.
- The open exchange of information within the team.
- Honesty and frankness among team members.

**The matrix identifies six key elements for effective teamwork:**

1. Team identity:

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How a team behaves and what it achieves is a result of the collective behavior of its members. It may be difficult to understand how a team works in detail. However, it can be helpful to think of a team as an amalgam of the personalities, abilities, values, motivations, loyalties and commitment of all members, together with the pressures and constraints placed on them by their task and organizational environments. People and groups acting outside the team play a part in shaping how the team and its members behave. Not surprisingly, effective teamwork faces many challenges.

**Encourage information sharing:**

- Organize well-facilitated team workshops to focus on sources of conflict and how to resolve them, on each member's aspirations and expectations, on the implications of being a team member and on the benefits from improved practices.
- Ensure regular reporting from each member of what they have been doing between meetings.
- Use electronic mailing systems so every team member has access to all project information.

Practical steps to promote team building and team identity:

Encourage regular contact among team members, particularly where they are drawn from different offices or organizations:

- Co-locate team members and team leader, ideally all in an open plan office.
- Put a representative into each other's' offices to co-ordinate and resolve problems.
- Hold team-building lunches, away day workshops or social events.
- Arrange individual and/or group visits to each other's' offices, factories or sites.

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## 2. Shared vision and team objectives:

Most people perform better when they have a clearly defined 'future state' to work towards – a vision of the future as the focus for their efforts. Similarly, a team will perform better if it takes time to develop a shared vision. The vision should motivate and inspire team members, commit them to the task and convince them that it will be achieved more successfully if they work together rather than as individuals.

Teams are more motivated to deliver a vision they themselves have developed because the vision has its roots in their own values, skills and beliefs, rather than coming from outside. When team members feel they have made a real contribution to a significant, challenging and attainable vision, they feel a sense of ownership and are likely to work hard to co-operate and achieve it. The extent to which it is shared depends on how it has been negotiated.



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## 2. Communication:

Communication is the process of transmitting and understanding information and ideas so the team develops shared understanding. Good communication between members is essential if a team is to collaborate successfully and make best use of its pooled knowledge. Team identity and group cohesiveness benefit from good communication. Conversely, lack of communication – where members work too much on their own and lose touch with how their work relates to others – can reduce team effectiveness.

Open communication and information sharing:

- Help team members to anticipate what they can expect from one another and when they can expect it.
- eliminate surprises and make it easier for members to work together
- engender trust and familiarity among team members
- Allow more forceful group behavior, including the willingness to question and challenge in the search for better solutions.



## 4. Collaboration and participation

Collaboration works best when team members share values and vision, develop a team spirit, absorb the information they need to perform their task and learn to work well with each other. Trust, honesty, mutual respect and full participation are vital. Team members need to know that when they pass the ball their team mates will not drop it. In effective teams, members do whatever is needed to get the job done. They keep their ultimate goals and objectives in mind. If they fall behind, everyone pitches in to help the group get back on schedule. On less effective teams, members work independently and do not concern themselves with tasks outside their area.

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## 5. Issue negotiation and resolution:

Differing views and opinions among team members are inevitable. Bringing together contrasting points of view is one of the strengths of a team approach. Ideally the team will welcome divergence and treat its members' expertise and experience as a source of energy and an opportunity for creative problem solving.

The risk of disagreement should not be allowed to discourage team members from making constructive suggestions.

Disagreements can arise from:

- Disputes over scarce resources
- Ambiguities about responsibilities and/or deadlines.
- Power struggles, when people compete for a particular role in the team, such as a leader or ideas-person, progress-chaser or critic
- Different expectations, ambitions or priorities
- Misunderstandings and poor communication.

## 6. Reflection and self-assessment:

Teams often focus exclusively on the task at hand and only rarely on the process of teamwork. There may even be resistance on the part of team members to the notion of self-evaluation and self-examination. But there is value in stepping back in order to examine and reflect on existing ways of doing things. Regular reviews can lead to greater awareness of strengths and skills, as well as weaknesses and problem areas, so they are a useful way of ensuring a team's continuing effectiveness. A good place to start is with what teamwork means to each of the team members. Defining teamwork can help to shape how team members work together to set common expectations. Although the team may choose not to use the self-assessment matrix on page 9, group discussion could range across the topics raised by the matrix:

- Is the size, composition and capability of the team well matched to the task?
- Do team members see themselves as part of a single unit with joint responsibility for the task at hand?
- Has the team identified for itself a challenging shared vision and is it committed to its delivery?
- Is communication effective within the team and with others beyond the team?
- Is there trust, respect and full participation by all members?
- Does the team have a constructive team approach to issue resolution?

