

MICHIGAN
ADULT
EDUCATION



Clerical & Office

CAREER PREPARATION

Contextual Education for the GED

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Introduction to the Michigan Adult Education Student

Overview

“Building Clerical Skills” was developed with two goals in mind. First, to provide GED students with real-world material that will help learn skills needed to pass the GED Test. Second, the topics in the workbook were also chosen to provide students with content that will assist each with understanding career opportunities in Clerical field. The economic crisis which began in 2008 helped all of us focus on our career choices. Michigan’s recent history of severe unemployment in manufacturing has led to more interest in service related occupational opportunities. Each of us needs the right information when faced with complicated career choices. This course is designed to help you with the twin goals stated above.

Organization of the Scenarios

This workbook is divided into seven units. There are several reading selections called “Scenarios” in each unit. Each selection begins with a list career objectives for the lesson. Another feature is the list of “Vocabulary” words to review before reading the selection. If you are unsure of the meaning or definition of one or more of the vocabulary words check the “Glossary” in the back of the book. The readings are stories of people faced with personal choices while at work. At the end of the reading there are several “Think About It!” questions. The questions are designed to help you think about different ways to solve the issue faced by the person in the reading.

Classroom Activities

Your instructor has been provided with several different activities for each lesson. Several of the classroom activities contain worksheets designed to improve your knowledge of specific opportunities within various clerical jobs while you complete GED preparation exercises. These activities are often designed to be completed in small groups. The group exercises guide you and your fellow students through discussion of issues first raised in the lesson scenario. The old saying “Two heads are better than one” applies here.

Summary

Thank you for choosing to enroll in this course. The Michigan Department of Adult Education hopes that your participation will provide you with information that will help you understand employment opportunities available in the clerical field while you advance in the skills necessary to pass the GED Test. Attainment of both academic and vocational goals is possible for every student who uses this material.



Introduction to Clerical Skills

- What Career Should I Choose?
- Applying for a Position
- The Best Person for the Job
- Assessing Skills

Unit 1, Lesson 1: What Career Should I Choose? — Sherene

In this lesson, you will:

- Describe types of workers who use office skills.
- Identify various types of clerical positions.
- Identify skills necessary for entry-level clerical positions.

Vocabulary

- Clerical
- Entry Level
- Keyboarding
- Organization
- Word processing

Scenario 1.1: Sherene

Sherene is job hunting. She has been working at a local store for the past three years and is ready for a change. Although the job market in her area is not strong, Sherene notices that there are several want ads for clerical positions. Sherene had never really thought about an office career. However, she always enjoyed her business classes in high school and did very well in keyboarding class. In fact, she won an award for having the highest score in word processing. It may be a great career move to work in an office where she would be able to meet new people and improve her skills.

Sherene looks at the different types of positions that are advertised. She never knew that there were so many different types of organizations that needed clerical help or so many different job titles. There were job openings for office clerks, receptionists, office workers, office managers, front desk clerks, accounting clerks, secretaries, and record clerks. The jobs were located in diverse businesses as well, from an auto parts store to a lawyer's office to the local hospital to the credit bureau, and even in her favorite department store.

Sherene never realized that there were so many opportunities for someone with good clerical skills. Now, the important step will be to find an opening at an entry-level position. Although Sherene feels confident about her computer skills, it has been a while since she really used her typing skills. A general office clerk position or receptionist would be the perfect entry job to get her started. All she has to do is identify what skills she needs for each job, and then she can begin to apply to those companies.

Think About It!

1. Why does Sherene want to apply for an entry-level position?
2. Why is it important for Sherene to assess her skills before applying for a clerical position?
3. What would be the next steps for Sherene in applying for a clerical position?
4. What would be the next steps for Sherene if she did not have any clerical skills?
5. What types of entry-level clerical positions are available in your community?

Unit 1, Lesson 2: Applying for a Position — Sherene

In this lesson, you will:

- Identify different skills of a clerical position based on an advertisement.
- Describe information to be included in a resume.
- Locate information in different types of graphics.

Vocabulary

- Qualifications
- Administrative assistant
- Accounts Payable/Receivable
- Resume

Scenario 1.2: Sherene

Sherene has been spending the last week reviewing the different advertisements for beginning clerical positions. Finally, she finds one in which she is interested and feels confident that she has the qualifications needed. The job is for an administrative assistant. The advertisement states that the company will provide training to the person hired. What a wonderful opportunity – if only she can get the job.

Sherene spends time reading and rereading the advertisement. She is sure that she will be a great candidate so she creates a resume to meet the skills requested. The only thing that she is missing is experience in accounts payable/receivable. Sherene is confident that she can learn those skills quickly. To make sure, she includes in her resume that she has great math skills.

Following a resume format that she has found on the Internet, Sherene creates a resume that looks perfect. Just to make sure, she has one of her friends read it. Sherene knows that errors in a resume can result in it not being read, especially since she is applying for an administrative assistant position. Now, all she has to do is wait for an answer.

**OFFICE – CLERICAL
Administrative Assistant
Entry Level – \$12–14/hour
Company Paid Training Program**

Will train someone who is outgoing and motivated. Communicator and innovator. Must have exceptional computer and customer service skills. Must be highly organized and able to multitask with ease. Some accounts payable/receivable experience a plus.

Great Benefits include: After 90 days; Medical, Paid Holidays, Prescription Coverage, Sick/Personal Days, Employee Discount and Advancement Opportunities.

Send resume to The Lawrence Paul Corporation, Box 2089, Dearborn, MI.

Think About It!

1. Why does Sherene feel the position is a wonderful opportunity?
2. What types of skills is The Lawrence Paul Corporation looking for in an employee?
3. What information should Sherene include on her resume?
4. What should be the next step for Sherene in applying for the administrative assistant position?
5. Would you use a resume format that you located on the World Wide Web when applying for a job? Why or why not?

Unit 1, Lesson 3: The Best Person for the Job — Sherene and Jerilyn

In this lesson, you will:

- Identify important skills when searching for a clerical position.
- Compare and contrast resumes to identify the most qualified candidate.
- Discuss the need for continuing education when working in the clerical field.

Vocabulary

- Applicant
- Asset
- Confident
- Corporation
- Customer Service
- Qualities
- Technology
- Work Ethic
- Workplace Skills

Scenario 1.3: Sherene and Jerilyn

Sherene checks her phone messages each day for a call from The Lawrence Paul Corporation. It has been almost two weeks since she sent her resume to the company. Finally, she receives a call asking her to come in for an interview. Sherene spends time researching information on the company and practicing interview questions so that she will make a good impression.

When Sherene arrives for her interview, she notices that there are many other people in the waiting area. All of them are being interviewed for the same position. Suddenly, Sherene is not so confident that she will get the job that she wants. The longer she sits waiting to be called in for the interview, the more nervous she becomes. Finally, Jerilyn Mason, the supervisor, calls her name. Ms. Mason smiles at Sherene and has her sit at a large table. In front of Ms. Mason is a pile of resumes. Sherene didn't realize how many people would be interested in the same job. As Ms. Mason begins the interview by asking Sherene to share with her the different skills that she would bring to the company. Sherene smiles confidently. She shares with Ms. Mason her willingness to learn, as well as past positions where she has provided excellent customer service. Sherene also discusses the computer skills that she learned in high school. Finally the interview is over. Ms. Mason shares with Sherene that she has many excellent qualities that would be a great asset to their company. Sherene starts to thank Ms. Mason for the wonderful compliment, but before she can speak Ms. Mason stops her. Ms. Mason tells Sherene that she will not be hired for the job. There are other applicants with much better clerical skills. Sherene gets up to leave, trying hard to keep her tears of disappointment under control.

Upon seeing Sherene's disappointment, Ms. Mason asks her to sit down for a moment. "Sherene," she says, "You have excellent personal qualities

1.3

and what appears to be a great work ethic. What you need are the basic entry-level clerical skills required for today's workplace. We are looking for individuals who already have basic workplace skills, such as being able to use current office technology. All you need is an entry-level training program. There are many different training programs available at our local adult centers, technical centers, and community colleges. Some are even offered in the evening or online. I'd suggest that you sign up for one of these programs immediately. I know that you can be very successful in this career field and will be a great employee. So, once you have those skills, please give me a call to see if we have an opening for you."

Think About It!

1. Why did Sherene research information on the company with which she was interviewing?
2. Why was Sherene not hired for the position?
3. How did Ms. Mason handle the situation? Does the attitude of the interviewer make a difference?
4. What do you think Sherene will do next? What would you do if you were Sherene?

Unit 1, Lesson 4: Assessing Skills — Sherene

In this lesson, you will:

- Describe types of workers who use office skills.
- Identify various types of clerical positions.
- Identify skills necessary for entry-level clerical positions.

Vocabulary

- Administrative assistant
- Career Goal
- Clerical
- Compatible
- Office Manager
- Skills Profiler Inventory
- Tuition

Scenario 1.4: Sherene

It has been four weeks since Sherene did not get the administrative assistant job that she wanted. Sherene decides that it is time to think about whether this is the right career for her. If it is, then she needs to get started and obtain the skills necessary to be successful.

Sherene researches different business programs on the Internet. One of the programs is in her neighborhood at an adult education center. Sherene obtained her GED diploma at an adult education center in Dearborn, so she knows about all of the different services that this type of center provides. The center is currently offering beginning clerical courses, and the tuition is definitely something she can afford. The courses are offered in the evening, so Sherene will be able to continue working at the department store full time. There is also a community college nearby. However, Sherene thinks she will start with her local adult education center.

Sherene makes an appointment with a counselor at the center. The counselor is excited that Sherene is coming back to school and will be working towards a career in office and administrative support. The counselor asks Sherene questions about her career goals. Sherene thinks for a moment and tells the counselor that she would like some day to be an office manager. She knows that the first step is an entry-level clerical position, but there are so many opportunities once she has the necessary skills.

The guidance counselor has Sherene complete a Skills Profiler Inventory. It tells Sherene the types of skills that she has are compatible with the occupations that she's interested in pursuing and the types of courses she will need to successfully be employed in the field. Sherene is thrilled that

1.4

she is pursuing the right career for her. In fact, with just a few courses, Sherene knows that she will be able to start applying for positions in her new career field.

Think About It!

1. Why does Sherene research different business programs prior to selecting one to attend?
2. What do you think would be important for Sherene to consider in her selection of a program for clerical skills? Why?
3. Have you ever taken a Skills Profiler Inventory? If so, what type of information do you think this assessment provides? Why is it important?

UNIT 2



The Work Environment

- It's My Mission
- The Ever-Changing Workplace
- Dealing with the Office Gossip
- Ethics in the Office Place

Unit 2, Lesson 1: It's My Mission — Atif

In this lesson, you will:

- Describe the purpose of a company mission statement and slogan or motto.
- Identify reasons for learning about a company prior to interviewing.
- Read and interpret a company's motto and mission statement.

Vocabulary

- Corporation
- Invaluable
- Mission statement
- Motto
- Office assistant
- Slogan

Scenario 2.1: Atif

Atif is beginning his first week of work as an office assistant at The Dow Chemical Company. He always knew that he wanted to work for a large corporation in his home state. That was why he took all of the computer courses that he could in high school and at the technical center in his community. After graduation, Atif worked in different types of office settings to improve his communication skills. He knew that he would have to have excellent skills to attain his goal – a position in a large corporation. In fact, he remembers telling Ms. Daily, the office staff supervisor for the Midland corporate office, that if she hired him, she would have the best assistant that she could ever have. Finally, his dream has become a reality. He has a position in the Midland corporate office of the Dow Chemical Company.

As Atif sits at his desk, he notices a large sign on the wall. It is his company's motto and mission statement.

The Dow Chemical Company

2030 Dow Center
Midland, MI 48674

Slogan / Motto

Living. Improved Daily.

Mission Statement

To constantly improve what is essential to human progress by mastering science and technology.

