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SKU: 9780176532062-SOLUTIONS

Part 1 – Scope

1.0 General

1.10 Work Included

Work shall include the furnishings of labour, materials, equipment and services necessary for any incidents to the completion of clearing and grubbing work indicated on the drawings, finish schedule and specified herein.

Extent of clearing and grubbing shall be as indicated on drawings attached.

1.20 Related Work Specified Elsewhere

- Removal of peat moss, lignite and vegetable matter below ground, unless otherwise stated
- Pruning, shearing and trimming of trees, shrubs, and bushes
- Stripping and stockpiling topsoil
- Site grading
- Rock removal
- Demolition
- Shrub and tree relocation

121 Work Installed but Furnished by Others

1.22 Furnished to Others

1.23 Description of System(s)

Job #9

Students are provided with a rough draft of this document in their "Masters" folder. They should open it and revised according to instructions.
Check for:

- ✓ Header on each page
- ✓ Footer on each page
- ✓ All side headings underlined
- ✓ Line spacing changed to 1.5
- ✓ Left margin changed to 1.5 (bound report)
- ✓ Paragraphs indented to align with side heading

Other corrections as highlighted

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1.24 Definitions

Clearing: Removal of trees, shrubs, bushes and other organic matter found at or above original ground level.

Grubbing: Removal of stumps, roots, boards, logs, and other organic matter found at or below original ground level.

2.10 Other Work Included

This work covers the supply and installation of sloped and non-sloped insulated roof membrane systems to the concrete decks and steel deck as shown on the drawings and as specified herein, including concrete pavers. It also covers replacement/renovation of existing roof areas.

2.20 Description of Systems

2.21 Sloped and Non-Sloped Insulated Roof Membrane System Applied to Flat Concrete Decks

This modified inverted roof system consists of priming the concrete deck, plus application of a hot mopped Class A vapour barrier, tapered bedboard applied in a predetermined pattern to produce a roof slope of 6mm (1/4”) in, 30 mm (12”) of run and covered with 12 mm (1/2”) fibreboard for protection, followed by the application of a 2-ply perforated felts and 1 layer Permalit ‘60’ membrane over fibreboard, covered with extruded closed cell insulation and a 38 mm (1-1/2”) thick finished coat of 19 mm (3/4”) crushed grave.

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This application shall include all roofing, bituminous and sheet metal flashings, cants and splashboards, but shall not include cast-in place reglets, nailus and roof drains.

2.22 Replacement of Existing Roof Areas

The existing built-up roof assemblies as listed herein are to be replaced with a modified inverted roof membrane system as specified.

Extreme care shall be taken during removal of existing vapour barrier by patching and flood coating so that no rain or water leakage into building shall occur. Schedule of work on these areas shall be such that daily protection from water leakage is adequately provided for.

Removal of existing B.U. roofs shall consist of removing membrane, gravel, and insulation, carefully lifting off existing flashings, etc. for re-use if undamaged; otherwise, new flashings shall be supplied at no further cost to owner. A roofing coat of hot asphalt shall be applied immediately to existing vapour barrier to assure waterproof barrier. This includes temporary cants.

3.20 Description of Systems

3.21 Replacement of Existing Roof Areas

Existing metal flashings to be repaired; repair and reseal loose or faulty reglets; provide new reglets including new face applied over existing reglets. Provide new capings and cap flashings where existing materials cannot be reduced.

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Install new wood plates as detailed to increase the height of outside building lines and recessed areas to assure proper water drainage; in certain areas a cap or caping flashing shall be required. Minor deficiencies in wall systems (caulk and sealants) shall be repaired.

3.22 Roofing (General)

The modified inverted roof system shall consist generally of the following and shall be installed as herein specified for new roof areas:

a) Repair and flood coat existing vapour barrier with hot asphalt
b) Lay in 25 mm beadboard as specified
c) Lay in membrane consisting of two rag felts
d) Lay in 25 mm Roof-mate
e) Apply 50 mm thick crushed gravel.
f) Metal flashings shall be generally new material. However, existing material, where undamaged, may be reused where acceptable to the architect.

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Chapter 2
Managing and Organizing Yourself, Your Time, and Your Workspace

LEARNING OUTCOMES

1. Explain steps for setting and meeting goals and establishing priorities.
2. Describe strategies and tools for managing your workload.
3. Identify ergonomic guidelines to follow when organizing your workspace.
4. Identify factors that contribute to workplace stress and anger.
5. *Apply conflict resolution skills.*
6. Identify techniques for managing time, stress, and anger.

CHAPTER OVERVIEW

The knowledge age in which we live is producing more stress in individuals than ever before. The cost of this increased level of stress—through absenteeism, lost productivity, accidents, and medical insurance—is high for both the individual and the organization. Stress, when expressed as anger, can lead to conflicts in the workplace.