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## **Conflict :**

Conflict is a natural part of life. Dealing with it in an effective and meaningful way is the main difference between a healthy relationship and an unhealthy one. This principle is no different when talking about nonprofit boards. While conflict can be difficult and uncomfortable, the end result after collaborating or compromising is usually a better decision. Boards who get along all the time and have no conflict are necessarily not the most effective boards. At the same time, boards embroiled in conflict typically are not effective..

Before beginning to discuss conflict resolution, we must first agree that we need to accept two principles.

- To commit to a decision making process that always keeps the best interests of the organization in mind.
- When disagreement occurs, learn to respectfully disagree.

## **Defining Conflict**

Defining conflict and understanding why it occurs is the first step to preventing it or learning how to handle it. Some typical definitions or types of conflict include:

- Differences of opinion
- Disagreements on how to handle issues
- Complaints about performance or direction
- Financial disagreements
- Criticism of behaviors or attitudes
- Fighting with one another
- A test or challenge to power or position
- A threat out of our control
- Communication breakdown
- People (board and club members) taking action contrary to the directives or mission

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## **Conflict Management Behaviors:**

The following behaviors can be useful in helping the board or members effectively deal with conflict. While these behaviors appear to be common sense, common sense is usually lacking when there is a conflict. It might sound trite, but putting yourself in the other person shoes and adopting the golden rule of “Do unto others ...” makes a whole lot of common sense, too.

**Use “I” statements.** Let the other party know how you feel when the conflict is occurring as well as your reaction to the conflict. Also let the other person know which of your rights you feel is being ignored in the conflict.

**Example:** *“I don’t like when you don’t follow through on your assigned tasks. It makes it difficult for me to do my job if yours isn’t getting done. This behavior is not considerate to me or my time.”*

### **Be assertive, not aggressive:**

Speak about your feelings and your reactions. Keep the statements focused on how **you** are behaving, thinking, and feeling rather than on how the other is acting. Try to take the emotions out of it and focus on the issue or behavior that has caused the conflict.

### **Speak calmly, coolly and rationally.**

In this way you will be listened to, and you will be able to maintain better control of yourself. Otherwise the other person may take on a defensive attitude.

### **Avoid blaming.**

This will keep the communication flow going. It encourages understanding and empathy. It recognizes that for a conflict to exist there must be at least two parties who are adversely affected by the conflict.

### **Create an atmosphere of cooperation.**

In an attempt to create an environment of cooperation after a conflict, all parties involved must feel that they are being listened to and understood; that their rights are being respected. They must feel the desire to work things out and a commitment to the process of working out the problems.

### **Be willing to forgive.**

Forgiveness is a powerful tool. You have a chance for personal growth by forgiving others for their part in the conflict. At times, this is the only way to resolve a conflict.

### **Be willing to forget.**

Once you have “resolved” a conflict and felt like you were listened to and understood, then “let go” of the conflict. Once you have implemented an agreed

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resolution, put aside the conflict. Put it behind you, move on and don't bring it up in future discussions. In fact, you should have written proof of the resolution.

**Be honest.**

In resolving a conflict it is imperative that you be honest with yourself and others about your feelings, and reactions to the conflict and to the 10 resolutions. If you are feeling uncomfortable with the outcome and it makes you feel "it is the way others wanted it to be," then this resolution is a false one and will undoubtedly recur. You gain nothing by being dishonest in the management of conflict. You waste the time and energy of the board and end up feeling failure rather than growth.

**Focus on people's perceptions and how they are feeling rather than the content.**

Effective listening and responding are key elements in the productive resolution of conflict. Listen for the feelings and emotions of those involved and reflect them with understanding and acknowledgement.

**Show respect for yourself and others.**

You will gain more in resolving a conflict by showing respect (honey), than by showing disrespect (vinegar). If you are on the receiving end of disrespect, remove yourself as soon as possible. When things have cooled down, then the discussion can continue in a more respectful manner.

**Be willing to apologize or admit a mistake.**

It is necessary to admit to one's mistake and to apologize for one's behavior before a stalemate in conflict resolution can be overcome.

**Be willing to compromise.**

If you cling to your position as the only one to be considered, you are closing out the other person or position. To succeed in resolving conflict, all parties must feel like they have gained in the resolution.

