Administrative Professional Technology and Procedures (Canadian) 4th edition Rankin Solutions Manual

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THE ADMINISTRATIVE PROFESSIONAL

TECHNOLOGY AND PROCEDURES, 4TH CANADIAN EDITION

INTRODUCTION

Welcome to the 4th Canadian edition of *The Administrative Professional: Technology and Procedures*. The resources in this edition have been expanded and enhanced to provide faculty with a variety of options to engage students with the concepts in each chapter, support different course delivery options, and provide a variety of assessment options. Each chapter has the following options:

Discussion Items: At the end of each chapter there are discussion items to engage students with the key concepts they learn in each chapter. The instructor manual provides suggested responses to the discussion items as well as additional discussion items and responses. ***MindTap:*** Students are provided with prompts to assist in answering these questions.

Critical-Thinking Activity: The activity is a case based on real-life simulations that demand the use of critical-thinking skills. The instructor manual provides a suggested response to the activity. ***MindTap:*** These activities can be assigned and a rubric is available for grading.

End of Chapter Project (Building Workplace Skills): Career-focused projects are tied to the chapter's learning outcomes and correlate to 21st century skills. These projects are to assist students to apply the key concepts they learn in each chapter. Many of these projects are new, updated, or expanded. The instructor manual provides a suggested response to the activity. ***MindTap:*** These projects can be assigned and a rubric is available for grading.

Alternate Projects: Within MindTap are optional projects that are also career-focused projects to assist students to apply the key concepts they learn in each chapter. The instructor manual provides a suggested response to the activity. ***MindTap:*** These projects can be assigned and a rubric is available for grading.

In-Basket Simulations: Within MindTap, there is a capstone simulation that is new to this edition. Students review, prioritize, and complete a series of realistic tasks. ***MindTap:*** The simulation exercises can be assigned and a rubric is available for grading.

Records Management Simulation: Within MindTap and in the Instructor Companion Site, this simulation provides students with the opportunity to use their decision-making skills as they set up an alphabetic filing system.

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Production Exercises: Simulated projects and exercises that prepare students to become virtual assistants.
Interview with Administrative Professionals: Within MindTap, there are short videos where administrative professionals answer questions that relate to the concepts discussed in each chapter. Each video has questions that a student can answer to assess their knowledge. ***MindTap:*** These videos can be assigned and are auto-graded.

Weblinks: Within MindTap, each chapter has weblinks that will help students further explore the concepts learned in each chapter as well as introduce them to various new and emerging technologies that they can use during their studies and careers. Many new weblinks are added in this edition.

Chapter Quizzes: Within MindTap, each chapter has multiple-choice questions to assess students' understanding of the concepts learned in each chapter. The questions for each chapter have been expanded in this edition. ***MindTap:*** These quizzes can be assigned and are auto-graded.

Cool Tools: Within MindTap, there are Cool Tools activities. These activities assist students to further explore the concepts learned in each chapter. Their responses require the use of a new and emerging technology that they can use during their studies and careers. There are many new and updated Cool Tools activities in this edition. ***MindTap:*** These activities can be assigned and a rubric is available for grading.

Reflective Essays: Within MindTap, there is a Reflective Essay activity that is new to this edition. Students are asked to reflect on a concept or topic discussed in the chapter. ***MindTap:*** These reflections can be assigned and a rubric is available for grading.

What to Do in Class: The instructor manual provides suggestions on in-class activities and technologies that can be used in class to increase student engagement.

Additional Resources: Additional weblinks and resources are provided for each chapter in the instructor manual.

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Chapter 1
Entering the Workforce and Becoming a Professional

LEARNING OUTCOMES

1. Describe the changing work environment.
2. Identify and describe the types of business organizations and workplace structures.
3. Describe the roles and responsibilities of the administrative professional.
4. *Apply critical-thinking skills*.
5. Describe the employability skills necessary for an administrative professional.
6. Explain why critical-thinking, decision-making, and problem-solving skills are essential to an administrative assistant.
7. Describe how factors such as appearance, communication, and teamwork affect your professional image.
8. Begin the development of an e-portfolio.