2.1

Atif smiles to himself. When he found out that he was to have an interview with Ms. Daily, he went to the Internet to find out everything that he could about the company. One of the things he found was the company's motto and mission statement. Atif liked the company's motto "Living. Improved Daily." That's the way he felt about his own life – each day improving something that he was able to do.

Atif was glad that he had spent time learning about the company. When asked to share what he knew about the Dow Chemical Company, Atif was able to discuss what he had learned from his research. He was sure that knowledge about the company was one of the reasons that he was hired. Now, all he had to do was continue to learn more about the company so that he could become an invaluable employee.

Think About It!

1. How did Atif's research into the company help him obtain his job?
2. Why is it important to know about a company prior to an interview?
3. What is a mission statement? A slogan/motto?
4. What does the motto "Living. Improved Daily." mean to you?
5. How does the company's mission statement support its slogan or motto?

Unit 2, Lesson 2: The Ever-Changing Workplace — Cecy

In this lesson, you will:

- Learn skills to adapt to your manager and your job.
- Identify how to deal with change.
- Demonstrate organizational skills.

Vocabulary

- Environment
- Leadership
- Mission statement
- Promote
- Supportive
- Unthinkable

Scenario 2.2: Cecy

Cecy has worked at Muskegon Sales and Marketing Supplies for the past five years. Her boss, Mrs. Cameron, has always been very supportive and has allowed her the flexibility that she needs as a single parent. When Cecy first started as a receptionist, Mrs. Cameron was always available to answer her questions or assist her in learning new office skills. In Cecy's opinion, it was Mrs. Cameron's leadership that had allowed her to advance to her new position as office manager. Everyone enjoyed their job; it was a great environment in which to work.

Last week, the unthinkable happened. Mrs. Cameron announced that she was leaving the company to take a position in another state. Cecy couldn't believe that she would no longer be working for Mrs. Cameron. What was even worse was that a person by the name of Mr. Dell had been hired to take Mrs. Cameron's place.

What was Cecy going to do? No supervisor could ever be as good as Mrs. Cameron. What if the new boss didn't like her? What if Mr. Dell had a different management style? What if Mr. Dell wanted to change how they did things in the office? Cecy was sure that nothing was ever going to be the same. Maybe if Cecy and the rest of the staff made Mr. Dell feel unwelcomed, they could get the company to rehire Mrs. Cameron or at least promote someone from their department that they all liked.

2.2

Think About It!

1. Have you ever been in a position where a supervisor you respected was promoted or moved? What happened next?
2. How should Cecy respond when meeting the new supervisor?
3. Why is it important to build a good relationship with your supervisor?
4. What skills does Cecy need to help her deal with change in the workplace?

Unit 2, Lesson 3: Dealing with the Office Gossip — Opal

In this lesson, you will:

- Describe the effects of gossip in the office.
- Identify steps to take when dealing with office gossip.
- Read and interpret the meaning of a poem.

Vocabulary

- Efficient
- Exaggerating
- Gossip
- Huddle
- Reputation
- Targeted

Scenario 2.3: Opal

Opal watches as her co-workers, Tiffany and Sarah, do their usual huddle, gossiping about someone in the office. Last week they targeted Simone, one of the office's most efficient and effective staff member. Simone was in the supervisor's office. When Simone came out she looked unhappy. That was great gossip for Tiffany and Sarah. They told everyone that not only was Simone unhappy, but it looked like she had been crying. Suddenly, people were talking about how Simone was in trouble with the boss and may get fired. They even whispered that Simone was having problems at home.

Then today, they made fun of Dell. As he was getting his morning coffee, Dell spilt coffee on himself while walking to his desk. Tiffany and Sarah shared with everyone in the office what a klutz Dell was and how funny it was to watch as he tripped and the coffee cup went flying.

Opal thought that she had left these types of situations when she graduated from high school. Work was stressful enough without having to listen to Tiffany's and Sarah's latest gossip and negative talk. They were always taking something simple and exaggerating what had really happened. The problem was that both Tiffany and Sarah seemed so friendly to everyone. Then, as soon as a person left the room, they would begin to gossip. Opal just knew that it was only a matter of time before she would be the target of their stories. Surely there was something that could be done. Opal didn't want to find another job, but the constant gossip was making her uncomfortable. She definitely didn't want her reputation ruined because of company gossip.

2.3

Think About It!

1. Why do people gossip at the workplace?
2. What could be the result of gossip to Simone? Dell? Opal?
3. What effect does gossip have in the workplace?
4. What advice would you give to Opal on handling gossip in the workplace?
5. How should Opal handle gossip if it is directed at her?

Unit 2, Lesson 4: Ethics in the Office Place — Lorna

In this lesson, you will:

- Explain reasons for a code of ethics in an office setting.
- Analyze possible outcomes when ethical decisions must be made.
- Identify cause and effect relationships in workplace situations.

Vocabulary

- Associates
- Code of values
- Ethics

Scenario 2.4: Lorna

Lorna was recently hired as a receptionist for the Battle Creek Realty Company. As the receptionist, she is responsible for answering the phone and making copies for the sales associates. Lorna enjoys her new position. There is so much to do and the sales associates are so friendly.

As Lorna completes her day's work, her son Walt comes into the office. Lorna is proud of Walt. He is attending the local community college and doing very well in his courses. Walt shares with his mother that he has a real problem. He tells his mother that he needs 175 copies of a project that he has completed for class. Walt tells his mother that the copier at the local print shop is not working, and he must have the copies for tonight's class project. Lorna looks at the paper in Walt's hands. It is only eight pages in length. Plus, the company copier does not require a security key, nor does the company keep track of the number of copies made by the different associates.

What would be the problem with making a few extra copies for Walt? He really needs them done, and no one will know. As Lorna takes Walt's paper to the copy room, she notices a sign on the wall:

"ETHICS IS A CODE OF VALUES WHICH GUIDE OUR CHOICES AND ACTIONS AND DETERMINE THE PURPOSE AND COURSE OF OUR LIVES."

Ayn Rand, novelist and philosopher (1905–1982)

2.4

Lorna thinks back to the code of ethics that she signed with the company when she was hired. Is copying a few personal items really a violation of the company's code of ethics?

Think About It!

1. If you were Lorna, what would you do? Why?
2. What actions could be determined to be a violation of a company's code of ethics?
3. Why is a code of ethics important to an organization?
4. What are characteristics of an ethical employee?

UNIT 3



Time Management

- Where Does the Time Go?
- It's All About Priorities
- Help! I Can't Find My Desk

Unit 3, Lesson 1: Where Does the Time Go? — Lisette

Advancing Your GED Skills

In this lesson, you will:

- Identify “time thieves” in the workplace.
- Determine the impact of “time thieves” on a person’s productivity.
- Edit real-world documents for grammatical errors.

Vocabulary

- Organized
- Time management
- Travel arrangements
- Workspace

Scenario 3.1: Lisette

Lisette looks at the clock on the office wall. She can’t believe that it’s already 4:30 in the afternoon. Where did the day go? There was much to get done, and the day simply flew past. Lisette looks around the office at the desks of her fellow workers. They are so organized; it’s just not fair. How can they get their work done and keep their desks so neatly organized when her desk is such a mess? Lisette looks at her work station. There’s the memo that she was supposed to type for Ms. Morgan, the emails that need responses, and the huge stack of filing. It seems like her list of things to do just keeps getting longer and longer.

Ms. Morgan stops by Lisette’s desk on her way home. “Don’t forget that you need to book my travel arrangements for next week,” she says to Lisette. “I’ll also need a rental car and maps to the hotel and to my meeting. Make sure that a folder with all of the arrangements is on my desk by 8:00 a.m. tomorrow.” Lisette smiles at Ms. Morgan and assures her that everything will be taken care of and ready for her in the morning.

As Ms. Morgan leaves, Lisette adds the items to her list. How in the world will she get everything completed before tomorrow? If only people would quit stopping at her desk to talk throughout the day, she could get more work done. Then there are all of those emergencies. Like today when Rachel needed help in unjamming the copy machine and then Dale needed someone to cover the reception desk for a few hours while he went to the dentist. Then of course, there was Jeannette who needed someone to talk to about her new boyfriend. Lisette sits at her messy desk and looks around at the empty office. Everyone else has cleaned up their workspace and gone home. Why can’t she?

3.1

Think About It!

1. Why is Lisette unable to leave the office at closing time?
2. What is Lisette's main problem in the workplace?
3. Why is it important to have effective time management skills in the office place?
4. What effect could Lisette's lack of effective time management skills have on her job? On her supervisor, Ms. Morgan? On other staff?
5. How could Lisette handle situations with staff that stop by her office to talk or ask for assistance?

Unit 3, Lesson 2: It's All About Priorities — Lisette

Advancing Your GED Skills

In this lesson, you will:

- Define what it means to prioritize tasks in order to better manage your time.
- Learn how to use a task prioritizing matrix.
- Identify and define sections of a chart or table, including titles and quadrants.
- Create a chart from a text.

Vocabulary

- Chart
- Matrix
- Priority
- Quadrant
- Urgent

Scenario 3.2: Lisette

It's been a couple of months since Julia first started assisting Lisette to better manage her time in the office. What a difference the ideas and forms that Julia shared with her have made. As Lisette sits down at her organized desk she glances at the clock. It's 7:45 a.m., time for her to review her to-do list and task prioritization matrix before she starts her workday. There's Ms. Morgan's notes on last week's meeting with the department heads that need to be typed and the monthly calendar that needs to be updated. Lisette really dislikes updating the calendar. It is definitely not her favorite job. She thinks back to what she has learned from Julia; complete the task that you dislike first before you begin your other tasks. Ok, now that the calendar is updated, it's time to see what other priorities exist for the day.

Lisette looks at the matrix of priority items that she has developed. The chart is similar to one that the famous speaker, Stephen R. Covey, used in a workshop that she attended with Julia. The chart really helps her identify what needs to be done first and what can wait until she has time. Lisette smiles to herself. There is almost nothing that is in the urgent quadrant. Just what Julia said would happen once she implemented a good time management system. It's definitely going to be another great day!

3.2

	Urgent	Less Urgent
Important Tasks	1st Priority – Do Now Important/Urgent Inbox – Type meeting notes for distribution to department heads Check for staff absences and ensure office phone coverage	2nd Priority – Plan Today Set meetings to develop orientation training for new clerical employees Create calendar for vacation time for front office staff/ensure coverage at phone Update monthly calendar and forward to Ms. Morgan
	3rd Priority – Do Today Check airfare and reserve hotel room for Ms. Morgan’s travel next month Pending Inbox – Type letters drafted by Ms. Morgan	4th Priority – Don’t Forget to Do Set up yearly calendar of meetings Check status of revised company manual

Think About It!

1. Why did Julia suggest that Lisette should complete tasks that she disliked first?
2. What does Lisette mean when she says, “It’s definitely going to be another great day!”?
3. Why is it important to have a method of prioritizing tasks?
4. How do you prioritize what needs to be done in your daily life?
5. How would you define the term matrix? Have you ever used a matrix or chart in your daily life?

Chart adapted from: Covey, S. R. (1990). The seven habits of highly effective people: Powerful lessons in personal change. New York, NY: Fireside.

Unit 3, Lesson 3: Help! I Can't Find My Desk — Marcos

Advancing Your GED Skills

In this lesson, you will:

- Learn the importance of organization to time management.
- Share personal strategies for organizing your workspace at home and in the workplace.
- Use a graphic organizer to develop ideas for writing.

Vocabulary

- Inbox/outbox
- Photocopy
- Projects
- Storage

Scenario 3.3: Marcos

Marcos looks at his desk. He needs a search and rescue team to find the file that Mr. Michel needs for his meeting this afternoon. It's no wonder that he can't get organized. Besides having a small desk, there's the photocopier machine and the office supplies and even the company's fax machine in his small cubicle. It's no wonder that his desk is always such a mess. There's just not enough storage space in the office, so everyone seems to just put whatever they don't want on his desk.



Well, Mr. Michel will need the file soon, so Marcos decides that he better get started by clearing his desk. Stack by stack, Marcos places all of the files and paperwork on the floor. Wow, his desk really looks nice! With only his computer and phone on the desk, Marcos likes what he sees. Ok, what else really has to go back on the desk? Maybe some of the files on the floor could go elsewhere.