**Conflict Resolution:**

When your club gets embroiled in a controversy that cannot be dealt with by **managing** conflict, learning to **resolve** conflict is the next step.

**Steps for resolving conflict**

The following five steps will take you through the process of resolving the conflict. If at the end of the five steps, you have not adequately put the issue to rest, you must go through the troubleshooting phase and attempt the process again before considering the issue "unresolved" and in need of mediation.

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**Step 1: Clarify the conflict. “What’s the problem?”**

- What is the conflict?
- What are the issues involved in the conflict?
- Who are the people involved in the conflict?
- When did the conflict arise and how long has it existed?
- Is the conflict real, accurate or exaggerated?
- How important is it to solve the conflict?
- What would happen if the conflict is not resolved?

**Step 2: Interview the parties involved. “What’s your side of the story?”**

- Take time to formally gather information from those involved.
- Remember to keep emotions calm and focus on the issues.
- What do the parties involved want to see happen?
- What is best for the club?
- What would the board like to see happen?
- Summarize these findings in a detailed report.

**Step 3: Identify the solutions. “What are the alternatives?”**

- Identify several possible solutions to the problem.
- Come up with ways to implement the solutions.
- What are the outcomes of each solution?
- Resolve the conflict collaboratively rather than adversarial (see shift diagram following Step 6)
- Narrow the solutions and come up with the top priority resolution.

**Step 4: Select the appropriate solution. “Here’s what we are going to do.”**

- Determine the best solutions for all involved.
- Allow parties to examine the top resolutions
- Educate parties and get agreement to participate in the process.
- Bring parties together and narrow the solution to a jointly agreed upon and owned solution
- Get parties to commit to implement the resolution and set a specific date to meet and review the resolution.

**Step 5: Follow through and evaluate the solution. “How did the process and the resolution work?”**

- Create a written report to document all that transpired throughout the process.
- File the report and keep on file for a period of 10 years.
- Have a follow-up meeting with all involved to touch base and make certain the conflict has been resolved.

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- Celebrate and let parties know that they have collaboratively worked through a problem and the solution or action taken allows the board to focus it's attention to fulfilling it's mission.

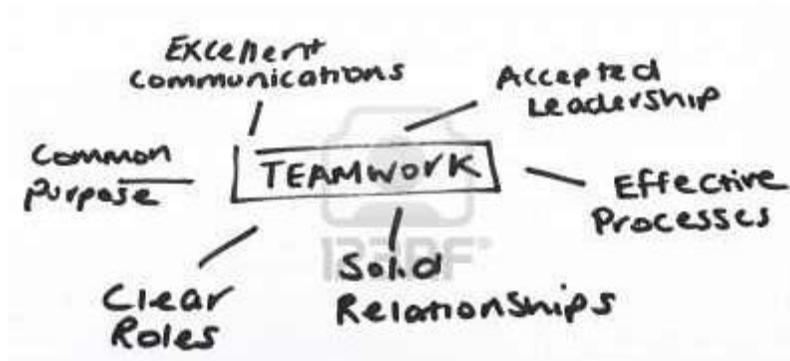
Here we will learn about the team work by some pictorial expression, which give us a lesson to do an effective team work. Let go to see the following pictures.

**TEAMWORK**  
 coming together is a beginning  
 keeping together is progress  
 working together is success  
 - Henry Ford

Here, Henry Ford work, which is key of

defines the team success.

Now, we learn about the element of effective team work. Please see the following figure:



To operate a effective team work, here we have seen the excellent communications, accepted leadership, common purposes, clear roles, solid relationships, effective processes and accepted leadership are essential key to being a effective team work.

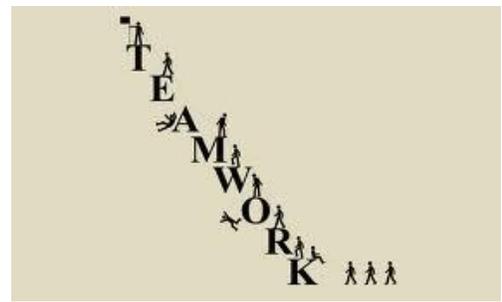
Besides these, in an organization, the team members have to clear concepts about the organization. Let see the following diagram-

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The diagram says, team must be clear about vision, mission and goals of the organization. Team must be motivated, inspire by a perfect mentor. By collective operations of that success will come out.