CHAPTER OVERVIEW

This chapter introduces students to the workplace they are about to enter and to the professional role they will play in the world of office administration. Also introduced are the different organizational structures common to business and how office culture and language define the style by which an organization conducts its business, including the importance of understanding the mission, vision, and values of an organization.

The changing nature of the workplace is stressed. Some of the changes students should expect to encounter include:

- A diverse workforce where people of different cultures, genders, and ages work together;
- Globalization of the world economy that results in mergers, downsizing, and outsourcing, and the growth of telework/remote employment;
- A workplace where a working knowledge of current technology is essential.

The chapter presents the qualities associated with being a professional, the commitment to professional growth through formal/informal education and certification, and the employability skills that will be expected of administrative professionals as new employees, along with their responsibilities to their employer and the employer's responsibility to them. This chapter also discusses the importance of social media and online professional profiles for networking.

In ***Building Workplace Skills*** students will complete career-focused projects while working for a simulated company that is introduced in this chapter:

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CanAsian Airlines
Located at:
2300–888 3rd Street SW
Calgary, AB T2P 4C4

CanAsian Airlines is the result of a merger in March 2015 between CanAir, founded in 2000 in Calgary, Alberta, with only 30 employees, and China Airlines, founded in 2005 in Beijing, China, with 40 employees. CanAsian Airlines now employs more than 39 000 people. The Canadian head office is located in Calgary at the above address. The Chinese head office is in Beijing.

The students' job title is executive assistant. Students report to Martin Albertson, vice-president of corporate marketing and communications. Discuss with students the organizational chart (Figure 1-2 on page 8 in the text), which provides a visual of the executive assistant's place (the students' assumed role) in the organization. Additional details about the company and the role of the student are provided at the beginning of Building Workplace Skills (on page 19 in the text).

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WHAT CAN I DO IN CLASS?

Since this chapter is the introductory chapter, students are new to the course and are probably unfamiliar with you and their classmates. These teaching suggestions will help students become better acquainted with one another, with the course, with the community in which they will be working, and with you.

1. Take time to explain to students what you expect of them, and let them know how you will be grading. You will probably want to give them a course outline detailing the comprehensive objectives of the course, attendance policy, grading policy, and so on. Comprehensive objectives are given in the introduction to the manual. Learning outcomes are given at the beginning of each chapter. As you begin a chapter, you will probably want to present the learning outcomes to help students understand what they are expected to accomplish.
2. A warm-up activity is helpful for the first class. Students often feel uncomfortable being asked to stand up in front of a group of strangers and say something about themselves. You can help students feel more comfortable by pairing them with someone sitting nearby whom they do not already know. Give them five to ten minutes to chat and get to know each other. While they are chatting, they should make notes about their partner, which may include place of residence, interests and hobbies, their family, and of course their partner's name. At the end of the time you have allowed for this part of the activity, ask each group of two to combine with another group of two to make four. Each person in the group then introduces his or her partner to the other members of the group. At the end of the time you have allowed for this part of the activity, have each person introduce his or her partner to the whole class.
3. To help students learn one another's names quickly and to feel more comfortable with each other, ask them to work on projects in teams. You may want to assign the Critical-Thinking Activity given at the end of the chapter to teams of three or four. You could use the group of four students that was formed in the previous activity to start. Students will be working on team projects throughout the course. Since students need to have the experience of working with a number of different people, make sure the team compositions differ over the long run. Once the class gets

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started, let students choose teams. You may want to give students some ground rules to help the teams be productive. Here are some ground rules you may use.

Team Ground Rules

- Select a team leader (the leader should be rotated if the team functions more than once with the same members).
- Clarify how decisions will be made.
- Establish team rules.
- Establish team timelines.
- Determine who will deal with any violation of team rules.
- Determine the expertise of each team member. This activity helps to determine how the workload will be divided.
- Commit to communicating openly with each team member.
- Use constructive statements about other team members' work—not negative criticism.
- Help each other perform the task at hand.