Marcos looks in the supply cabinet. Ok, there are really nice stacking trays. That would be a great start for organizing his desk. Stacking trays won't take much room. They'll be ideal for his "inbox" and "outbox" tasks. Then there are those nice plastic trays and caddies that would fit great in his desk drawer. Then all of the loose pens, paper clips, and rubber bands will have a place to go. As Marcos starts going through the stacks, he notes that there are lots of things to be tossed, including the half-eaten doughnut from last week. Yuck!

Ok, time to organize. Marcos decides that it would be best if he divides things into four stacks. Some files and materials Marcos uses every day.

3.3

However, there are also those files and materials that he only uses occasionally. Then, of course, there are the files that need to be archived, but are seldom used. Finally, there are those things that just need to be tossed. There's no reason to keep all of the junk mail or the expired coupons or all of those pens that don't work.

Before he knows it, Marcos has found the file for Mr. Michel. Even more importantly, Marcos looks with pride at his desk. What a difference! Maybe he'll ask Mr. Michel for a small stand for the printer and fax machine. That would organize his desktop even more.

Think About It!

1. Has your workspace at home or in the workplace ever become so cluttered that you could not locate an item that you needed? What did you do?
2. Would you have handled not being able to locate a file that was needed by your supervisor in a similar way to Marcos? Why or why not?
3. Can a person exhibit effective time management skills if his/her workspace is cluttered?
4. How would the appearance of Marcos' workspace impact how his work associates and supervisor respond to his professionalism?

UNIT 4



Workplace Technologies and Skills

- To Whom Am I Speaking?
- Too Many Lines
- It's Jamming Again
- One More Copy
- How Difficult Could It Be?
- What Is That?
- It's All in The Application
- Data, Data, Data
- Fax It Immediately!
- It's All Online

Unit 4, Lesson 1: To Whom Am I Speaking? — Mr. Haliz

Advancing Your GED Skills

In this lesson, you will:

- Recognize the importance of voice, speaking skills, and attitude when answering the telephone.
- Write different types of scripts to use when answering the phone.
- Demonstrate using a positive phone voice.
- Discuss reasons for making a favorable first impression.

Vocabulary

- Competent
- Complaints
- Situation
- Intentionally

Scenario 4.1: Mr. Haliz

“Good morning. Ann Arbor Electronics, Liza Chandler. How may I help you?” Mr. Haliz smiled as he heard Liza answering the phone. She had such a pleasant voice. It always sounded like she was smiling when she spoke. That’s why he was so puzzled about the complaints that he was receiving from his customers. Some of his best customers reported that the person answering the phone was very rude and used a very curt tone of voice. In fact, one of his customers said that the receptionist informed her that Mr. Haliz could not be bothered and to call back later.

It just couldn’t be Liza, Mr. Haliz thought to himself. Liza had such a pleasant tone of voice and always seemed to know how to handle a variety of situations with ease. She always made sure that the needs of the customer had been met before hanging up. It had to be Allie. Allie was the administrative assistant for the office and was responsible for answering the phone during Liza’s breaks and lunch hour. Although Allie did not like the phone duty, she was such a competent employee that it was hard for Mr. Haliz to believe that she would be intentionally rude to customers.

Excellent customer service was something that Mr. Haliz prided himself on at Ann Arbor Electronics. Maybe Allie had just had a bad day. It happens to everyone. However, if the customer complaints continue, maybe he should listen to exactly what’s going on during certain times of the day. His front line staff simply has to make a favorable first impression. Maybe he should call his company tomorrow during the noon hour to see what was really happening.

Think About It!

1. What do you think Joseph and Maria should do about their credit 1. Have you ever called a business only to encounter a rude receptionist? What happened?
2. If you were Mr. Haliz, what would you do? Would you call unannounced? Why or why not?
3. Why is the person answering the phone so important to the professionalism of a company?
4. What skills does Liza use when answering the phone that make a positive first impression?

Unit 4, Lesson 2: Too Many Lines — Allie

Advancing Your GED Skills

In this lesson, you will:

- Discuss the need for teamwork in an office.
- Identify some of the basic functions of answering a company's master phone line.
- Identify the types of tasks performed by a front office receptionist.
- Write a phone message on a preprinted message form and on a notepad.

Vocabulary

- Abrupt
- Apprehensively
- Disconnect
- Extensions
- Symbols

Scenario 4.2: Allie

Allie looked apprehensively at the clock. It was almost noon and Liza would be taking her lunch break. Allie hated having to answer the company phone line. It wasn't that she didn't like talking with people; it was simply that there was so much to remember. There were all of the different symbols on the master phone and then there were all of the different extensions to remember. In addition, she was expected to take messages when individuals were at lunch rather than transferring calls to their extensions. Allie didn't know how Liza was able to keep everything straight and still sound so cheerful when answering the phone.

As Allie walks toward the reception area, Liza notices how unhappy she looks. That's definitely not like Allie. Allie is always so professional in her appearance. "If you don't mind my asking, is there anything wrong?" Liza asks. Allie looks at the phone and thinks about yesterday's fiasco. "Oh, Allie," Liza blurts out. "I just don't know how you handle answering so many lines, taking all of those messages, and still sounding so happy. Every time I have to face that phone, I get so nervous that I can't seem to do anything right. I don't want to be abrupt with our clients, it's just that I'm so scared that I'll disconnect them or not get to the next call soon enough. The phone starts ringing over and over. I know that I should answer by the third ring, but I just can't do it! How do you keep everything straight?"

Allie looks at Liza. She didn't know that Liza felt so uncertain about answering the master phone line. Liza smiles and says to Allie, "When I first started, I felt just like you do. I was so overwhelmed. I have to admit that I also disconnected a few callers before I learned how to place callers on hold while answering a new call. I found that it was all about getting to know the system and then organizing my workspace. If you'd like, I

4.2

can work with you during a few of your shifts. I know that it won't take you long to become a natural at it. You are always so good at everything you do." Allie breathes a sigh of relief. With some help from Liza, maybe she can master the phone system.

Think About It!

1. Have you ever had to wait to have a phone call answered? Why do you think that this occurs?
2. What types of skills are necessary be an effective front office receptionist?
3. What would you have done if you had been Allie, and you could not perform a task to the satisfaction of yourself and your supervisor?
4. What interpersonal skills does Liza possess that make her a valuable employee?
5. How will Liza's assistance benefit Allie? The company?

Unit 4, Lesson 3: It's Jamming Again! — Lucas

Advancing Your GED Skills

In this lesson, you will:

- Discuss steps to take when faced with frustrating tasks.
- Define the steps to operate a photocopy machine.
- Identify the traits of chronological/sequence text.

Vocabulary

- Master copy
- Paper jam
- Photocopy
- Smudged copies

Scenario 4.3: Lucas

Lucas works at Mt. Pleasant High School as a clerical assistant in the front office. One of his tasks is to photocopy materials that are needed by different departments in the school. Each department is responsible for submitting master copies of materials needed to be copied for the following week in his mail box by Wednesday. Some weeks it doesn't take much time to get the task done, but there are some weeks where it seems to take all of his time just standing by the photocopying machine. It's not an exciting job, but it has to be done.

Sometimes, Lucas works on other tasks while the copier is running. Usually this is not a problem, but today the photocopy machine seems to be having difficulty. Between paper jams and smudged copies, the task is taking much, much longer than usual.

The office supervisor, Mrs. Ellers, looks into the photocopy room throughout the morning. Each time she sees Lucas still copying materials, she looks more irritated. It's not his problem that the machine is old and doesn't always work efficiently. Lucas knows that there are other tasks that need to be completed today, but the teachers need their materials by the end of the day. Lucas thinks to himself about all of the times that he has requested a new copier. Mrs. Ellers' answer is always that a new photocopy machine is not a priority.

Mrs. Ellers will just have to wait until tomorrow for the filing to be completed. If she wants other tasks completed on time, she needs to request a new copier immediately. There's only just so much he can do.

4.3

Think About It!

1. Why does Lucas become angry?
2. What might happen if Lucas ignores Mrs. Ellers request to complete a filing job in a timely manner?
3. If you were Lucas, how would you handle this situation?
4. What reasons might Mrs. Ellers have for not ordering a new photocopy machine?

Unit 4, Lesson 4: One More Copy — Faye

Advancing Your GED Skills

In this lesson, you will:

- Solve a real-world problem where a deadline versus safety is an issue.
- Identify different skills necessary for dealing with a large printing task.
- Organize and collate materials.

Scenario 4.4: Faye

Faye is an office clerk for the Law Offices of Smith and Smith. Although Faye wants to someday work as a legal secretary, she is pleased to have an entry level position in a prestigious law firm. The salary is not great, but she is able to pay her bills and to attend school in the evening. Faye dreams of the time when she will have her certification as a legal secretary and can apply for a position that uses all of the skills that she is learning.

For now, Faye is content to complete the tasks assigned to her by the office supervisor. Because the law firm spends much of its time in court, there is always a deadline to meet. Faye feels proud that she is part of the team behind the scenes and always tries to do her best at whatever task she is given.

Today, the office supervisor, Ms. Jans, comes to Faye's desk with twenty huge legal files. Ms. Jans directs Faye to make fifteen copies of each file, collate and bind them in black covering, and have them on her desk by the end of the day. Ms. Jans states that they are needed for a meeting in the morning and are a priority. Although it's already mid-afternoon, Faye is sure that her organizational skills will allow her to complete the task no later than by the end of the workday. Faye guarantees Ms. Jans that she will have the photocopied files on her desk by the end of the day.

Faye puts the files on a cart and heads to the photocopy room. The law office has just purchased a new photocopy machine. Faye takes the papers out of the first file and organizes them so that they can be copied. Because of their importance, putting a stack of original papers in the paper feeder is not an option. Instead, Faye makes a master copy of each original. Once she has a copy of the file, she'll be able to put the copies in the paper feeder and quickly print the other fourteen copies.

As Faye begins the task, she notices a red light on the photocopy machine.

Vocabulary

- Bind
- Collate
- Deadline
- Guarantees
- Legal files
- Legal secretary
- Option
- Paper feeder
- Prestigious

4.4

She has not seen that light before, nor does she remember anything about the light in the training that she took last month when they first purchased the photocopier. Oh well, Faye figures that as long as the photocopier works everything will be fine. Faye continues copying the files, making sure that each copy is appropriately bound and labeled. It's taking longer than she expected, but she should meet Ms. Jans' deadline. Suddenly, the photocopy machine begins to smoke. Faye is stunned. The photocopy machine was a very expensive purchase, surely ignoring the light didn't cause the problem or did it? Faye only has two more files to copy. If she stops now, she won't meet the deadline. One more file won't matter, will it?

Think About It!

1. Why does Faye not use the paper feeder for this copying job? What problems can a paper feeder cause to original copies?
2. What organizational skills does it require to photocopy numerous files?
3. What would you do if you were Faye and a piece of office equipment began to smoke, but you had an important deadline to meet?
4. Were there other decisions that Faye could have made that might have prevented the machine from smoking?

Unit 4, Lesson 5: How Difficult Could It Be? — Reda

Advancing Your GED Skills

In this lesson, you will:

- Discuss how to adapt to changes in technology.
- Identify the reasons for having an ergonomically-friendly workstation.
- Use questioning techniques to comprehend a text.

Vocabulary

- Computer skills
- Desktop publishing
- Mouse
- Touchpad
- Touch typing
- Word processing

Scenario 4.5: Reda

Reda looks around her new office. She's excited that she has been hired by Bankers Life Insurance. Reda knows that her excellent computer skills are an important part of why she was hired by the company. In fact, Reda has always prided herself on her word processing speed, as well as her accuracy. Taking different word processing and desktop publishing courses has always been a breeze for Reda. That's why Reda is so frustrated with herself. Here she is an excellent typist and she can't get the first letter for her new supervisor typed correctly.