People who find themselves unable to respond to all the demands placed on them often feel stress. Time management, and the way we manage ourselves in relation to the finite time we have available, is an important skill to possess. This chapter emphasizes the importance of keeping a neat, well-organized, and professional-looking workspace; identifying time wasters and setting short- and long-term goals; and using appropriate tools to establish priorities. Students will learn the differences between positive and negative types of stress, and strategies for reducing stress and managing anger when it occurs.

Throughout this text, soft skills (defined as employability skills by the Conference Board of Canada) are emphasized. Included are fundamental skills in communication, information management, numeracy, and critical thinking; personal management skills, such as time, stress, and workload management; and teamwork, leadership, and interpersonal skills. These soft skills (formatted in italics) appear as one of the Learning Outcomes in most chapters. A list of those chapters and their relevant soft skills is found on page xii of the preface section in the text. The major soft skill emphasized in this chapter is conflict resolution. Students are challenged to begin the development of these soft skills in this chapter and to commit themselves to improving selected soft skills during the remainder of this course. They are directed to record their reflections in a section of their e-portfolio to serve as a resource during program of study and as they continue to work on developing their soft skills throughout their careers.

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WHAT CAN I DO IN CLASS?

1. Take to class a variety of organizational aids and supplies for the office and discuss and/or demonstrate how they can be used.
2. Ask students to share with the class the examples of time wasters they identified in Self Check A. What strategies do they have for combatting these time wasters?
3. Invite an experienced administrative professional as a speaker to discuss their tips for keeping themselves and their workspace organized.
4. If your school has a fitness centre, arrange a class session where a physical education instructor discusses appropriate cardiovascular and strength-building exercises.
5. Show the WebMD video *5-minute Desk Exercises.*
6. Invite an executive from a local business to discuss how the company promotes a safe, healthy, and productive workplace.
7. Invite a dietician from a local hospital or school to discuss proper eating.
8. If your school has an Employee Assistance Plan (EAP) through your insurance provider, invite one of the psychologists to your class. Ask her or him to provide information for your students on how EAP plans are made available to employees of companies who include this benefit.
9. If your school has a conflict resolution office, invite someone from that office to your class to talk to students about identifying potential conflict situations. Ask him or her to describe how he or she assists in resolving peer-to-peer and supervisor–subordinate conflicts when they arise.
10. Review the guidelines for creating an ergonomically sound workspace as presented on the website of the Canadian Centre for Occupational Health and Safety,

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www.ccohs.ca. This site includes illustrations of correct monitor placement, tips on what to look for in an ergonomic chair, and information on how to avoid workplace repetitive stress injuries. A PDF version of the publication *Office Ergonomics Safety Guide,* 5E, which contains safety tips, charts, diagrams, checklists and useful illustrations can be purchased at www.ccohs.ca/products/publications/office.html.

KEY TO DISCUSSION ITEMS

1. **List and explain five time wasters.**

   Students may list and explain any five of the following:
   - *Ineffective communication*—The lines of communication between you and others must be open and easily understood. Otherwise, you waste time and miscommunication occurs.
   - *Poor telephone usage*—The telephone becomes a time waster when personal conversations take place during work hours; when proper information is not given to co-workers, clients, or customers; when the proper information is not obtained from a caller; and when it would be more efficient to use email or fax.
   - *Inadequate planning*—Lack of planning can cause both you and your supervisor problems. If you do not plan appropriately, an important project may not get done.
   - *Improper handling of visitors*—The administrative professional's role is to make visitors feel comfortable and welcome, not to entertain them while they are waiting. Also, making visitors comfortable does not mean chatting with them.
   - *Disorganization*—Disorganized individuals waste an enormous amount of their time and other people's time searching for files, phone numbers, reports, and other necessary information.
   - *Procrastination*—Procrastination is the postponement or needless delay of a project or task that must be done. Procrastinators are late for meetings, put off handling projects, and do not return telephone calls.

2. **What is PIM software, and how can it help you manage your time?**

   PIM (Personal Information Management) software is a popular type of software that enables its users to manage a wide variety of information. For example, with PIM software, you can access the following:
   - Calendar software, which manages your schedule, address book, and to-do list
   - Contact management software, which lets you track your contacts and keep detailed histories of your business contacts
   - Information database software, which handles documents downloaded from the Internet or from another source

3. **What is meant by ergonomics? Give five ergonomic guidelines to follow to avoid RSIs when establishing a new or adapting an existing workstation.**

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Derived from the Greek words *ergos* (work) and *nomos* (natural laws), the term *ergonomics* is used to describe the between people, the tools they use, and the physical setting in which they work.