4. Since some of the activities in this book call for students to interview local businesspeople, invite a local Chamber of Commerce executive to discuss the types of businesses in the area.
5. Invite a human resources executive from a local business to talk about how his or her company handles the diversity of today's workforce.
6. Invite the public relations officer of the International Association of Administrative Professionals (IAAP) in your area (or the Association of Administrative Assistants, or AAA, if there is a local chapter) to speak to your students. The IAAP and/or the AAA can offer your students valuable assistance in many areas.
7. Consider setting up a student-run chapter of the IAAP or the AAA at your school. The public relations officer of your local chapter can provide assistance and advice on how to do this.
8. Have students research various job opportunities in the executive, legal, and health services areas. Ask them to identify salary ranges, job requirements, and job progression opportunities. Consider using Payscale as a reliable source for information.
9. Consider inviting upper-level students from your program to your class to provide your current students with insights on how to be successful in the program and to share any work experience/co-op placements they have completed within the program.

Teaching with Technology

Increase student engagement by incorporating any of the following teaching technologies into your classroom activities:

Name of Technology	Description
Kahoot	Game-based learning and trivia platform
Quizalize	Game-based learning and quizzing

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Tricider	Questions and polls
Quizziz	Quizzes
Poll Everywhere	Interactive audience participation and polls
Nearpod	Interactive audience participation and polls
Mentimeter	Interactive audience participation and polls
ClassFlow	Collaboration and assessment tool
ClassKick	Collaboration and assessment tool
Socrative	Engagement and assessment tool
Formative	Engagement and assessment tool
Padlet	Create collaborative boards, webpages, and dashboards
Bubbl	Collaborative mind mapping tool
Coggle	Collaborative mind maps and flow charts
MindMeister Mind Mapping	Mind mapping tool
Wordle	Create word clouds

KEY TO DISCUSSION ITEMS

1. **Explain how the workforce and workplace are changing. What do these changes suggest for you as a future employee?**

   The workforce has become more diverse, with diversity present in ethnicities and cultures, gender, and age.

   This diversity suggests that the employee must understand that differences are occurring and *what* these differences are, and then deal with diversity by developing skills and qualities in areas such as human relations, critical thinking, emotional intelligence, and verbal communication. It means becoming more than just diversity-aware; it means becoming diversity-competent.

2. **How is our current work environment changing? How is the administrative professional's role changing?**

   There has been a tremendous increase in the globalization of businesses and in national and international mergers. Teams are working in organizations with a focus on improving quality. Downsizing and outsourcing are used as cost-cutting measures in a number of organizations. Telework, working at any place and at any time, is increasing. The traditional workweek still exists, but there are various other workweek options, including a compressed workweek, flextime, and job sharing.

   Because of flattened business structures, administrative professionals are taking on tasks typically assigned to middle managers. The role of the administrative professional is shifting, and with this shifting role comes greater responsibility.

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3. **Identify the three basic types of business organizations. Brainstorm what you consider to be the advantages and disadvantages of working in each of these types of environments.**

   Students should identify the three main types of business organizations: sole proprietorship, partnership, and corporation. Some advantages and disadvantages for each may include:

Organization	Advantages	Disadvantages
Sole proprietorship	Variety of tasks and responsibilities—responsible for all administrative tasks from correspondence to banking to payroll.	Lack of socialization.
Partnership	May be able to specialize and share workload with another administrative professional.	Lack of socialization if business organization is small.
Corporation	Specialization—may have whole departments that are responsible for accounting, technology, marketing, etc. You don't need to know it all. Support from other administrative professionals.	Feeling of being just one of many—unimportant. Boring—no variety in type of tasks.

4. **Why are interpersonal and communication skills especially important for someone in an administrative assistant role?**

   Identified as one of the core competencies in *Employability Skills 2000+*, interpersonal skills are important for administrative professionals because they must be able to interact and communicate daily with many people—co-workers and customers—in person, by email, and on the telephone. Strong communication skills are essential in nonverbal environments to prevent miscommunication and misunderstanding. (Chapters 5, 6, and 7 cover these topics in more detail.)