When Reda first noticed that she had a brand new computer, she was so excited. Then Reda noticed that she also had one of the new wireless touchpads instead of a mouse, and an ergonomic, split keyboard. Although Reda had read about both the new touchpads and the split keyboard, she had never had the opportunity to use one. "How difficult can it be?" Reda thinks to herself.

Reda turns on her new computer, opens the word processing program, and begins to type. As she types, she notices that what is appearing on the screen is not what she thought she was typing. It has to be the new keyboard. Reda looks down at her hands and tries again. The keys just aren't where she is used to them being. As Reda looks around at the other office staff, she notices that no one else is having a problem. They are all quickly typing and not having to look at their keyboards. This is horrible. What has happened to her touch typing skills? What will her new supervisor say when she learns that Reda cannot even type a simple letter?

Think About It!

1. Why does Reda feel that her computer skills assisted her in obtaining her new position?
2. Did Reda incorrectly learn how to type? Why or why not?
3. Have you ever had a time when you were faced with using new technology? How did you approach the situation?
4. What would you do if you were Reda?

Unit 4, Lesson 6: What Is That? — Elijah

Advancing Your GED Skills

In this lesson, you will:

- Identify the different parts of a computer.
- Select different skills necessary to be computer literate.
- Apply basic mathematical computation to determine the cost of an office.

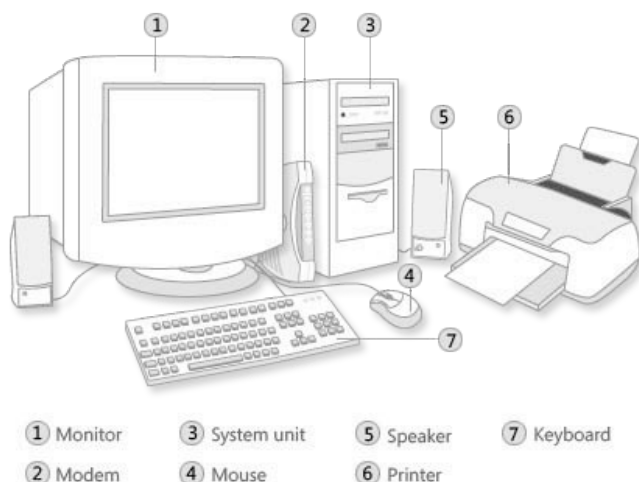
Vocabulary

- Applications
- Hardware
- Software
- Temporary

Scenario 4.6: Elijah

Alright, where in the world should he begin? Elijah is the administrative assistant for a large temporary job agency in Detroit. His boss has requested that he develop a short presentation on computer basics for clients who are applying for entry-level clerical positions. Elijah loves working with computers. He has always had a computer and doesn't understand how anyone could not know the basics, such as how to turn the computer on and how to access the different applications and programs. Hardware versus software – it's so simple. However, after working with some of the new clients it is evident that he will have to start at the very beginning.

Elijah begins by researching information on the Internet. He finds a great graphic that shows the basic parts of a computer that everyone should know. At least that will be a beginning.



Now, what else should he include in his presentation?

Think About It!

1. Why does Elijah feel that everyone should be computer literate?
2. Have you ever been in a situation where you needed to learn or to teach someone basic computer skills? What did you do? How did you get started?
3. Why would a person interested in an entry-level clerical position need to understand the parts of a computer?
4. If you were Elijah, what information would you include in a presentation on computer basics? Why?

Unit 4, Lesson 7: It's All in the Application — Elijah

Advancing Your GED Skills

In this lesson, you will:

- Define the difference between computer hardware and software.
- Identify the different types of computer software used in today's office.
- Discuss the need for ongoing training in the area of computer applications.
- Identify complete sentences versus sentence fragments.

Vocabulary

- Compliments
- Data base
- Opportunity
- Presentation
- Software applications
- Spreadsheet

Scenario 4.7: Elijah

Elijah smiles to himself. He never imagined that his presentation on computers would be so successful. It was a great feeling to receive so many compliments from people regarding his knowledge of computers. The best compliment was when people shared with him how much fun they had learning about computers. Using a computer should be fun.

Elijah thought about all the ways he used a computer in his job. He just didn't know how he would function without having a computer. He used his word processing program constantly. There were all of the letters and memorandums that he needed to type for his supervisor. Then, of course, there was the data base that he used to keep track of all of the company's client information and the spreadsheet program to monitor the invoices for different companies. He even had the opportunity to use his PowerPoint program in the training. Being an administrative assistant for a temporary job agency definitely required good computer skills.

Elijah couldn't wait until the next workshop that he'd be conducting with people who were looking for entry-level clerical positions. Maybe he would include some of the great videos that he found on the Internet. Then again, maybe he should speak with his supervisor about developing a presentation on the different software applications that offices use. That would definitely be a useful workshop for their clients.

Think About It!

1. What skills does Elijah have that make him an effective presenter to other clerical employees?
2. How does Elijah use his computer skills in the workplace?
3. Why does Elijah feel that a workshop on software applications would be useful for the company's clients? If you were attending one of Elijah's workshops, what types of computer skills would you want presented?
4. What is the difference between computer hardware and software?
5. What types of computer software do you use at home or in the workplace?

Unit 4, Lesson 8: Data, Data, Data — Myra

Advancing Your GED Skills

In this lesson, you will:

- Discuss scams that occur in the workplace.
- Identify the advantages and disadvantages of working at home.
- Input numbers (data) using a numeric pad.
- Summarize information.

Vocabulary

- Accuracy
- Crucial
- Data Entry
- Download
- Numeric keypad (tenkey)
- Scam

Scenario 4.8: Myra

Myra works for a large health insurance company in Detroit. Her job as a data entry clerk is to input data from the different health insurance claims received by the company. One of the great benefits of Myra's job is that she gets to work from home. With the help of the Internet and a good personal computer, Myra downloads the necessary documents and then uses her company's software to input the data required.

When Myra saw the advertisement, she was concerned. She had heard about all of the data entry job scams. In fact, she had contacted a couple companies who said all she had to do was pay a small fee, and they would send her the information to get started while working from home. Myra was glad that she had done her research on work-at-home scams. She really couldn't afford to lose any money.

When Myra first applied at DLM Health Insurance, Inc., the company required that she take a test to determine her speed and accuracy in entering data using the computer keyboard. Myra was glad she had learned how to use the numeric keypad on the computer keyboard. Using the tenkey really helped her enter the data quickly and accurately. Myra was sure that was why she got the job instead of someone else.



Being able to work at home is sometimes difficult.

Myra makes sure that she starts her workday as soon as the children leave for school and doesn't quit until they get home. Since Myra is being paid on her accuracy and the number of claims that she is able to input each day, being a good time manager is crucial to meeting her productivity goals.

Think About It!

1. Why is it important to research a company when you apply for a position?
2. Have you ever read about a job that seemed too good to be true? What made you question the job opportunity?
3. What are the benefits of working from home? The disadvantages?
4. What does Myra mean when she says that “being a good time manager is crucial to meeting her productivity goals”?

Unit 4, Lesson 9: Fax It Immediately! — Sharon

Advancing Your GED Skills

In this lesson, you will:

- Discuss the importance of checklists for office processes.
- Identify the steps needed to fax a document.
- Complete a fax cover sheet.

Vocabulary

- Banquet event order (BEO)
- Checklist
- Document
- Facsimile
- Scan
- Via

Scenario 4.9: Sharon

Sharon works in the sales and catering office as a sales assistant at a major hotel chain in Michigan. An important part of her job is to make sure that contracts and banquet event orders, often referred to as BEOs, are sent to customers for approval. Although Sharon prefers to transmit different documents by using her scanner, sometimes that just doesn't work. Instead, she needs to fax the information. It's a good thing that her printer both faxes and scans documents.

Sharon gets out her "to-do" list for sending faxes. Having a checklist is great to ensure that everything is complete before she faxes a document to a customer. Sharon thinks back to when she first started working at the Hotel Millennial. Although she knew that the fax machine scanned a document and sent it via a telephone line, Sharon had never operated a fax machine. It was a good thing that her supervisor gave her the checklist and modeled for her each step. Sharon doesn't use her fax machine on a daily basis, so the checklist made it easy for her to remember what to do and how to do it. Now all she had to do was type up the cover sheet and get the documents to the customer.

4.9

Sending a Fax

Complete Cover Page for Facsimile	Completed
Current date	
Total number of pages being sent including the cover sheet	
Name, company, fax number, phone number, address of the recipient	
Name, company, address, telephone number, fax number of the sender	
Subject of the document or mess	
Short comments or special remarks	
Procedure for Faxing	
Place pages face-up in the feeder	
Dial the fax number of the recipient	
Check that all pages are faxed; if not, repeat procedure	
Attach report form that transmission was successful to original copies	

Think About It!

1. Why did Sharon use a checklist before she started the task of faxing the BEOs to the customer?
2. Have you ever used a checklist at home or in the workplace? Why did you create the checklist? How was it useful?
3. What might happen if the fax that Sharon sends to the customer does not include a cover sheet or is incomplete?
4. Why does Sharon check that all of the copies have gone through the fax machine and have been transmitted?

Unit 4, Lesson 10: It's All Online — Phillipe

Advancing Your GED Skills

In this lesson, you will:

- Identify the pros and cons of the Internet.
- Discuss whether or not it is ethical to use the Internet for personal use at work.
- Surf the web for office-related trainings and technology updates.
- Skim and scan and workplace document.

Vocabulary

- Browser
- Internet
- Internet Access Policy
- Wastage
- World Wide Web

Scenario 4.10: Phillipe

Phillipe is so excited about the training that he has just attended. Phillipe never knew that there were so many browsers to access information and training on the World Wide Web. It is amazing what is available for free. Phillipe can't wait to get back to the office and share the information with his supervisor, Mr. Belize. The ability to surf the for information on the latest technology and office practices will be a wonderful thing to share with his coworkers.

As Phillipe shares all of the exciting information that he has learned with Mr. Belize, he notices that Mr. Belize does not appear enthused. "Is something wrong?" Phillipe asks. Mr. Belize looks at Phillipe. "Phillipe," Mr. Belize says, "I know that there are great things on the web. However, I'm really concerned about how much time our office staff is already spending surfing the web, often for personal reasons. An employee with a monthly salary of \$3,000 costs the company about \$20.70 per hour. If that employee spends 30 minutes accessing the Internet on non-work related websites each day, the wastage to the company is \$10.40 per employee daily – or \$217.50 a month. For our company of 100 employees, the wastage will amount to \$21,750 a month or \$261,000 a year. That's a lot of money. Did the workshop tell you about the latest research that says 60 percent of an average employee's Internet access in the office is non-work related? I know that the Internet has great information, but I'm not sure that our company can afford our staff using it any more than they already do. If you can find an effective way to make sure that your coworkers use the Internet for work, not pleasure, let me know."

Phillipe goes home that night to research the problem that his boss has presented. He reads about internal monitoring tools. Although it's legal for companies to monitor what their employees are accessing on the web, Phillipe likes what is called an Internet Access Policy or an IAP. From

4.10

what Phillippe sees, an IAP is a policy that is developed , usually in collaboration with employees, and directs staff on how the Internet should be used during company time. If Internet misuse is a problem in their company, then everyone should be part of the solution. Phillippe can't wait to share his idea with Mr. Belize.

Think About It!

1. How is the Internet and World Wide Web important to office professionals?
2. Is it ethical to use the Internet during work hours when your work is completed?
3. What do you think Mr. Belize will do next?
4. Why is it important to have people be part of a solution in the workplace? Have you ever experienced a time when you assisted in creating a policy for a company?

UNIT 5



Preparing Written Communications

- Routine Writing in the Workplace: Emails
- Whoops, That's Not What I Meant To Do: Emails
- Writing Business Letters
- Memos
- Getting Out the Mail

Unit 5, Lesson 1: Routine Writing in the Workplace: Emails — Terri

Advancing Your GED Skills

In this lesson, you will:

- Determine the format for a workplace email.
- Discuss the similarities and differences between workplace and personal emails.
- Determine your reading rate.