Students may list any five of the following guidelines:

- Organize the workstation so that everything is within easy reach, so that no strain is placed on any part of the body when accessing equipment and supplies.
- Place the computer monitor with the top of the screen at eye level and close enough so it is not necessary to stretch to see it. Maintain a viewing distance of 55–60 centimetres from the eyes to the computer.
- Ensure the light on the computer screen is bright enough and the monitor is positioned parallel to overhead lights and perpendicular to windows.
- Ensure you have adequate light to read without squinting.
- Choose a mouse that fits your hand and place it at the same level and to the side of the keyboard—close enough so it is not necessary to stretch to reach it. Position the keyboard and mouse low enough so your shoulders are relaxed—approximately 60–63 centimetres from the floor, or approximately 5 centimetres below the desk surface, so that arms naturally assume a 90-degree angle when bent at the elbow.
- Use proper keyboarding techniques, such as
  - Good posture—sit up straight with feet flat on the floor to decrease the pressure on the lower back.
  - Sit close enough to the keyboard so it is not necessary to stretch to reach it.
  - Use proper hand and wrist position when keyboarding; wrists should be relaxed, in a straight line with forearms and not bent to the side or resting on anything.
  - Use only finger movements to strike the keys.
- Take frequent breaks—a one-minute break every 20 minutes and a short rest period (10–15 minutes) every two or three hours; stand up every 30 minutes.
- If stiffness occurs when standing, take breaks more frequently to increase circulation.
- Look away from the screen for a short period of time every 30 minutes. Focus on distant objects occasionally as an exercise to relieve strain on eye muscles.
- Be certain your chair is properly adjusted; adjust the angle and height of the backrest of the chair to support the hollow in your lower back. Adjust chair armrests to the same level as desk to take the pressure off neck and shoulders.

4. **What is stress, and what causes it? Identify three ways of managing stress.**

Answers will vary. The text defines stress as the worry and anxiety you feel when you react to pressure from others or yourself. It suggests the following ways of managing stress:

- Set aside at least 15 minutes a day to do something for yourself.
- Talk about the stressful situation with a friend or family member who is a good listener.

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- Make time for physical activity such as walking, yoga, or tennis.
- Get enough sleep.
- Use positive self-talk.
- Set realistic limits on what you try to accomplish each day and on the demands of others.
- Develop your own strategies for coping with stress.

5. **Is all stress unhealthy? Explain your answer.**

   No, all stress is not unhealthy. Stress is the body's response to a demand placed on it. Our wants, needs, and desires are derived from stress of some kind. Stress cannot be avoided; in fact, we would not want to avoid all stress. If you never felt a need to achieve, you wouldn't go to school. If you never felt a need to contribute, you wouldn't accept a challenging job. Stress can and does have a positive impact on our lives. However, when stress becomes chronic, it becomes a negative factor for our health.

6. **List and explain five ways you can manage your anger.**

   - *Relax*—Do deep-breathing exercises. Start by finding a comfortable position. Sit in a comfortable position, and slowly inhale air through your nose. Then exhale the air slowly, breathing out through either your nose or your mouth.
   - *Use positive self-talk*—Recognize negative self-talk when it is happening, stop it immediately, and begin positive self-talk.
   - *Walk away*—Walk away physically if you can; if you cannot, walk away emotionally. Count to 10 to interrupt your anger and cool off, or think about being someplace else having a wonderful time.
   - *Talk to a friend*—Ask a friend for help in understanding the situation that is making you angry.
   - *Solve the problem*—Identify the problem, list your alternatives, choose the best alternative, and evaluate the situation.

ADDITIONAL DISCUSSION QUESTIONS

1. **Why is it a valuable exercise to record and analyze how you spend your time?**

   By recording and analyzing your time, the administrative professional can see which activities are taking up the most time and which activities are actually time wasters. Time management techniques can be used more effectively when the administrative professional knows where to place his or her emphasis.

2. **Why is prioritizing an important skill to develop?**

   Prioritizing is a skill that merits the administrative professional's attention over other activities. Knowing which task needs to be completed first is an essential skill.

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Flexibility is also important because priorities may switch as the day progresses and your boss's needs change.

3. **Why is preparing a daily to-do list a valuable activity for the administrative professional?**
   Making lists of things you need to do can be a very effective way of organizing your work. A daily to-do list is a simple and invaluable tool that can tell you at a glance what you need to accomplish that day and in what order. It can also tell you which tasks can wait until another day, if necessary.

SUGGESTED RESPONSES TO THE CRITICAL-THINKING ACTIVITY

Students are asked to answer this question: What suggestions would you make to Keri-An to decrease the stress in her job?

When Keri-An returns to the job, she should set up a time to talk with her supervisor. She should ask him for approximately an hour to discuss her job goals. During this meeting, Keri-An should tell her supervisor in very clear terms what is causing her stress. She should also tell her supervisor that her doctor has told her to reduce the stress at work, and that otherwise, she must try to get another job within the company. Before Keri-An talks with her supervisor, she should write her statements out, focusing on clarity and conciseness. She should have a plan in place. A possible plan would be to ask her supervisor for a two-month trial period to see whether she can handle the stress. She might ask for a meeting with him every two weeks to discuss her responsibilities. This tactic may help her know what she needs to do soon enough to do a good job. Keri-An should also begin to manage her anger. Rather than yelling back at her supervisor, she should develop some anger management techniques, such as walking away physically or mentally. If in two months, her stress level is not satisfactory (and she does not have her anger under control), she should present a statement from her doctor recommending that she seek another job within the company. Keri-An should make an appointment with her supervisor, show him the doctor's report, and tell him that she will begin looking. She can affirm her commitment to the company and ask for his help in locating a job. She should not berate her supervisor. Doing so may cause the situation to worsen and her stress level to increase. Keri-An's task at this point becomes getting another job within the company that will provide her with a sense of satisfaction. Keri-An should keep in mind that she is a capable individual; she has many talents and skills to offer the company. She should not belittle herself or her accomplishments.