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5. **Describe the qualities that make a worker a professional.**

   A professional looks, speaks, writes, and behaves in a manner that reflects well on the employer as well as on the employee. A professional sets an example for others through a strong work ethic, positive attitude, and dedication to continuing improvement.

6. **Explain why critical-thinking, decision-making, and problem-solving skills are essential to an administrative assistant.**

   Problems both large and small will arise every day, and decisions must be made. Critical thinking requires us to analyze situations, to look at the bigger picture, to see things from perspectives other than our own, and to consider the possible consequences of the positions we take. A valuable employee is a person who uses critical-thinking skills to think issues through—to anticipate and possibly prevent problems from arising—and who can help solve problems that cannot be prevented. These abilities—to think critically, make decisions, and solve problems—are valuable skills that can be practised and improved.

7. **Describe a professional appearance, and give examples of clothing or grooming that are inappropriate in the workplace.**

   Solutions will vary. Generally, you should come to work every day looking clean, tidy, and well groomed. Hair should be combed and trimmed. Men should be clean-shaven and/or keep their moustache or beard neatly trimmed. Women should use makeup sparingly, and perfumes or colognes sparingly or not at all. Fingernails should be neat, clean, and trimmed. Teeth should be brushed and breath fresh. People should be freshly bathed and use deodorant. Typically, inappropriate attire includes T-shirts; tank, halter, or midriff-baring tops; shirts or blouses with words on them; tops with bare shoulders or revealing necklines; and sweatshirts and sweatpants.

ADDITIONAL DISCUSSION QUESTIONS

1. **How can education affect your career? Is "formal" education the only option?**

   Your level of education can definitely affect your career path. Some employers are now insisting on a diploma or an undergraduate degree. Ongoing education is essential in keeping a job. Formal education is not the only path an administrative professional can take. Reading, attending seminars and conferences, and being involved in professional organizations can also increase a person's knowledge base. Lifelong learning, in whatever form, is essential to remaining productive in the workforce.

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2. How does the role of a virtual assistant differ from the role of the traditional office assistant?

The role itself does not change at all. What changes is the approach to the role. Virtual assistants still complete the same tasks as the traditional office assistant, but he or she will work remotely rather than being tied to a specific location.

3. How have downsizing and outsourcing affected the work environment?

Downsizing is the process of reducing the number of full-time employees, while outsourcing is the process of hiring an outside company or professional to complete a project. Employees can no longer assume that an organization is committed to providing lifetime employment.

4. What are the five components of emotional intelligence?

- *Self-awareness* is the ability to recognize and understand your own emotions and the effect that your own actions, moods, and emotions have on others.
- *Self-regulation* means expressing your emotions appropriately.
- *Social skills* involve being able to interact well with others. An important aspect of emotional intelligence is using active listening and verbal and nonverbal communication skills to build relationships and connections with supervisors and colleagues. (You will learn more about these skills in Chapter 5.)
- *Empathy* is the ability to understand how others are feeling and to use this knowledge to respond appropriately.
- *Motivation* means that someone is provided with an incentive to act—a move to action. This motivation can be either intrinsic (internal) or extrinsic (external). The emotionally intelligent person is generally intrinsically motivated—seeking ways to improve, to learn, and to grow rather than being extrinsically motivated by external recognition or a monetary reward.

SUGGESTED RESPONSES TO THE CRITICAL-THINKING ACTIVITY

As you talk with students about this activity, look for the ability to "think critically" about the issue. You may want to review with students the critical-thinking guidelines given in the text.

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- **What is the problem?**

  The problem is mostly one of communication. The administrative assistant needs to be concerned with the way she or he communicates and be sensitive to the needs of the other team members.

- **Do the upset employees have cause to be concerned about your behaviour?**

  The two individuals who work in your department were extremely defensive in their behaviour. They should not have become defensive in the meeting. You did not mean to imply that the offences had been committed by any of the individuals in the meeting. The upset employees need to look at their own behaviour; however, you should talk with them about the issue after the team meeting.