Vocabulary

- Communications
- Draft
- Email
- Image
- In-box
- Personal

Scenario 5.1: Terri

Terri begins her workday by checking her in-box. Her supervisor must have worked late last night. There are so many documents to type. Terri reviews all of the draft letters, emails, memos, and notes. Then she places them into different piles. It's so much easier to get things done if she first sorts the communications by type. That way she can use the same format for multiple documents and not go back and forth between letters and memos and emails.

Emails first – they are the quickest to complete. Terri thinks about how she writes her personal emails when communicating with her family and friends. Those emails are quick and easy to write. Half the time, Terri doesn't even worry about a greeting or even using complete sentences. It's very different at her job. When she first started, Terri wrote emails for her manager similar to the way she wrote her personal emails. She even used emoticons when she thought it would be a nice touch. No one had told her that workplace emails should look like a formal letter. It was amazing that she wasn't fired. Instead, her manager took the time to show her how business emails should be written. As she reads through the different notes from her supervisor, Terri begins to draft the emails to send. She never wants her manager to have to correct her again for not doing a good job. Written communication, even a simple email, is important to both the image of the company, as well as her image as a professional

5.1

From: Terri Randell, Assistant to Janelle Patterson, Supervisor, Muskegon Equipment and Supplies <pattersonj@mequip.com>
Subject: Delivery of 8/11/2011 Order
Date: August 12, 2011
To: James Edwards <edwardsj@requip.com>
<p>Dear Mr. Edwards,</p> <p>Please note that your order of 8/11/2011 was received. The order is currently being processed and will be ready for shipping on 8/16/2011 via UPS. You will receive notice of a tracking number when your order is shipped.</p> <p>Please let me know if there is anything else that I can do to be of assistance. Thank you for your continued business with Muskegon Equipment and Supplies.</p> <p>Sincerely,</p> <p>Terri Randell, Assistant to Janelle Patterson Muskegon Equipment and Supplies 111 Muskegon Avenue Muskegon, MI 11111 pattersonj@mequip.com</p>

Think About It!

1. How does reading and sorting a day's tasks assist Terri in being more efficient in her job?
2. Why does Terri feel that she could have been fired for how she composed emails when she first started her new job?
3. Why should emails in the workplace be written in a different style than those that are written to family or friends?
4. How is the email that Terri drafted similar to those that you write personally? How is the email different?

Unit 5, Lesson 2: Whoops, That's Not What I Meant to Do: Emails — Shona

Advancing Your GED Skills

In this lesson, you will:

- Review the steps in drafting and sending a workplace email.
- Define what it means to take personal responsibility in the workplace.
- Discuss the reasons for a code of ethics regarding electronic communication in the workplace.
- Use different homophones in writing.

Vocabulary

- Chatting
- Optometry
- Prescriptions
- Texting

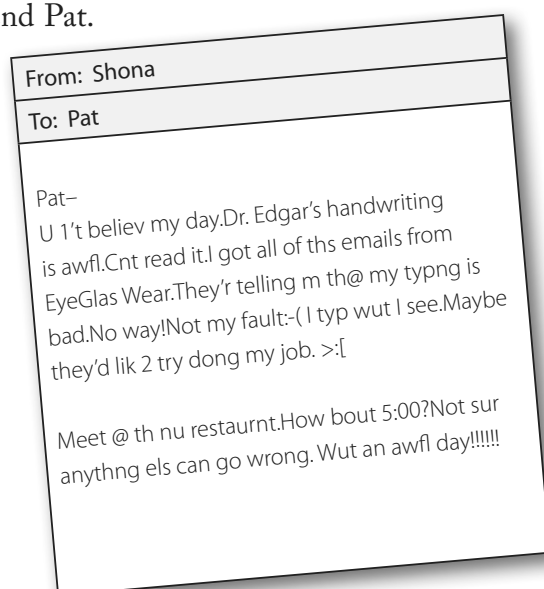
Scenario 5.2: Shona

Shona works for a large optometry office. As a clerical assistant, Shona spends most of her day emailing the different prescriptions and eye frame measurements for processing to EyeGlass Wear, the company that makes the glass frames and lenses. It's a very detail-oriented job. An error in transferring information means an incorrect prescription or the lenses won't fit into the eye frames that have been ordered. It would be so much easier if Dr. Edgar, the optometrist, had better handwriting. Sometimes it's frustrating to try to figure out what the different words and numbers are. Today is one of those days. Shona had already received four return emails from the EyeGlass Wear corporate office saying that a prescription was not possible and that her number for a frame didn't exist.

Shona looks again at the prescriptions. What awful writing! Just then, her email dings. It's her friend Pat.

Maybe chatting a bit would help relieve her stress level.

Shona begins emailing with Pat just how awful her day has been.



5.2

Oh, no! Shona looks at the screen. It says her mail has been sent. The message was going straight to Dr. Edgar instead of Pat. She should have changed the email address before she started writing. If only she had texted Pat. That would have been so much safer. However, the supervisor, Ms. Smith, had spoken with her last week about not texting while at work. She told Shona that texting her friends was interfering with her job. Therefore, the supervisor said that she didn't want to see any personal phones being used during work hours. Shona thought to herself, "If only I had texted Pat instead of using the company email, I wouldn't have to worry about what I'm going to do next."

Think About It!

1. What do you think Shona should do about the email that was sent?
2. Why did Shona's supervisor ban her from using her personal phone on the job?
3. If you were the supervisor or Dr. Edgar, how would you respond to Shona's email? What action would you take? How do you think Shona will respond to the supervisor and Dr. Edgar?
4. Pretend you are a supervisor of a company. What policy would you implement regarding sending texts, instant messages, and personal emails during the workday? Why?

Unit 5, Lesson 3: Writing Business Letters — Pam

Advancing Your GED Skills

In this lesson, you will:

- Identify the different parts of a business letter.
- Discuss the need for confidentiality in the workplace.
- Write a business letter.

Vocabulary

- Collection
- Notice
- Past due

Scenario 5.3: Pam

Pam works in the collection department at a large furniture store. Her job is to collect past due payments from their customers. In today's economy, late payments have increased drastically. Lansing Furniture prides itself on a professional appearance to the public. This includes all of the different types of correspondence that is sent from letters of appreciation to collection letters.

When people receive collection letters, it's important that they understand the importance of responding to the request. That's why her company sends out three different types of notices. The first notice is a reminder; whereas the third and final notice tells clients that legal action will be taken if payment is not made.

It must be difficult for people to receive these letters, Pam thinks to herself. However, her company needs to be paid for the furnishings that people purchase on credit. Pam looks at her desk. She has the form letter on her computer screen. Now, all she has to do is insert the correct information. Today, there are 128 names that need notices sent. That will definitely keep her busy the rest of the day.

As Pam looks through the list, she sees the name of a person that she knows. Pam didn't realize that Denice had trouble paying her bills on time. Pam can't believe that Denice owes over \$8,000 for her furniture. The furniture looks great in Denice's house, but owing over \$8,000! As Pam looks at a sample letter that she has just typed, she wonders what her friend will think when she receives the notice. How embarrassing! Thank goodness that it's Pam's supervisor's name on the letter.

5.3

Lansing Furniture, Incorporated
45123 South Street
Lansing, MI 45123

September 2, 2011

Denice Adams
541 Ramsey Court
Flint, MI 78456

Dear Ms. Adams:

Because you have failed to make any payment on your account of \$8,738.36 (including late charges) or to contact us to arrange a payment schedule, we have been forced to initiate procedures to repossess the furniture that you bought at Lansing Furniture, Incorporated.

Our records show that you have not made a payment since March 2, 2011. If we do not hear from you within three business days, your account will be closed and the matter will be turned over to our collection agency.

I look forward to your response.

Sincerely,

Cindi Johnston
Credit Manager, Lansing Furniture Incorporated

pb

Think About It!

1. How should Pam respond to Denice the next time she sees her? Should Pam share with Denice how sorry she is that she had to send a collection letter to her?
2. Why is it important to use a form or template when first typing business letters?
3. How is a business letter different from a letter written to a friend or family member?
4. Since Pam uses a form letter, does she need to proofread her work? Why or why not?

Unit 5, Lesson 4: Memos — Oscar

Advancing Your GED Skills

In this lesson, you will:

- Discuss the importance of careful proofreading.
- Identify missing information in a business communication.
- Create a memo that includes the 5 Ws.

Vocabulary

- Courier
- Memorandum

Scenario 5.4: Oscar

Oscar works in the district office of the local school board. One of his tasks is to draft memos as requested by the Office of the Superintendent. Each month, the Superintendent of Schools conducts a meeting with the district administrators, principals, and assistant principals. It is Oscar's task to ensure that memos are sent reminding everyone of the meetings.

The August meeting is always an important one as everyone is preparing for the beginning of a new school year. Oscar drafts the following memorandum sent on behalf of Dr. Camilo. He looks over the form and makes sure that he has the updated list of recipients. Then all he has to do is attach the agenda and it can be sent via the courier to all of the sites.

MEMORANDUM

TO: District Administrators

FROM: Sent on behalf of Dr. W. C. Camilo, Superintendent of Schools

DATE: August Eighth, 2011

RE: Monthly Meeting of District Administrators

To discuss the beginning of the new school year, the monthly meeting of all district administrators, principals, and assistant principals will be held on Wednesday at three p.m. The meeting will be conducted in Room two-hundred, eighteen. It is important that everyone attend the meeting as new policies will be discussed, as well as the yearly operating budgets.

Attached is a copy of the agenda. If you have any additions, please email them attention to Oscar Paul at oscar.paul@districtschools.edu.

Attachment

5.4

Think About It!

1. What important information did Oscar leave out of the memo?
2. What do you think happened at the monthly meeting?
3. What do you think Dr. Camilo, Superintendent of Schools, should say to Paul?
4. How would you rewrite the memo to be more complete?

Unit 5, Lesson 5: Getting Out the Mail — Kateel

Advancing Your GED Skills

In this lesson, you will:

- Learn how to prepare letters and envelopes for mailing.
- Identify the different parts of an address, including abbreviations.
- Correctly draft a business envelope.
- Identify different abbreviations for states.

Vocabulary

- Abbreviation
- Accurate
- Attention to detail
- Incorporated
- Undeliverable

Scenario 5.5: Kateel

Kateel is a clerical assistant at Mt. Pleasant Marketing and Networking, Incorporated. The company handles advertising and marketing campaigns for many different businesses throughout the state. As one of the newer employees at the company, it's Kateel's job to ensure that all of the mailings for different campaigns are completed. This requires that Kateel address the envelopes using a master mailing list and insert the correct materials for each different campaign.

A professional appearance is highly important to the companies that Kateel's firm represents. At first, Kateel thought that being responsible for the mail would not be challenging. How difficult could it be to correctly fold a letter and then address and stuff the envelopes? Boy was he wrong. Not only does his job require excellent organizational skills, he also has to be a master at figuring out addresses and abbreviations. Who knew that there would be so many different abbreviations used in addresses? Kateel is also continually amazed at how often words are misspelled on the lists that he receives. It's a good thing that he has some great internet sites to use for checking whether an address is correct and an abbreviation is accurate. Although time consuming, researching an address is important in his job. Then, of course, there are those lists that are incomplete.

Just last week, Kateel noticed that a mailing list provided by one of the companies had missing information. Kateel notified his supervisor that he would need additional time to complete the mailing in order to research the correct addresses. Kateel's supervisor, Ms. Delay, complimented him on his attention to detail and thanked him for his continued efforts. She further shared with Kateel that if he had not noticed that some addresses were missing zip codes and street addresses, the marketing campaign

5.5

could have resulted in a disaster. Just think what would have happened if hundreds of mailings had been returned as undeliverable! Yes, his job was important.

Think About It!