SOLUTIONS TO PROJECTS

Project 2-1 (Learning Outcomes 1 and 2)

On the MindTap site, access to which is provided with the printed access card located on the inside cover of their textbook, students are asked to review two Student Course Data files. File SCDP2-1a contains a screen image from Outlook calendar software; file SCDP2-1b is an email message from Martin Albertson. Using both of these items, students are to develop a to-do list in priority order. They are to assign an A to items that require immediate attention, a B to items that should be dealt with within the week, and a

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C to items that should be worked on as soon as possible but that have no immediate deadlines. Then, within each category, they are to indicate the order in which they plan to complete each task. They may use Outlook or some other calendar software to complete this project. Students should enter the calendar items into their software and add additional items as provided in the message from Martin Albertson.

Suggested solutions are given below. Based on the student's interpretation of the instruction, the prioritizing order within each category may vary from that suggested.

Priority A

1. Letter to community leaders
2. Memo to president
3. Memo to staff
4. Report to community leaders
5. Report for Mr. Albertson

Note: May need some assistance with these tasks if the report to the community leaders is very involved.

Priority B

1. Letter to community leaders
2. Schedule Mr. Albertson's trip to China; book flight reservations and begin other plans

Priority C

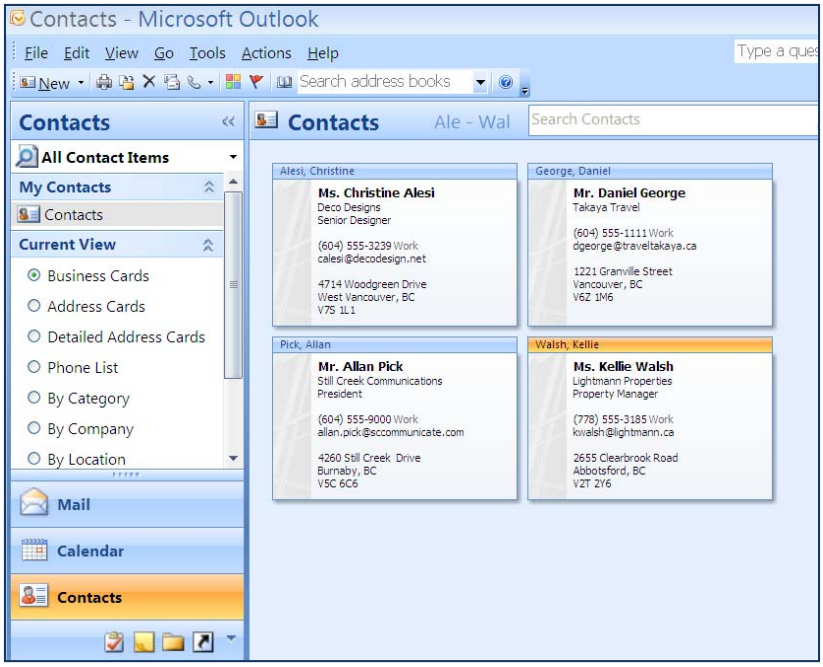
1. Begin planning for January 6 seminar
2. Arrange for files to be microfilmed

Project 2-2 (Learning Outcome 2)

Students are asked to use two Student Course Data files to complete this project. The first file (SCDP2-2a) contains images of four business cards. They are to update Mr. Albertson's contacts by entering the information on these cards into Outlook (or some other PIM software designated by you). Once they have entered them, they are to print a copy of these contacts. To save paper, you could instruct them to capture a screen image of the contacts, save it, and email it to you or print it out for submission.

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Before students begin this portion of the project, they are instructed that they will be advised which "month" of the year they should use in their Outlook calendar to perform this activity. The key provided below has made use of the month of April 2012, but you should select the most appropriate month and year depending on when you cover this chapter.

The second data file (SCDP2-2b) provides a list of appointments that need to be entered into Mr. Albertson's calendar. Two conflicts arise, which students must attempt to resolve.

- Yuan Chan, who is in town only for this day, needs to meet with Mr. Albertson. He is available only at 2:00 p.m., and the meeting is very important. This meeting time conflicts with the appointment with Dr. Greg Lee.
- Mr. Albertson's trip out of town to Vancouver conflicts with a Monday morning recurring appointment with James Robertson.