  The manager does have a right to ask a question; he or she should not be upset by a suggested concern.

- **Should you talk to these employees before the next meeting? If so, what should you say?**

  Yes, you need to talk with the employees before the next meeting and tell them that you were not citing specific examples, merely concerns that you had heard throughout the company. The task of the team is to make recommendations to management for the improvement of internal communication. Explain that you were merely taking the assignment seriously and bringing to the group possible issues for discussion.

- **Did you have enough information about the customer ticket issue to bring it up? How should you handle this type of issue in the future?**

  Get the facts. Go into a team meeting as prepared as possible on the issues. Do not address an issue if it is merely hearsay.

- **How should you identify problems/issues that are negatively affecting office communication?**

  Ask yourself these questions: What problem am I trying to address? What facts do I need to address the problem? How do I interpret the facts or information I receive? What conclusions can I draw from the information I receive? Are my conclusions defensible?

- **How can you present problems/issues at the meeting without risking a repeat of the volatility of the last meeting?**

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Carefully consider how you are presenting the problems/issues. Make a point of giving the facts you have. Identify the method you used in gathering the communication problems; give general statistics about the magnitude of the problem; do not deal with individual names. If there is a sensitive issue that you believe will involve a member of the team, discuss the issue with the team member before the meeting.

SOLUTIONS TO PROJECTS

Project 1-1 (Learning Outcomes 1 and 3)

Online Project

Solutions will vary. Students are to browse the Web for:

a) articles about the changing office
b) job market reports for legal administrative, executive assistant, and medical assistant
c) information on the legal forms that can be used for confidentiality agreements in a legal, medical, and executive environment

Students are given one Web address for the changing office, and another Web address for the Statistics Canada information. In addition to having students locate standard legal forms for creating confidentiality agreements, you can also suggest they look at the templates that may be available online with their word processing program.

One of the purposes of this project is to help students learn how to search for information on the Web. Students are to prepare a summary of each article and submit them to you. Students are to include the Web addresses.

Project 1-2 (Learning Outcomes 1 and 3)

Collaborative Project

Solutions will vary. Students are to work in teams of two or three and interview two administrative professionals, asking them the following questions:

- What are your roles and responsibilities?
- What skills and qualities do you need to be successful?
- What types of technology changes have occurred in your office in the past five years? Two years?
- Describe the diversity of personnel within your organization. Have there been any issues in dealing with this diversity? If so, what were those issues and how were they handled?

Students are to report their findings verbally to the class.

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Project 1-3 (Learning Outcome 2)

Business Organization

Solutions will vary. Students are to select a business to research. It can be one with which they have some familiarity, such as a local company or a large, nationally known company. Students should talk to employees, read newspaper or magazine articles, or search the Internet to find information about the company. They should create a short report that gives the following information:

- Company name
- Structure (partnership, corporation, etc.)
- Main company location(s)
- Primary products or services offered
- Corporate culture (values, mission statement, causes supported, or other information) from the About Us, History, or similar pages of the company website.

Students are to indicate in their conclusion whether they would like to be employed by this company and why or why not.

Project 1-4 (Learning Outcomes 6 and 7)

Students are placed in the role of a mentor. They are asked to consider how they would advise an employee about applying for an upcoming vacant position as a receptionist. The employee is efficient, well organized, and a quick learner. She is neat and well groomed, but she has an outrageous punk hairstyle and an eyebrow ring.

Solutions will vary. One approach is to point out the appearance of the person leaving the position, if appropriate, and to note that a receptionist is a high-visibility position. Effective strategies include stating suggestions in positive terms and framing the discussion in terms of the employer's and clients' expectations, rather than starting from Moira's appearance. Students are to first share their thoughts with a small group of three or four other students in the class. Next, they are to compile their ideas and share them with the rest of the class.