1. What skills does Kateel need to ensure that mailings are completed professionally?
2. Have you ever noticed an incorrect name or address on a letter that you received? How did you respond to the mailing?
3. What information must be included in order for a mailing to be deliverable? What types of resources would you use in order to ensure that addresses and abbreviations on mailings are correct?
4. What might have happened if Kateel had not noticed the missing information on the address list?
5. What other types of clerical tasks require attention to detail? Why is this attention to detail important trait to possess?

UNIT 6



Customer Service

- It's All About Customer Service
- Customer Service is Everyone's Job
- The Difficult Customer
- Did You Hear What I Said?
- It's Only a Voice or is It?

Unit 6, Lesson 1: It's All About Customer Service — Vanna

Advancing Your GED Skills

In this lesson, you will:

- Identify different types of customers.
- Define the characteristics of good customer service.
- Write an expository essay on customer service.

Vocabulary

- Appointment
- Interrupted
- Medical
- Procedure
- Receptionist
- Regular

Scenario 6.1: Vanna

“Can I help you,” Vanna asks the woman standing in the waiting area of the medical office in which Vanna works. “Yes,” the woman answers. “I need to see the doctor right away.”

“Do you have an appointment?” Vanna asks while she is filing the numerous medical charts that are stacked on her desk. “No, but I’d like to see the doc . . .,” responds the woman.

“Are you a regular patient?” Vanna interrupts the woman before she can finish. “No,” the woman says meekly, “I just need to see a doctor.”

Vanna sighs loudly, another person who needs to see the doctor but does not have an appointment. Don’t people realize that doctor’s offices need to schedule appointments? Vanna leaves her filing and gets a clip board on which she places the forms that need to be completed. Maybe if the woman has to fill out all of the forms, she will see that it takes time to get an appointment. Can’t the woman see that the office is full of people who want to see the doctor? The doctor’s calendar is always full. It takes weeks to get an appointment.

“Ma’am, please fill out these forms,” Vanna firmly tells the woman. “When you are done, bring them back here. At that time, I will see if an appointment is available sometime next week.”

The woman looks at the stack of forms that Vanna has placed on the counter. What should she do? She really needs to see a doctor.

Vanna returns to her filing. There’s just so much to do as a receptionist in a doctor’s office. Vanna wishes that she wouldn’t constantly be interrupted by patients who don’t know how to follow a simple procedure in scheduling an appointment.

6.1

Think About It!

1. How would you have felt if you were the woman in the doctor's office? What would you have done?
2. How would you define customer service?
3. Did the woman receive good customer service from Vanna? Why or why not?
4. How did Vanna feel about providing customer service?
5. Why is customer service important in a medical office?

Unit 6, Lesson 2: Customer Service Is Everyone's Job — Vanna and Maria

Advancing Your GED Skills

In this lesson, you will:

- Discuss the need for everyone in a company to provide customer service.
- Identify rules for providing good customer service.
- Identify types of figurative language.

Vocabulary

- Complaints
- Numerous
- Reception

Scenario 6.2: Vanna and Maria

After receiving numerous complaints from patients, Maria knows that she has to do something about Vanna. Dr. Mendez wants an office staff that provides “top notch” customer service. His attitude is that every job in the office is a customer service job – no matter what the person's job is. The complaints about Vanna include that she is rude, ignores patients when they are waiting for assistance, and even that she refuses to answer their questions.

As the office manager for Dr. Mendez, it is Maria's job to make sure that customer service is first and foremost, even for those behind-the-scenes positions, such as the bookkeepers who don't deal directly with the patients. However, Maria's first task is to talk with Vanna. Vanna is the first person that patients meet when they enter the medical office. Having poor customer service could definitely result in problems for all of them. Maybe a series of workshops would help build Vanna's customer service skills.

As Maria approaches Vanna's desk, she notices that three patients are waiting at the reception window. Vanna is at her desk, busily entering data into the insurance screens on her computer. It seems that Vanna is totally unaware that she has people waiting.

Maria goes to the reception window and asks each of the patients what she can do for them. The patients are very appreciative for Maria's help. Maria glances over at Vanna. Instead of coming to the window to help, Vanna continues inputting the data. When Maria finishes with the patients, she asks Vanna to come to her office.

Maria shares with Vanna the many complaints that have been received. Vanna looks surprised. She tells Maria that she wants to do a good job, but that all of the paperwork becomes overwhelming. Maria tells Vanna

6.2

that she does a very good job with all of the forms and paperwork, but that customer service is also an important part of her job. Vanna asks Maria what is more important – dealing with patients who don't have appointments or who repeatedly ask how long it will be before they are seen by the doctor or completing the necessary forms and paperwork.

Think About It!

1. What does Maria mean when she says that “poor customer service could result in problems for all of them”?
2. How would you respond to Vanna's question if you were Maria? Why?
3. What can Maria do to improve customer service in the office?
4. Do you agree or disagree with the following statement: “Customer service is everyone's job.”? Defend your position.

Unit 6, Lesson 3: The Difficult Customer — Ari

Advancing Your GED Skills

In this lesson, you will:

- Identify different types of difficult customers.
- Effectively handle different types of difficult customers.
- Apply a process for dealing with difficult customers.
- Transfer information from a text to different contexts.

Vocabulary

- Demanding
- Empathize
- Resolve

Scenario 6.3: Ari

Ari knew as soon as he saw Mrs. Jacobson walk through the door of the law office in which he worked he knew that there was going to be a problem. As Mrs. Jacobson banged the door open and marched across the room, Ari knew what her voice would sound like – loud and demanding. What a way to start a work week!

Ari quickly reviewed in his mind what he had learned last week in his customer service training on how to deal with difficult people. He ran through the basic steps:

- Don't argue – when a person is angry, the person cannot be reached with reason.
- Defuse the anger – listen, empathize, and apologize if needed.
- Resolve the issue – the most important thing to do is make sure the problem is resolved so that Mrs. Jacobson leaves the office with a smile.

Mrs. Jacobson was right in front of him at the reception desk. Ari put on his best smile and warmly asked, “How can I be of service this morning, Mrs. Jacobson?”

“As usual, I got home on Friday and didn't have the necessary paperwork from your attorneys. It seems that you just can't do anything right in this office,” Mrs. Jacobson snapped as she slammed a folder on the desk.

Ari took a deep breath. “I apologize for the inconvenience Mrs. Jacobson. I can only imagine how frustrating it is for you to have to come back to the office. Please let me see if I can get you exactly what you need. Just give me a minute to look at the file and see what else is needed.”

As Ari looked through the file folder, he noted that two pages were

6.3

missing. He had personally copied the file for his boss and knew that everything had been there when Mrs. Jacobson had picked it up on Friday. Mrs. Jacobson must have misplaced the pages when she was reviewing the folder. Oh well, even if he knew that everything was there on Friday, he wasn't going to win an argument with Mrs. Jacobson.

"Mrs. Jacobson," Ari said pleasantly, "You are correct, there are two pages missing from the folder. Please have a seat, and I will get you a complete file immediately. Would you like something to drink, perhaps a cup of coffee or tea?"

Mrs. Jacobson looked at Ari and smiled. "Thank you, I think I would."

Think About It!

1. How did Ari know that Mrs. Jacobson was going to be a difficult customer?
2. Why didn't Ari tell Mrs. Jacobson that she had been given a completed file folder on Friday?
3. Is the customer always right? Why or why not?
4. What steps did Ari take to resolve the issue?
5. How could have Ari handled the situation differently? What would have been the result?

Unit 6, Lesson 4: Did You Hear What I Said? — Janelle and Mrs. Figueroa

Advancing Your GED Skills

In this lesson, you will:

- Discuss the importance of listening skills in the workplace.
- Define the skills necessary for active listening.
- Practice active listening skills.
- Write, edit, and revise an essay on active listening skills.

Vocabulary

- Active listening
- Frustrated
- Overwhelmed

Scenario 6.4: Janelle and Mrs. Figueroa

“Janelle, I really don’t think that you heard a thing that I said,” Mrs. Figueroa said frustrated. “I asked you to get the Sampson file and then take it to the marketing department right after we finished our meeting. Then you were supposed to update the department’s calendar so that we would all know what meetings are being held this week. Instead, I see that you are typing a memo that doesn’t need to go out until next week, and you don’t even look at me when I’m speaking. I just don’t know what it is with the younger generation. You just don’t seem to listen at all!”

As Mrs. Figueroa walked away, Janelle sat in silence. She was sure that Mrs. Figueroa had told her to get the memo done immediately. Janelle didn’t even remember that she was supposed to update the department’s calendar. It was just that Mrs. Figueroa always gave so many assignments in the weekly office staff meetings. Everyone always left overwhelmed by everything that needed to be done. Janelle thought that Mrs. Figueroa was being totally unfair. How was she supposed to remember everything that needed to be done, much less what was supposed to be done first?

As Mrs. Figueroa walked down the hall, she looked back at Janelle’s cubicle. “I shouldn’t have snapped at her,” Mrs. Figueroa thought to herself. “That really wasn’t professional of me. However, it’s so tiring to constantly remind Janelle of what she needs to do. If only she would use her active listening skills and even take notes when we have our weekly office staff meeting – that would be so helpful. Maybe, I just ask too much of the staff.”

Think About It!

1. If you were Mrs. Figueroa, how would you have handled the situation with Janelle differently?
2. Does Mrs. Figueroa require too much of her staff? Why or why not?
3. What indications does Janelle give that she does not have effective listening? What could Janelle do to improve her listening skills?
4. Why is active listening such an important skill in the workplace? What strategies do you use personally to ensure that you understand what someone else is saying?

Unit 6, Lesson 5: It's Only a Voice or Is It? — Janelle

Advancing Your GED Skills

In this lesson, you will:

- Identify effective telephone customer service skills.
- Practice applying effective telephone customer skills.
- Use appropriate language and tone when answering the telephone.

Vocabulary

- Conversation
- Customer service
- Inconvenienced
- Irrate
- Promptly

Scenario 6.5: Janelle

As Janelle sits at her desk, she thinks about her last conversation with Mrs. Figueroa. Mrs. Figueroa is correct. Customer service, whether it's with outside customers or her co-workers, is important and an important part of customer service is the ability to use good listening skills. Starting today, Janelle promised herself that she will work hard to use her listening skills to the best of her ability.

As the phone rings, Janelle promptly puts a smile on her face and answers by the second ring. "Good morning, Wagoner Telecommunications, Janelle Smith speaking." Janelle answers. "Thank you for calling. How may I help you?"

As Janelle listens intently to the irate customer, she becomes aware that the customer has a problem with an order. Janelle listens patiently as she tries to determine what the customer really wants. While she is listening, Janelle takes notes so that she doesn't forget the customer's name or important information.

"Mr. James, please let me make sure that I understand;" Janelle says in a calming voice. "Are you asking for a replacement for the order?"

Although Janelle would like to help the customer, there's no way that she can authorize the replacement. What should she do now? Janelle takes a deep breath. She doesn't want the customer to be upset, but she is going to have to transfer the call to purchasing. She thinks about how Mrs. Figueroa would handle such a situation. Mrs. Figueroa always seems to do the right thing.

"Mr. James," Janelle begins, "I am so sorry that you have been inconvenienced. To assist you, I need to transfer you to Mr. Adams in purchasing. Please know that if you need to contact me in the future. My name is Janelle, and you can reach me at 123-456-7891. May I

6.5

place you on hold while I will get Mr. Adams on the line for you? Thank you. I have enjoyed talking with you and hope that your problem is solved soon.”

As Janelle transfers Mr. James’ call, she sits back and thinks to herself that providing good customer service is what it’s all about.

Think About It!

1. Why did Janelle smile before she answered the phone?
2. How did Janelle use good telephone customer service skills with Mr. James?
3. If you were Mr. James, how would you have felt at the end of the conversation with Janelle? Why?

UNIT 7



Records

- Filing Strategies
- How About Electronic Files?
- Here's the Cash?
- Payroll
- The exciting World of Work

Unit 7, Lesson 1: Filing Strategies — Eleana

Advancing Your GED Skills

In this lesson, you will:

- Identify different reasons for an organized filing system.
- Describe guidelines for alphabetizing files.
- Index and alphabetize different types of files.