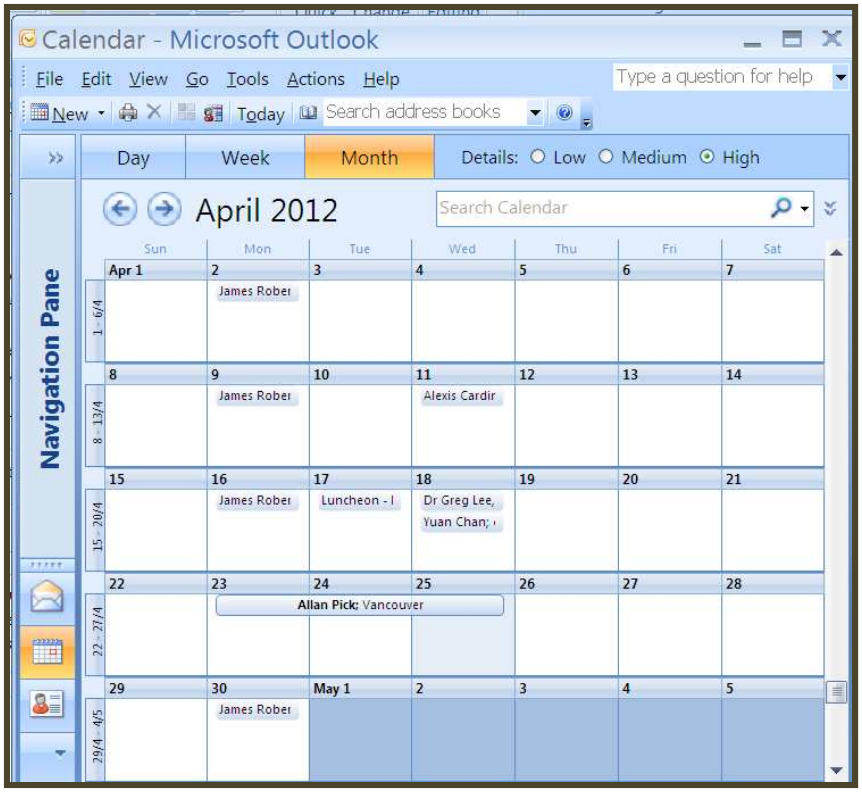
Students are to compose an email to the appropriate person, suggesting a resolution, and to assume those resolutions are accepted by the parties involved. Student resolutions and subsequent new appointments will vary. They are instructed to use as many copies of email form SCDP2-2c to compose their email, print it, and submit it to you.

They are also asked to compose an email to Mr. Albertson (you may provide them with an actual email address if you choose to do so), explaining the conflicts and how they have been resolved.

Once all entries have been made and updated, students are instructed to print out a copy of the calendar in monthly format and submit it to you.

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Project 2-3 (Learning Outcome 1)

Student Course Data file SCDP2-3a is a time log form. Students are to print five copies of the log and use one each day for five days to record the time they spend in various activities. If students work, they are to log the time they spend on workday activities. If students are not employed, they are to log the time they spend on personal activities. Then, using file SCDP2-3b, students are to analyze how they spent their time. Using SCDP2-3c, students are to complete a Time Effectiveness Questionnaire. Next, using file SCDP2-3d, students are to prepare an action plan, indicating how they will use their time more effectively in the future. They are to submit a copy of the action plan to you.

Project 2-4 (Learning Outcomes 4 and 6)

Students are asked to analyze a case provided in file SCDP2-4 on the MindTap site. Students are to respond to the questions following the case in a memorandum addressed to you using the memorandum form file SCDP2-4a. Here is a suggested response.

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TO: (Instructor's Name)
FROM: (Student's Name)
DATE: (Current Date)
SUBJECT: Response to Case Study

The stressors in Indra's work environment include a heavy workload with major responsibilities to the board of trustees. The vacant position in the office adds to the stress, along with the task of attempting to fill the position. The temporary employee needs close supervision, increasing Indra's stress because it causes her more work.

The stressors in Indra's home environment include a pending divorce, a husband who is fighting the divorce process, and four children who need attention.

I suggest that Indra reduce her stress by

- Recognizing that she is in a difficult situation both at home and at work; therefore, she should not be too hard on herself.
- Exercising, maintaining a healthy diet, and taking time for her needs.
- Seeking help from family and friends.
- Attempting to hire someone for the vacant position as soon as possible.
- Seeking help from a counsellor if the stress continues.

Project 2-5 (Learning Outcomes 4 and 6)

Students are asked to analyze a case that is provided on the MindTap site in file SCDP2-5. Students are to write a memorandum to you responding to the items at the end of the case on form SCDP2-5a provided. Here is a suggested response.

TO: (Instructor's Name)
FROM: (Student's Name)
DATE: (Current Date)
SUBJECT: Response to Case Study

The factors contributing to Ahmad's stress include his heavy workload, his concern about keeping up with the work, and his anger at the other administrative assistant.