Project 1-5 (Learning Outcomes 5 and 8)

Students are asked to begin the development of an e-portfolio. They are instructed to download the Student Course Data file Project 1-5 from the MindTap site, access to which is provided with the printed access card located on the inside cover of their textbook. This document provides some details on portfolio creation. Their portfolio will be a hybrid type of portfolio combining reflections on the soft skills needed by administrative professionals as well as a selection of a variety of items that document their skills and abilities, some or all of which may be used in their job search upon graduation. The student will be directed to add to this folder throughout the course.

If your institution provides Web-hosting capability to your students, you may wish to have them begin creating their website with this first project. The MindTap site for this chapter includes several weblinks to articles on e-portfolios and free e-portfolio Web-

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hosting sites. Some of these sites provide videos and tutorials for students to use when creating their individual e-portfolios.

The MindTap site for this textbook provides a link to the Conference Board of Canada website. In this first document, students are asked to access the *Employability Skills 2000+* brochure and to create a table that lists and compares their existing abilities and skills with those identified in this document. This document is the first reflective piece that students will place in their e-portfolio.

Project 1-6 (Learning Outcome 3)

Solutions will vary. Students are to submit a Word document with a table with three columns labelled Skills, Attitudes, and Traits; Importance; and Ways to Improve. Students are required to list the six most important skills, qualities, attitudes, and traits they believe an administrative assistant requires. They also explain why it is important and how they can improve their own abilities in the listed qualities.

Project 1-7 (Learning Outcome 1)

Solutions will vary. In groups, students select a health and safety program to research from the Canadian Centre for Occupational Health and Safety website. Each group prepares a PowerPoint presentation to present their findings to their classmates.

SOLUTIONS TO ALTERNATE PROJECTS

Optional projects for this chapter are provided in the Student Course Data files. The two projects are as follows:

Alternate Project 1-1

Solutions will vary.

Alternate Project 1-2

ENGLISH COMPETENCY

Subject and Verb Agreement

1. A number of us who attended the meeting want to know more about the plans for the Halifax business show.
2. The sales staff seems to think that such conferences should be held four times a year.
3. The pilot and co-pilot of the plane aren't flying today.
4. The city council entertains differing views on the matter.
5. Banks that give that type of service don't get much business.

Choosing the Right Word

6. The auditor is confident that profits this year will exceed those of last year.
7. Active competition among the many companies in the industry has already resulted in price decreases.

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8. Mr. Dunlop, our legal counsel, will present our case before the judges.
9. As Mr. Edwards became more adept in his work, he won many compliments from his superiors.
10. Whenever a person exceeds the limits of good taste, I become angry.

Commas

11. Will you tell us, Ms. Amarjit, whether this price includes the case?
12. Among the operations that call for both keying and calculating is the preparation of purchase orders, invoices, payroll forms, and so on.
13. Miss Hunt is a thoughtful, conscientious worker.
14. I shall be glad to have Mai-Lee Chen, one of my associates, confer with you.
15. This new plan, furthermore, will call for changes.

The Semicolon and Colon

16. It is not work that is detrimental to people; it is inactivity.
17. People used to think that advertising was mere publicity; it was successful, so they believed, only if it gained attention.
18. There has been a large demand for this item within recent weeks; consequently, there will be a slight delay in filling the order.
19. In his talk, the man said: "Appearance counts greatly when a person is to be chosen from among a number of people, because appearance affects the attitude of the person doing the choosing."
20. Please address all packages in the following manner: Mr. Herbert Taylor, 320 Main Street, Toronto, ON M4C 4X6.

The Quotation Mark and the Dash

21. Mr. Matares writes, "These flowers are not suitable for that purpose."
22. "Show the prospect how the use of this machine will save him money," said Helena.
23. There is a good deal of "hokum" in many political speeches.
24. In this week's issue of *Canadian Business*, there is an article entitled "Rising Interest Rates."
25. The courses listed on pages 29 and 30—namely, Accounting II, Business Law, and Organizational Behaviour—are required.