Vocabulary

- Alphabetize
- Complicated
- Indexing
- Unit

Scenario 7.1: Eleana

Eleana has just been hired as the assistant to the records manager for a local contracting firm. Janice has been the records manager for W and W Contracting for the past ten years. During her first week on the job, Janice spent time reviewing the system that needed to be followed when filing records. Eleana never realized how complicated filing could be. She thought all people did was simply alphabetize and file. Instead, Janice discussed the importance of managing records in order to maximize profit and cost control for the company, as well as being able to efficiently retrieve information needed by the different departments.

Janice told Eleana that the filing system followed the rules of the Association for Information Management Professionals, better known as ARMA. Eleana had never heard of ARMA, but she quickly realized that she had a lot to learn about alphabetizing files correctly.

Janice shared with Eleana that each part of a name of a person or a business is called a unit and that names are not always filed the same way they are written. This was called indexing. For example, the name Eleana V. Dell would be indexed as Dell Eleana V. Finally, the indexed name would be placed in an A-to-Z sequence and filed. This part she already knew, but with all of the different hyphenated names and titles, it really made her think before she filed anything.

Eleana knew that having information filed correctly was important to the company. She definitely would try her best to make sure that she followed the rules that Janice had set in place.

Think About It!

1. What types of skills or personal traits would a records manager or assistant need to be effective?
2. Why is managing records so important to a company? What could happen if files are lost or misplaced?
3. Why is it important that Eleana follow the filing rules that Janice has developed for the company? What could happen if Eleana does not follow these rules?

Unit 7, Lesson 2: How About Electronic Files? — Eleana and Janice

Advancing Your GED Skills

In this lesson, you will:

- Describe strategies for organizing electronic files.
- List tips for organizing electronic files.
- Support information with data obtained through interview.

Vocabulary

- Electronic copy
- Electronic file management
- System

Scenario 7.2: Eleana and Janice

Eleana turns on her computer. One of the departments wants an electronic copy of a memo that Eleana had to type last month. As Eleana looks at all of the documents on her computer desktop, she thinks to herself how disorganized everything looks. It's going to take forever to find that one short memo. Surely there's a better way to quickly find what has been requested. If she can't find a short memo after only working in the office for a month, what will it be like when she's worked at the company for a year!

Eleana thinks to herself, if there is a system for filing paper documents, there surely must be a similar system for keeping her electronic files in order. She'll ask Janice how she keeps everything organized so well on her desktop. As Eleana walks towards Janice's office she thinks to herself how lucky she is to have someone like Janice as a supervisor. Janice not only has excellent office skills, but she's always so willing to share what she knows with others to make sure the office runs efficiently.

"Good morning, Eleana," Janice greets her with a smile. "What can I do for you?" Eleana shares with Janice her desire to set up an effective electronic filing system on her computer. "That's a great idea," Janice remarks. "In fact, our company does want us to follow specific rules when we name our electronic files. Sit down and let me show you a few tips for setting up an electronic file management system."

Just like the paper filing system, Eleana is amazed at all of the different ways an electronic filing system can be created. Janice asks Eleana how she names the different files or documents and the folders on her computer. Eleana share that she names the files by what they are, such as Jones memo. Janice asks, "How do you know which Jones' memo to open?" Eleana thinks for a moment. Janice is correct. Eleana must have typed at least eleven memos to Jones, Incorporated, one of their larger

7.2

customers. Then, there were the memos she typed for Robert Jones, one of their department heads. No wonder she couldn't find anything quickly, there were too many files with similar names. That's why she was constantly opening different files to see if it was the one she needed.

Janice explains to Eleana that it helps to give each file a unique, meaningful name. For example, if she creates a memo to Jones Incorporated on August 24, she should name the file Jones Inc memo 8_24_2011. Then, the document should be filed in an electronic folder similar to the paper folders that are used. The electronic folder should be named according to the customer or topic. Finally, Janice shares with Eleana that she should organize the files in the folders.

Eleana returns to her desk and looks at all of the files on her desktop. Ok, first things first, let's see what types of folders to create so all of these documents can be organized.

Think About It!

1. What would you have done if you were Eleana and could not locate the electronic copy of the requested memo?
2. Why does Eleana say that she is lucky to have a supervisor like Janice?
3. How is an electronic filing system similar to a paper filing system? How is it different?
4. Why is it important to have an organized electronic file management system?

Unit 7, Lesson 3: Where's the Cash? — Frederic

Advancing Your GED Skills

In this lesson, you will:

- Describe what a petty cash fund is and how it is used.
- Determine what to do if cash is missing from a fund.
- Use computation skills to balance a petty cash fund.

Vocabulary

- Expenditure
- Petty cash
- Receipt
- Registered package

Scenario 7.3: Frederic

As one of his many clerical duties, Frederic is responsible for the petty cash fund for the office. Frederic's supervisor requests his log each month to ensure that all cash is accounted for and that the proper documentation is completed. Although it doesn't sound difficult, Frederic sometimes forgets to log in the different expenditures. It's a good thing that he keeps copies of all of the receipts that he writes.

RECEIPT		NO. 238
Date:	September 7, 2011	
AMOUNT:	\$4.78	
For:	Cleaning supplies	
Charge to:	Miscellaneous	
Received by:	Stephanie Dubay	
Approved by:	FD	
Notes:	Petty Cash	

However, even with the receipts, it takes time to make sure that everything balances. Let's see, this month he started with \$50.00 in the petty cash fund. His first receipt was number 237 on September 6, which was for \$12.35 in stamps. Then on September 9 there was receipt 239 for \$3.84 to pay for that registered package. Receipt 240 he wrote on September 14 for delivery services, which was only \$2.75. Oh, he forgot that he had to pay for the cab fare for Mr. Deluca. That was on September 16, receipt 241. Thank goodness, it was only \$9.00. The biggest receipt was 243 when a package came postage due – \$15.75 on September 23. Frederic looked through all of his receipts. Where was receipt 242? Maybe there

7.3

had been an error in the numbering. Frederic quickly counted what was left in the petty cash drawer. No, there definitely was a problem. The amount of the money left in the petty cash drawer didn't balance with his receipts. What in the world was he going to do?

Think About It!

1. If you were in Frederic's situation, what would you do? Why?
2. According to Frederic's receipts, how much money had been spent from the petty cash fund in September?
3. Why do companies require that all expenditures are documented?
4. What could Frederic do to ensure that he is not faced with this dilemma in the future?

Unit 7, Lesson 4: Payroll — Lucas

Advancing Your GED Skills

In this lesson, you will:

- Learn about different types of payroll deductions.
- Calculate a weekly payroll using a payroll register.
- Determine the mean, median, and mode.

Vocabulary

- Deductions
- Overtime
- Payroll

Scenario 7.4: Lucas

Lucas works in the payroll department for Smith Manufacturing Company. Part of his job is to enter data into the computer system so that the company's software program can calculate and print the employee's weekly paychecks. The software program is great. It not only calculates the employees' salaries, but it also calculates the different deductions, changes in salaries, and overtime. It really makes doing payroll an easy task for Lucas.

As Lucas is inputting this week's payroll, he notices that Manuel Sanchez has no overtime recorded on his time card. Lucas knows that Manuel worked overtime at least three days this past week. In fact, Manuel was at his desk when Lucas left on Tuesday and that was 6:30 p.m., far beyond the normal workday hours. Lucas wonders why Manuel didn't request the overtime.

WEEKLY PAYROLL REGISTER						
For week ending August 26, 2011						
Name	Marital Status	Withholding Allowance	Special Withholding	Hourly Rate	Reg Hrs	Overtime Hrs
Beall, J. D.	M	2	Ins	15.35	40	8
Dean, Z.	S	1	Ins	15.75	40	0
Hand, B.	M	2	Ret	18.55	40	4
Hernandez, J.	M	2	Ins	17.55	40	4
Keller, G. G.	S	1	Ins/Ret	18.25	40	0
Mariah, D. P.	M	3	Ins/Ret	17.55	40	0
Sanchez, M.	M	3	Ins/Ret	16.75	40	0
Thompson, D. L.	M	2	Ins/Ret	17.25	40	0
Vasquez, M.	M	3	Ret	18.55	40	12

7.4

Think About It!

1. If you were Lucas, would you bring this to Manuel's attention or just let Manuel get his pay corrected during next pay period?
2. Is it any of Lucas' concern that there is or is not overtime?
3. What types of skills does a good data clerk possess?

Unit 7, Lesson 5: The Exciting World of Work — Sherene

Advancing Your GED Skills

In this lesson, you will:

- Continue to develop skills for effective job searching.
- Create a personal resume.
- Reflect upon the different skills that you have learned.

Vocabulary

- Advancement
- Application
- Planning department
- Public Works
- Reticent

Scenario 7.5: Sherene

Sherene is extremely excited. She has just received a phone call from the City of Lansing Public Works Department and has found out that she has been hired as an administrative assistant in the planning department. It's a job Sherene never thought she could have. The position not only has full benefits and a great salary, but there is also the possibility of advancement within the department. It is truly the job of her dreams.

Sherene thinks back to the past year. At first she was reticent about taking night classes at the adult education center and the community college. Sherene never realized how much there was to know about office procedures. It was daunting. Although working a full-time job and going to school often resulted in her being exhausted by the end of the day, it was worth it.

From increasing her word processing speed to learning new computer programs to all of the different skills necessary in today's office, Sherene knew that she would be ready for a position in the 21st century workplace once she had completed her courses. Her instructors were so supportive. In fact, they even referred her to the local Michigan Works! office to assist her in searching for a job and developing the application letter and resume that eventually got her the position with the City of Lansing.

Sherene thinks back to that day so long ago at The Lawrence Paul Corporation when she was not selected for a position. That was when Ms. Mason counseled her about returning to school to obtain the skills necessary to be successful in the office world. What a great day that was! It was the beginning of a wonderful career as an office professional.

Think About It!

1. Why did Sherene research different business programs prior to selecting one to attend?
2. Why does Sherene refer to the day she was not hired at The Lawrence Paul Corporation as great day?
3. Like Sherene, you have learned many new skills. What skills have you learned that will be most important in applying for a clerical position?

Glossary

Abbreviation: *noun* — a shortened form of a word or name that is used in place of the full word or name.

Abrupt: *adjective* — talking to other people in a very brief and unfriendly way.

Accounts Payable/Receivable: *noun* — Usually a department within a company that handles billing and collections. Account payable: the balance due to a creditor on a current account. Account receivable: the balance due from a debtor on a current account.

Active listening: *noun* — a communication technique that requires the listener to understand, interpret, and evaluate what they hear.

Accuracy: *noun* — the ability to work or perform without making mistakes.

Accurate: *adjective* — free from mistakes or errors.

Administrative assistant: *noun* — a person whose job is to help another person to do work of or relating to the management of a company, school, or other organization.

Advancement: *noun* — the act of being raised to a higher rank or position.

Alphabetize: *verb* — to arrange (items) in alphabetical order.

Applicant: *noun* — someone who formally asks for something (such as a job or admission to a college); someone who applies for something.

Application: *noun* — a formal and usually written request for something (such as a job, admission to a school, a loan, etc.).

Applications: *noun* — computer programs that perform particular tasks (such as word processing).

Appointment: *noun* — an agreement to meet with someone at a particular time.

Apprehensively: *adverb* — afraid that something bad or unpleasant is going to happen; feeling or showing fear or apprehension about the future.

Asset: *noun* — a valuable person or thing.

Associates: *noun* — persons who you work with or spend time with.

Attention to detail: *noun* — notice, interest, or awareness of information about something or someone that is often specific or precise.

Banquet event order (BEO): *noun* — a document that lists the specific products and services that a facility (hotel, convention center...) will provide to a customer who is hosting an event or meal at that facility.

Bind: *verb* — to put a cover or binding on a document.

Glossary

Browser: *noun* — a computer program that is used to find and look at information on the Internet.

Career Goal: *noun* — something that you are trying to do or achieve that is related to a job or profession.