Ahmad can take the following steps to manage his anger:

- Get his workload under control. (Suggestions for doing so are given in the next section.)
- Use positive self-talk. Ahmad can remind himself that Maria has been with the company only six months and does not have the experience he has. He can remind himself that he can and will find a solution to his workload problems.
- Rather than calling Maria incompetent, he can explain carefully the work he is asking her to do. If she still asks questions, he can use positive self-talk to calm himself down before talking with her. If he still finds himself getting angry, he can excuse himself for a few minutes to get his emotions under control.

Ahmad might take the following steps to minimize his stress:

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- Determine how he can be a more effective time manager; identify and put into place good time management techniques.
- Talk with his employer about his heavy workload; ask the employer if temporary help or help from someone else (in addition to Maria) within the company may be a possibility.

To minimize future stress, Ahmad should plan carefully how he might get help with part of his workload. He should establish priorities for what needs to be done, what he can do himself, and what work might be done by another person. Ahmad should also identify a temporary agency that can provide competent part-time workers at short notice. In the future, when a similar situation arises, he should develop a plan for handling the work, which may include hiring temporary personnel, and present the plan to his supervisor for support.

Project 2-6 (Learning Outcomes 4 and 6)

Collaborative Project
Online Project

Students are to work in teams of four and search for three recent articles on the Web about controlling stress, managing anger, and resolving conflict. Students are to present their findings to the class and turn in a written report to you, citing all their references.

Project 2-7 (Learning Outcome 3)

Solutions will vary. Students are to visit the website of the Canadian Centre for Occupational Health and Safety and/or their local provincial equivalent to learn about ergonomics for computer workstations. Links are provided on the MindTap site to the CCOHS and CanOSH. As far as possible, students should follow the guidelines at the site to arrange their workstation at school, work, or home to follow ergonomic guidelines. They should send you an email describing the results.

Project 2-8 (Learning Outcomes 1 and 2)

Solutions will vary. Students must decide how to control how much help they give a new employee because her questions are interfering with their work. Students should plan to meet with Maryam and the two administrative assistants in her department, perhaps over lunch, so that Maryam can get to know them better and will begin look to them for help. Another possible solution is to sit down with Maryam and work out a plan in which she makes a list of questions that are not urgent and waits until a mutually convenient time to discuss them. Students must be careful not to make Maryam feel that her questions are intrusive or to discourage her from asking questions.

Project 2-9 (Learning Outcome 2)

Solutions will vary. Students are to take an online tutorial for software they use in school or at work. They are to identify at least three things they learned from the tutorial that will help them do their work more efficiently and to make a list of these items.

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Project 2-10 (Learning Outcome 6)

Students are asked to add to their "Reflections folder" in their e-portfolio by describing how they can manage and control their stress and anger. In preparing the plan, they are asked to address the following issues:

- Identify the stressors they currently have in their life. These stressors may be at home, at school, or at the office.
- Identify ways they can relieve these stressors.
- Identify situations that currently make them angry.
- Identify ways they can manage that anger.
- Identify ways they will seek to control stress and manage anger in the future.
- Identify some of the ideas they have heard from their classmates during discussions that they could consider for future implementation.

OPTIONAL PROJECTS

Optional Project 2-1

Optional Project 2-1 is provided in file SCDOP2-1 on the MindTap site. The case is given below with the questions the students are asked.

> Your supervisor at CanAsian is flying to China in the next week for an extremely important meeting with CanAsian's vice-president of marketing. The vice-president is Chinese, and Mr. Albertson is concerned that he does not have a good understanding of Chinese culture and may make some mistakes. He has asked you to find him several books on Chinese culture. Also, he has given you the following assignments:
>
> - Complete his travel arrangements to China
> - Prepare three reports for his meeting with the VP of marketing
> - Set up a meeting for him with the president of the Chamber of Commerce in Calgary on the Monday after his return from China on Saturday
> - Set up a luncheon for community leaders in Calgary to discuss race relations
>
> Your workload is heavy, and even though you are working overtime each evening, you do not think you can get it all done. To complicate matters even further, Mr. Albertson has been stressed about the upcoming trip and his work responsibilities, and his temper is short. Although the two of you have a good working relationship, he has been impatient with you recently because you have not completed the work within his time frame. To complicate matters further, Guy (one of your two assistants) has been off sick for the past week, and Luyin (your other assistant) does not have the necessary experience to help you. You are beginning to feel extremely stressed. What can you do to improve the situation? Respond to the following questions:
>
> - How can you relieve your stress?
> - Should you talk to Mr. Albertson about his impatience with you and the other problems you are having?
>
> Submit your answers in writing to your instructor.

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Optional Project 2-1 Solution

Suggested responses are given to the items to which students are asked to respond.