So, the relationship between the team members is very important to do a task. Let's, see the following figures:



In these pictures, we see that bonding between the team members, success of team work, and sacrifice of team members.

Now, we have seen which elements are causes for ineffective team work. Let's see the diagram below,

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Here, the diagram says that, absence of trust, fear of conflict, lack of commitment, avoidance of accountability and inattention of results can be the main obstacles for an ineffective team work.

**Conflict** starts when an individual perceives that someone is negatively affecting, or about to affect, something they care about.

**Task conflict** concerns disagreements over the content of tasks being carried out; for example, differences of opinion among members of a project team on how to market a new product.

**Relationship conflict** concerns interpersonal animosities and tensions between individuals themselves, rather than the task.



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But, the resolution or resolve of conflict is the main solution to being the work. See the following diagram by this way conflict can create or resolve.



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## SELF-CHECK 1.3-1

True or False. On the blank provided before each number, write T if the statement is correct, F if the statement is wrong.

- \_\_\_\_\_ 1. Teams are groups of people with complementary skills who are committed to a common purpose and hold themselves mutually accountable for its achievement.
- \_\_\_\_\_ 2. Task effectiveness is the extent to which the team fails in achieving its task-related objectives.
- \_\_\_\_\_ 3. Effective teamwork results from good leadership and attention to team-building.
- \_\_\_\_\_ 4. Teams are more motivated to deliver a vision they have developed coming from outside because the vision has its roots in other peoples' values, skills and beliefs, rather than coming from their own selves.
- \_\_\_\_\_ 5. Good communication between members is essential if a team is to collaborate successfully and make best use of its pooled knowledge.
- \_\_\_\_\_ 6. Disagreements do not arise from Different expectations, ambitions or priorities
- \_\_\_\_\_ 7. Forgiveness is a powerful tool. At times, this is the only way to resolve a conflict.
- \_\_\_\_\_ 8. In resolving a conflict it is imperative that you should not be honest with yourself and others about your feelings, and reactions to the conflict just to prevent argumentations.
- \_\_\_\_\_ 9. The first step in clarifying conflict is to determine first the problem.
- \_\_\_\_\_ 10. Conflict starts when an individual perceives that someone is negatively affecting, or about to affect, something they care about.

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## ANSWER KEY 1.3-1

1. T
2. F
3. T
4. F
5. T
6. F
7. T
8. F
9. T
10. T

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## **LEARNING OUTCOME 4: IDENTIFY DIFFERENT ROLES, RESPONSIBILITIES AND POSITIONS IN THE INDUSTRIES**

### **CONTENTS:**

1. Identify various positions, job roles and responsibilities in the leather industry.

### **ASSESSMENT CRITERIA:**

1. Various positions, job roles and responsibilities in the leather industry are identified.

### Learning Materials

- Books, manuals
- Modules, references

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## LEARNING ACTIVITIES

**LEARNING OUTCOME:** Identify Different Roles, Responsibilities and Positions in the Industries.

<b>LEARNING ACTIVITIES</b>	<b>RESOURCES/SPECIAL INSTRUCTIONS</b>
Identify different roles, responsibilities and positions in the industries.	<ul style="list-style-type: none"><li>• Read Information Sheet 1.4-1</li><li>• The learner is encouraged to answer the Self Check 1.4-1</li><li>• Refer your answer to the answer key.</li></ul>

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# INFORMATION SHEET 1.4-1

## Job Roles, Responsibilities and Positions in the Industries

### Learning Objectives:

After reading this INFORMATION SHEET, you will be able to identify job roles and responsibilities in the leather industry and relationships within the food industry employees.

### Factory Worker

#### Job Profile and Description

Factory worker is an individual who works in various factories leather process, dairy process, textile industries, and pharmaceutical companies and so on. The responsibilities of factory vary depending on the kind of factory they work with. In general, they execute a wide range of activities like leather processing, footwear manufacturing, leather goods manufacturing, packaging, operating machines, preserving goods, and so on. A factory worker operates individually or as replaceable member of crew.

#### Duties and Responsibilities

- Collecting raw resources for processing, measuring, mixing, and processing raw materials.
- Controlling the automated process and temperature for making products.
- Checking the quality of prepared product and documenting the exact results at definite times of production process.
- Operating and maintaining machines, inspecting and packing the final product.
- Cleaning and sterilizing the plant processing area.
- Operating the machinery to produce leather, leather goods and Footwear.
- Checking the quality of various products.
- Dying or bleaching materials, pressing, stretching or waterproofing materials.
- Monitoring during the maturity time and taking samples of products.
- Testing the samples of product and operating machinery for packaging dairy product.
- Cutting out the parts, sewing, and gluing the pieces together for various products.
- Spraying the leather with finishing treatments or leather dye.
- Attaching plastic, metal or other fittings, cutting out and attaching the linings and straps where needed.
- Assembling is a vital operation in leather footwear and goods manufacturing.