Chart: *noun* — Information in the form of a table, diagram, etc.

Chatting: *verb* — talking over the Internet by sending messages back and forth in a chat room.

Checklist: *noun* — a list of things to be checked or done.

Clerical: *adjective* — of or relating to a clerk or office worker.

Compatible: *adjective* — able to exist together without trouble or conflict; going together well.

Code of values: *noun* — rules of behavior based on ideas about what is morally good and bad.

Collate: *verb* — to arrange (sheets of paper) in the correct order.

Collection: *noun* — a request for money owed to a company.

Communications: *noun* — messages that are given to someone: a letter, telephone call, etc.

Competent: *adjective* — having the necessary ability or skills; able to do something well or well enough to meet a standard.

Complaints: *noun* — acts of saying or writing that you are unhappy or dissatisfied with something.

Complicated: *adjective* — hard to understand, explain, or deal with.

Compliments: *noun* — remarks that say something good about someone or something.

Computer skills: *noun* — the ability to successfully use a computer that comes from training, experience, or practice.

Confident: *adjective* — having a feeling or belief that you can do something well or succeed at something; having confidence.

Conversation: *noun* — an informal talk involving two people or a small group of people : the act of talking in an informal way.

Corporation: *noun* — a large business or organization that under the law has the rights and duties of an individual and follows a specific purpose.

Courier: *noun* — a person whose job is to carry messages, packages, etc., from one person or place to another.

Crucial: *adjective* — extremely important.

Glossary

Customer Service: *noun* — a department or person responsible for addressing the needs of the customer.

Data base: *noun* — a collection of pieces of information that is organized and used on a computer.

Data entry: *noun* — the act of entering information into a computer.

Deadline: *noun* — a date or time when something must be finished; the last day, hour, or minute that something will be accepted.

Deductions: *noun* — amounts of money that are or can be subtracted from a total.

Demanding: *adjective* — expecting much time, attention, effort, etc., from other people : hard to satisfy.

Desktop publishing: *noun* — the creation of documents using page layout software on a personal computer.

Disconnect: *verb* — to end the connection to a system, network, etc., through a telephone, computer, or other device.

Document: *noun* — an official paper that gives information about something or that is used as proof of something.

Download: *verb* — to move or copy (a file, program, etc.) from a usually larger computer system to another computer or device.

Draft: *noun or adjective* — a version of something (such as a document) that you make before you make the final version.

Efficient: *adjective* — capable of producing desired results without wasting materials, time, or energy.

Electronic copy: *noun* — an image of a document that can be stored on a computer system.

Electronic file management: *noun* — a computer system (or set of computer programs) used to track and store electronic documents and/or images of paper documents.

Email: *noun* — messages that are sent electronically from one computer to another.

Empathize: *verb* — to have the same feelings as another person: to feel empathy for someone.

Entry Level: *adjective* — at the lowest level at the level of someone who is just starting a job or career.

Environment: *noun* — the conditions that surround someone or something : the conditions and influences that affect the growth, health, progress, etc., of someone or something.

Ethics: *noun* — rules of behavior based on ideas about what is morally good and bad.

Exaggerating: *verb* — thinking of or describing something as larger or greater than it really is.

Glossary

Expenditure: *noun* — an amount of money that is spent on something.

Extensions: *noun* — extra telephones that are connected to the main line.

Facsimile: *noun* — a system of transmitting and reproducing graphic matter (as printing or still pictures) by means of signals sent over telephone lines. Fax.

Frustrated: *adjective* — very angry, discouraged, or upset because of being unable to do or complete something.

Gossip: *verb* — to talk about the personal lives of other people.

Guarantees: *verb* — to say that something will certainly happen.

Hardware: *noun* — the physical components of a computer.

Huddle: *verb* — to come together to talk about something privately.

Image: *noun* — the idea that people have about someone or something.

Inbox: *noun* — a box or other container on a desk in which letters, notes, etc., that are sent to the desk are placed.

Inconvenienced: *verb* — caused trouble or problems for someone.

Incorporated: *adjective* — formed into a legal corporation in the United States.

Indexing: *verb* — grouping related things in alphabetical or numerical order.

Intentionally: *adverb* — done in a way that is planned or intended or deliberate.

Internet: *noun* — a system that connects computers throughout the world.

Internet Access Policy: *noun* — an officially accepted set of rules and guidelines concerning internet use within an organization (company, office, department, school...): who, for what purpose, when,...

Interrupted: *verb* — caused (something) to stop happening for a time.

Invaluable: *adjective* — extremely valuable or useful.

Irate: *adjective* — very angry.

Keyboarding: *verb* — to enter (information) into a computer by using a keyboard.

Leadership: *noun* — the power or ability to lead other people.

Glossary

- Legal files:** *noun* — collections of legal documents that have information you want to keep and that are stored so that they can be found easily.
- Legal secretary:** *noun* — a person whose job is to handle legal records, letters, etc., for another person in a law office.
- Master copy:** *noun* — the first copy taken from an original document from which other copies are made.
- Matrix:** *noun* — something shaped like a pattern of lines and spaces.
- Medical:** *adjective* — of or relating to the treatment of diseases and injuries : of or relating to medicine.
- Memorandum:** *noun* — a usually brief written message or report from one person or department in a company or organization to another.
- Mission statement:** *noun* — something that states the purpose or goal of a business or organization.
- Motto:** *noun* — a short sentence or phrase that expresses a rule guiding the behavior of a particular person or group.
- Mouse:** *noun* — a small device that is connected to a computer and that you move with your hand to control the movement of a pointer on the computer screen.
- Notice:** *noun* — a written or printed statement that gives information.
- Numeric keypad (ten—key):** *noun* — a set of keys or buttons for entering numeric information into a computer.
- Numerous:** *adjective* — existing in large numbers.
- Office Manager:** *noun* — someone who is in charge of an office.
- Office assistant:** *noun* — a person whose job is to help another person to do work in an office.
- Opportunity:** *noun* — an amount of time or a situation in which something can be done; chance.
- Option:** *noun* — something that can be chosen : a choice or possibility.
- Optometry:** *noun* — the profession of examining people's eyes to find out if they need eyeglasses or medical treatment.
- Organization:** *noun* — a company, business, club, etc., that is formed for a particular purpose.
- Organized:** *adjective* — able to keep things arranged in a neat or effective way.
- Outbox:** *noun* — a box or other container on a desk in which letters, notes, etc., that are sent from the desk are placed.

Glossary

Overtime: *noun* — time spent working at your job that is in addition to your normal working hours.

Overwhelmed: *verb* — a feeling of having too many things to deal with.

Paper feeder: *noun* — a part that sends paper into a copy machine.

Paper jam: *noun* — a situation in which a machine does not work properly because a piece (or pieces) of paper inside prevents its parts from moving.

Past due: *adjective* — having reached a time after the date by which payment is required. Late.

Payroll: *noun* — a list of the people who work for a company and the amount of money that the company has agreed to pay them.

Personal: *adjective* — relating to a person's private feelings, thoughts, problems, etc.

Petty cash: *noun* — a small amount of money that is kept in an office in order to pay for small items.

Photocopy: *noun* — a paper copy of a document, picture, etc., that is made with a special machine called a copier or photocopier.

Planning department: *noun* — a department that is concerned with planning for various areas such as land use and transportation to improve the economic and social environments of a community.

Prescriptions: *noun* — written messages from a doctor that officially tells someone to use a medicine, therapy, etc.

Presentation: *noun* — an activity in which someone shows, describes, or explains something to a group of people.

Prestigious: *adjective* — having the respect and admiration that someone or something gets for being successful or important.

Priority: *noun* — something that is more important than other things and that needs to be done or dealt with first.

Procedure: *noun* — a series of actions that are done in a certain way or order: an established or accepted way of doing something.

Projects: *noun* — planned pieces of work that have a specific purpose (such as to find information or to make something new) and that usually requires a lot of time.

Promote: *verb* — to change the rank or position of (someone) to a higher or more important one.

Promptly: *adverb* — in a prompt manner: without delay.

Glossary

Public Works: *noun* — a department of municipal government concerned with recreational, employment, and health and safety issues in the greater community.

Quadrant: *noun* — one part of something that is evenly divided into four parts.

Qualifications: *noun* — special skill or type of experience or knowledge that makes someone suitable to do a particular job or activity — usually plural.

Qualities: *noun* — characteristics or features that someone or something has; something that can be noticed as a part of a person or thing.

Receipt: *noun* — a piece of paper on which the things that you buy or the services that you pay for are listed with the total amount paid and the prices for each.

Reception: *noun* — a desk or area in a hotel, office building, etc., where visitors first go after entering.

Receptionist: *noun* — a person whose job is to deal with the people who call or enter an office, hotel, etc.

Registered package: *noun* — a package that is recorded in the post office or at the shipping company from where it is shipped and then recorded again in each post office or shipping company it reaches and must be “signed-for” at the final destination.

Regular: *adjective* — normal or usual; having been there before on more than one occasion.

Reputation: *noun* — the common opinion that people have about someone or something; the way in which people think of someone or something.

Resolve: *verb* — to find an answer or solution to something; to settle or solve something.

Resume: *noun* — a short document describing your education, work history, etc., that you give an employer when you are applying for a job.

Reticent: *adjective* — not willing to tell people about things.

Scam: *noun* — a dishonest way to make money by deceiving people.

Scan: *verb* — to use a special machine to read or copy (something, such as a photograph or a page of text) into a computer.

Situation: *noun* — all of the facts, conditions, and events that affect someone or something at a particular time and in a particular place.

Skills Profiler Inventory: *noun* — a list of traits, preferences, attitudes, interests, or abilities used to evaluate personal characteristics or skills.

Slogan: *noun* — a word or phrase that is easy to remember and is used by a group or business to attract attention.

Glossary

Smudged copies: *noun* — copies that are marred by dirty marks, spots, streaks, etc.

Software: *noun* — the programs that run on a computer and perform certain functions.

Software applications: *noun* — computer programs that perform particular tasks (such as word processing).

Spreadsheet: *noun* — a computer program that calculates numbers and organizes information in columns and rows.

Storage: *noun* — space where you put things when they are not being used.

Supportive: *adjective* — giving help or encouragement to someone.

Symbols: *noun* — letters, groups of letters, characters, or pictures that are used instead of words or groups of words.

System: *noun* — a way of managing, controlling, organizing, or doing something that follows a set of rules or a plan.

Targeted: *verb* — directed an action, message, etc., at someone or something.

Technology: *noun* — a machine, piece of equipment, method, etc., that is created by technology. Often refers to computers.

Temporary: *adjective* — continuing for a limited amount of time; not permanent.

Texting: *verb* — electronically sending a short message to a cell phone or other device.

Time management: *noun* — the act or process of deciding how to use time efficiently.

Touch pad: *noun* — a keypad for an electronic device (such as a microwave oven or computer) that consists of a flat surface divided into several differently marked areas which are touched to choose options.

Touch typing: *verb* — typing without looking at the keyboard.

Travel arrangements: *noun* — something that is done to prepare or plan for a trip.

Tuition: *noun* — money that is paid to a school for the right to study there.

Undeliverable: *adjective* — not able to be delivered (sent to) a person or place.

Unit: *noun* — a single thing, person, or group that is a part of something larger.

Unthinkable: *adjective* — impossible to imagine or believe.

Urgent: *adjective* — very important and needing immediate attention.

Glossary

Via: *preposition* — by means of (a person, machine, etc.); by using (something or someone).

Wastage: *noun* — wasteful use of something valuable: loss of something by using too much of it or using it in a way that is not necessary or effective.

Word processing: *noun* — the production of printed pages of writing (such as business letters) that can be stored and printed by using computer equipment.

Work Ethic: *noun* — a belief in work as a moral good.

Workplace Skills: *noun* — the ability to do something that comes from training, experience, or practice and is useful or required at an office, factory, or a place where people work.

Workspace: *noun* — the area in which a person works.

World Wide Web: *noun* — the part of the Internet that you can look at with a special program (called a browser) and that is made up of many documents which are linked together.