- **How can you relieve your stress?**
  Establish priorities for the work that must be done. The most important priority is completion of the travel arrangements and the three reports, all of which must be done before Mr. Albertson goes to China. Get help with the trip; call a travel agency to help you make the arrangements. Assign to Luyin small pieces of the report that match her level of expertise. Give her detailed instructions about to how to do them. Remind yourself that the situation with Mr. Albertson is temporary. His stress will lessen when he feels comfortable with the China meeting. When he is impatient with you, use positive self-talk. Remind yourself that you do good work and that the two of you have always had a good working relationship. Walk away emotionally from his impatience. Relax by doing deep-breathing exercises and letting the job go during your lunch hour.

- **Should you talk to Mr. Albertson about his impatience with you and the other problems you are having?**
  Now is not the time to talk with Mr. Albertson; his stress level is too high. Let it go for now. Assume that since your relationship has been good in the past, it will be fine again. If the problem continues, then consider what you can do to help the situation.

Optional Project 2-2

Optional Project 2-2 is provided in file SCDOP2-2 found on the MindTap site for this textbook. In this project, students are asked to work with three or four members of their class to research "humour in the workplace," using Web or traditional library sources. The purpose of this report is to help students understand how humour can be used appropriately in the workplace to reduce stress. They are to submit their report in writing to you. Solutions will vary.

ADDITIONAL RESOURCES

Many books and articles have been written on time management, stress management and conflict resolution. Here are a few examples:

- K.J. McCorry, *Organize Your Work Day in No Time* (Indianapolis: Que, 2005).
- Jeff Davidson, *10 Minute Guide to Stress Management* (Indianapolis: Macmillan, 2001).
- Miriam M. Gottlieb, *The Angry Self* (Phoenix: Zeig, Tucker & Co., 1999).
- Daniel Dana, *Conflict Resolution* (New York: McGraw-Hill, 2001).
- WebMD.com, www.webmd.com/fitness-exercise/video/gym-smarts-knee-extensions
- The following websites have additional ergonomic information:

  http://solutions.3m.com/wps/portal/3M/en_US/ergonomics/home
  www.ehs.ualberta.ca/EHSDivisions/OccupationalHealth/Ergonomics.aspx
  www.wcb.ab.ca/pdfs/public/office_ergo.pdf

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Task 1 – Finding Activity

Name _____ Date _____

			DATE	LETTER NUMBER
1.	TO: SUBJECT:	The East Side Corporation Rep. To contact their office		
2.	FROM: SUBJECT:	Anson & Conrad First draft, patent application		
3.	TO: SUBJECT:	The 11 Grand Association Advertising & Sales, New York		
4.	FROM: SUBJECT:	The 11 Industries Association Ask to have representative call		
5.	FROM: SUBJECT:	Aeronaves, S.A. Air passenger & freight service		
6.	FROM: SUBJECT:	Brooks & Corwin, Associates Changes to Admin. Training program		
7.	FROM: SUBJECT:	Danza & Arthur, Architects Ask about Astrolite systems		
8.	TO: SUBJECT:	Capital Trust Company Invitation to Mr. Wilson		
9.	TO: SUBJECT:	Downey-Insco Corporation Short shipment, request check		
10.	FROM: SUBJECT:	Assurance Corporation of Alberta Name of agent being sent to Vancouver		
11.	TO: SUBJECT:	Anson & Conrad Suggest meeting April 5		
12.	FROM: SUBJECT:	Astrolite of New York Suggest personnel addition		
13.	TO: SUBJECT:	James B. Bemis & Company Financial problems		
14.	FROM: SUBJECT:	D & A Publishing Co. Advertising & feature story		
15.	FROM: SUBJECT:	Estrella del Sur, S.A. Expansion problems		

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-empathy (the ability to understand how others are feeling and to use this knowledge to respond appropriately)
-motivation (an internal, intrinsic ability to learn, improve, and act without external motivation such as financial gain)

REJ: See Becoming a Professional

5. The role of the administrative professional is changing and becoming more complex. Identify five duties that would be considered as more advanced job responsibilities. Support your choices by explaining the skills that would be required for success.

ANS: All of the following duties require strong leadership, critical thinking, teamwork, and technological skills for success.
- conducting research
- participating in quality teams, with the more experienced administrative professional serving as team leader
- supervising office support personnel
- administering computer networks and providing computer and software training
- helping to upgrade and recommend office software
- providing computer and software training
- managing social media and updating website
- working with outsourcing companies
- making recommendations for equipment purchases
- interviewing and making hiring recommendations

REJ: See Workplace Organization

Chapter 2: Managing and Organizing Yourself, Your Time, and Your Workspace

1. Explain the three steps outlined in your textbook that you can take to improve your time management skills.

ANS: Students may include some or all of the following points:
a) Record and analyze how you spend time by using a time log.
b) Set priorities.
c) Use to-do lists daily.
d) Overcome procrastination.
e) Control paper and e-mail.
f) Organize your work area.
g) Minimize interruptions.
h) Use good communication techniques.
i) Use a planner.