#### Skills and Responsibilities:

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- Knowledge of the products manufactured in the factory.
- Knowledge of health and safety regulations.
- Ability to understand quality control methods.
- Ability to use various machines and practical skills.
- Good communication skills to deliver valuable teamwork.
- Able to follow and execute instructions.
- Accurate, patient, careful, responsible, and quick and alert.

### Line workers

Factory workers are sometimes called line workers in some manufacturing industry. They are those who are working in different lines of production process. In a production process, workers are assigned to do a specific task which is a part of a much bigger task. This is to increase mastery of workers in a specific task he is assigned to and thus promotes quality products.

The following lines describe briefly the process involved in chrome leather manufacture. Most of the time, different persons are assigned to each operation line. And different line workers have different roles and responsibilities.

#### 1. SOAKING

Raw hides & skins in wet or dry salted conditions are brought for soaking after sorting into different grades, sizes and quality. The main objective of soaking is to re hydrate the 'cured' hides & skins to 'green' condition and also to remove salt, dung, dirt, blood etc. adhering to the hides & skins.

#### 2. LIMING

Liming is done with an intention to remove hairs from the hides & skins, to remove fatty substances present in the hides & skins as lime soap and also to ensure swelling and plumping of protein fibers present in the hides & skins, proper penetration of pre-tanning, tanning and post tanning chemicals into the leather in subsequent operations.

#### 3. DELIMING

This operation is carried to remove the alkali introduced during the liming operation and to bring down the swelling and plumping of pelt to the desired level. In order to remove the free lime from pelts, the pelts are washed in drums with running water for 15-30 minutes. Lime fixed in the pelt is removed chemically by using weak acids/ acid salts. The operation is carried out for about one hour in drum and after the desired

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#### 4. BATING

Bating is generally is done for goat skins and soft leathers using enzymes. The main objective of bating is to obtain a smooth and silky grain of the final leather, which will be soft and pliable. For proper bating, temperature, float and duration of bating are very important. After beating pelts are washed in running water for 10-15 minutes.

#### 5. PICKLING

Pickling is done with the help of salt and acids to bring the pelts in to proper condition for chrome tanning operation. The acid also ensures a certain degree of splitting of fiber bundles. Salt is added to prevent acid swelling.

#### 6. CHROME TANNING

The process of conversion of putricible hides & skins in to imputricible leather by the use of different chemicals is called tanning. Tanning done with vegetable tanning materials like Babul,Wattle, myrabolan, etc. is called vegetable tanning and tanning done with chemicals like Chromium, Zirconium or Alum is called mineral tanning.

#### 7. NEUTRALIZATION

Shaved leathers are washed in running water to remove free acid present in leather. Neutralization is carried out to remove the combined acid in leather by using mild alkalis and other auxiliaries so as to bring the leather to the right condition by removing excess positive charge for subsequent processes.

#### 8. RETANNING

A single tonnage whether it is mineral or vegetable tonnage cannot impart all the requisite properties in leathers. Therefore in order to impart the requisite properties in leather, leathers are re-tanned using other minerals, vegetable and other synthetic tanning materials.

#### 9. DYEING

Leathers have a particular color after particular type of tanning. For example, the colour of chrome tanned leather is greenish blue and that of vegetable tanned leather is light brown or biscuit colour. In order to impart the desired shade to leather enhancing its looks and value leathers are dyed using dye stuff.

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## 10. FAT LIQUORING

This operation is carried out by using oil in emulsion in order to lubricate the leather there by making it soft and waterproof to certain extent. Oil used for this purpose can be of vegetable, animal or synthetic origin. Leathers after dyeing and fat liquoring are shammed to remove excess moistures and set to have a smooth grain and to remove wrinkles.