REJ: Manage Your Workload

2. To analyze how you spend your time during your workday, list five questions you should ask yourself every day.

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ANS: Students may include some or all of the following points:
- What was the most productive period of the day? Why?
- What was the least productive period of the day? Why?
- Who or what accounted for interruptions?
- Were these interruptions expected? And at an expected (daily or weekly) time? Such as taking time to make copies of a report for a weekly meeting.
- Can the interruptions be minimized or eliminated?
- What activities needed more time?
- On what activities could I spend less time and still get the desired results?

REJ: Manage Your Workload

3. For each of the following elements of your workspace, suggest two tips to improve ergonomics.
a) chair
b) desk
c) monitor
d) lighting

ANS: Responses will vary.

REJ: Manage Your Workload

4. For each of the following problems, list three tips to manage them.
a) controlling e-mail
b) controlling procrastination
c) controlling paper

ANS: Responses will vary.
- discourage people from dropping by unexpectedly to see you or your supervisor; set up appointments for visitors
- make visitors welcome, but do not make small talk for extended periods; continue with your work
- discourage coworkers from dropping by to socialize by standing when they enter your workspace, keeping your hands over your keyboard or pen in your hand to silently indicate that your responsibility during working hours is to work

REJ: See Manage Your Workload

5. What are the five steps to take when problem solving at work?

ANS: Students should list all of the following:
(1) Define the problem.
(2) Establish the criteria.
(3) Create possible solutions.
(4) Test the solutions and make the decision.

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(5) Evaluate the decision.
REJ: See Manage Your Anger

Chapter 3: Working Ethically

1. What are five benefits of promoting diversity in an organization?

ANS: Students may include some or all of the following points:
a) It helps organizations meet the needs of their global customers and an increasingly diverse Canadian population.
b) Studies have shown that groups and teams with diverse members are more creative and make better decisions.
c) Diversity also helps a company attract and retain talented employees.
d) Hiring decisions are based on merit, adhering with government legislation.
e) Organizations provide equal employment opportunities, in line with government legislation.
f) Organizations create environments that are attractive to all employees.

REJ: Characteristics of Ethical Organizations

2. Provide three examples of an organization demonstrating environmental responsibility in the community.

ANS: Students may include some or all of the following points:

REJ: Characteristics of Ethical Organizations

3. What practical steps could be taken to produce ethical change within an organization?

ANS: Students may include some or all of the following points:
a) Determine the ethical change needed.
b) Determine the steps required to achieve the objective.
c) Practise the new behaviours.
d) Seek feedback on the change.
e) Reward the individual or group involved.
f) Evaluate the effects of the ethical change

REJ: Ethics—The Choice Is Yours

4. Describe one safety consideration for each of the following topics.
a) floors
b) equipment
c) dangerous substances
d) sanitation
e) material storage
f) general

ANS: Responses will vary. Students should provide a practical consideration for each.

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Job Number 1

VOICE MAIL NARRATIVE

(Beep) – Time: 4:30 p.m.

"Hello. It's Sara Paterson here with a message for my dad. Please tell him thank you for the roses! They are just beautiful. Remember lunch at the Meridian on Friday with Ryan at about 12:30. It's important. Thanks."

(Beep) – Time: 5:05 p.m.

"Hi. It is Guido of Itari Construction. I know it is late in the day but could you please tell Charlie that we are doing a pour at the Arbutus site first thing in the morning. If he calls before coming to the office tomorrow, could you ask him to come by about 9:30 tomorrow morning for the inspection. Thanks."

(Beep) – Time: 7:30 a.m.

"Good morning. This is Margaret Robertson calling for Ian. We have lunch scheduled for Thursday however, I am unable to make it. I'm wondering if Friday would be OK with him. Ask him to get back to me ASAP at 604-889-0004 to confirm."

(Beep) – Time: 8:01 a.m.

"Good morning. Acme Blueprinting Service here. Tell John that the prints for the Seytown project are ready. Will he be sending a courier?"

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.....Job Number 11

From the Desk of

Ian Paterson

Pat,
I need this letter to go out to John Delmort who will be speaking to our next Professional Association meeting. Sorry, I did this at home so it is not on the file server. IP

Dear John, This letter will confirm your acceptance of our invitation to address our Professional Association on the first Wednesday of next month. The Association appreciates your willingness to speak with us during your trip to your B.C. office. Our members are looking forward to meeting you and receiving the benefit of your experience with CAD/CAM programs. ¶ Our meetings usually commence with registration at 6:30 p.m. followed by dinner at 7:00 p.m. After a short break, the business portion of our evening begins at approximately 8:15 p.m. I have booked the computer projection equipment which you requested with the hotel catering staff and have checked to ensure that the power situation will be sufficient for your demonstration equipment. I will be at the hotel at 6:00 p.m. to provide you with any assistance you may require. I have attached a copy of the agenda to provide you with specific details. ¶ Valet parking is available and the hotel has an underground parking lot. Our Association will, of course, take care of any charges you incur. ¶ Looking forward to meeting you and, again, thank you for speaking with the Professional Association.
Ian

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