## 11. FINISHING

Leathers are finished in order to enhance the aesthetic appearance and also to cover the natural and other defects present in leather like scratch mark, pox mark, flay cuts, bacterial damage etc. The finishing operation makes the leather water repellent to certain extent. Leather finishing can be classified in to two categories as per the medium of finishing used. When water is used then finishing is called aqueous finish and if solvent is used, it is called non-aqueous finish. Aqueous finish is further sub-divided protein finish and resin finish. Protein finish is generally given for high quality leathers using protein binder, dye solution, wax emulsion and little quantity of organic pigment, if necessary. For fixing the finish to the leather, the leathers are finally sprayed with a solution of formaldehyde and water and to give gloss to the finished leather.

In the above process of manufacturing chrome leather, no same person is working from soaking up to finishing line. Each line of process is performed by different workers.

### Line Leaders

Line leaders are those who are responsible in monitoring the performance of the workers in a specific line of operation. They lead the line workers in bringing quality products and solve conflicts between workers within a line.

### Supervisors

Supervisors monitor and supervise the performance of different lines in a production area. They usually give instructions to line leaders.

### Sanitation Workers

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Sanitation workers perform hygienic roles within processing plants to ensure cleanliness standards are in place and enforced. Although an important job, it requires less skilled laborers who are not very difficult to find.

### Machinists and Maintenance Workers

As the presence of technology increases in the leather manufacturing industry, more and more workers are operating machinery. In the future, the leather processing industry will require additional workers to maintain this new equipment to ensure it is in good working order. Electricians are one component of this category which is the most in demand by industry.

Machine Operators in the leather industry include the following specific job role:

- Leather cutter
- Leather sewer
- Stamper/ eye
- Machine operator for crust leather
- Machine operator for finishing leader
- Machine operator for shoe lasting

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## SELF-CHECK 1.4-1

Answer the questions below.

1. An individual who works in various factories leather process, dairy process, textile industries, and pharmaceutical companies.
2. Line workers who are responsible in monitoring the performance of the workers in a specific line of operation. They lead the line workers in bringing quality products and solve conflicts between workers within a line.
3. Workers who monitor and supervise the performance of different lines in a production area. They usually give instructions to line leaders.
4. Workers who perform hygienic roles within processing plants to ensure cleanliness standards are in place and enforced.
5. Worker whose task is to maintain this new equipment to ensure it is in good working order. Electricians are one of the examples of a worker in this category.
6. Workers whose tasks include leather cutting and sewing.

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## ANSWER KEY 1.4-1

1. Factory or Line workers
2. Line leaders
3. Supervisors
4. Sanitation workers
5. Machinist or maintenance worker
6. Machine operators

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## REVIEW OF COMPETENCY

Below is your Performance Criteria Checklist for Module 1: Working in the leather, leather goods and footwear industries.

Performance Criteria	Yes	No
1. Immediate work area is routinely checked for safety hazards prior to starting and during work.	<input type="checkbox"/>	<input type="checkbox"/>
2. Hazards and unacceptable performance are identified.	<input type="checkbox"/>	<input type="checkbox"/>
3. Hazards and unacceptable performance are rectified or removed within the level of responsibility and in accordance with workplace procedures and OSH standards.	<input type="checkbox"/>	<input type="checkbox"/>
4. Equipment hazards are identified and reported in accordance with company requirements	<input type="checkbox"/>	<input type="checkbox"/>
5. Emergency situations are promptly identified and reported to appropriate personnel according to workplace reporting requirement	<input type="checkbox"/>	<input type="checkbox"/>
6. Workplace procedures for dealing with accidents, fires and emergencies are followed whenever necessary within scope of responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>
7. Raw material used in the leather, leather goods and footwear industry are described	<input type="checkbox"/>	<input type="checkbox"/>
8. Job roles and responsibilities in the leather, leather goods and footwear industry are identified.	<input type="checkbox"/>	<input type="checkbox"/>
9. Relationships within the leather, leather goods and footwear industry employees are identified.	<input type="checkbox"/>	<input type="checkbox"/>
10. Common goals, objectives and tasks are identified and clarified with appropriate persons.	<input type="checkbox"/>	<input type="checkbox"/>
11. Individual tasks are determined and agreed on according to workplace environment.	<input type="checkbox"/>	<input type="checkbox"/>

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12. Effective interpersonal skills are applied to interact with others and to contribute to activities and objectives.	<input type="checkbox"/>	<input type="checkbox"/>
13. Assigned tasks are performed in accordance with job requirements, specifications and workplace environment.	<input type="checkbox"/>	<input type="checkbox"/>
14. Work requirements are confirmed with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>

I now feel ready to undertake my formal competency assessment.

Signed:

Date:

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