The Question Mark and the Exclamation Point

26. Will you be able to come on December 24?
27. "How can that statement be reconciled with the report?" asked a member of the committee.
28. Was it Mr. Marks who stated, "These are the dates of the convention"?
29. Stop littering!
30. "What a fine piece of work you have done!" exclaimed Mrs. Kinoshita.

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Capitals

31. This is an Eastman Kodak copier.
32. Pattern No. 82B is the one I want.
33. The Columbia River runs through British Columbia.
34. The Supreme Court is in session.
35. Sincerely yours

Numbers

36. I have an appointment on December 1.
37. These coats sell for $56.50, $67.00, and $79.75, respectively.
38. The sales tax on the glass of lemonade is eight cents.
39. He lives at One Madison Avenue.
40. Twenty-five people are expected this evening.

SPELLING COMPETENCY

1.	acommodate	incorrect	accommodate
2.	advantagous	incorrect	advantageous
3.	controled	incorrect	controlled
4.	disapoint	incorrect	disappoint
5.	embarass	incorrect	embarrass
6.	familiar	correct	
7.	fourty	incorrect	forty
8.	grammer	incorrect	grammar
9.	indespensable	incorrect	indispensable
10.	licence (v.)	incorrect	license (v.)
11.	managment	incorrect	management
12.	nickle	incorrect	nickel
13.	ninty	incorrect	ninety
14.	ocassion	incorrect	occasion
15.	occurred	correct	
16.	paralel	incorrect	parallel
17.	permissable	incorrect	permissible
18.	priviledge	incorrect	privilege
19.	questionaire	incorrect	questionnaire
20.	seperate	incorrect	separate

HUMAN RELATIONS COMPETENCY

The first 16 questions should be answered with "often," and the last four questions should be answered "never."

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ADDITIONAL RESOURCES

Periodicals such as *Canadian Business, Canoe Business News,* and the *Financial Post* are possible additional resources for students to review for changes in the world. The *National Post* and *The Globe and Mail* are two other excellent choices. *The Wall Street Journal,* although a U.S. publication, is another good resource.

Additionally, you may ask students to use the Web to find recent articles about the business world. For example, *Canadian Business* is available online at www.canadianbusiness.com; *Canoe* at www.canoe.ca. *The Wall Street Journal* is available at www.wsj.com. The *National Post* is available at www.nationalpost.com. *The Globe and Mail* is available at www.theglobeandmail.com.

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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.

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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. Invite an experienced administrative professional as a speaker to discuss their tips for keeping themselves and their workspace organized.
3. Show the WebMD video *5-minute Desk Exercises.*
4. Invite an executive from a local business to discuss how the company promotes a safe, healthy, and productive workplace.
5. If your school has an Employee Assistance Plan (EAP) through your insurance provider, invite one of the counsellors to your class. Ask her or him to provide information for your students on how EAPs are made available to employees of companies that include this benefit.
6. 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.
7. Review the guidelines for creating an ergonomically sound workspace as presented on the website of the Canadian Centre for Occupational Health and Safety, 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.

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Teaching with Technology

Increase student engagement by incorporating any of the following teaching technologies into your classroom activities:

Name of Technology	Description
Kahoot	Game-based learning and trivia platform
Quizalize	Game-based learning and quizzing
Tricider	Questions and polls
Quizziz	Quizzes
Poll Everywhere	Interactive audience participation and polls
Nearpod	Interactive audience participation and polls
Mentimeter	Interactive audience participation and polls
ClassFlow	Collaboration and assessment tool
ClassKick	Collaboration and assessment tool
Socrative	Engagement and assessment tool
Formative	Engagement and assessment tool
Padlet	Create collaborative boards, webpages, and dashboards
Bubbl	Collaborative mind mapping tool
Coggle	Collaborative mind maps and flow charts
MindMeister Mind Mapping	Mind mapping tool
Wordle	Create word clouds

KEY TO DISCUSSION ITEMS

1. Identify and describe five time wasters.

Students may identify and describe 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.

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- *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 workstation or adapting an existing workstation.

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.

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- 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.
- 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 ways you can manage your stress.

- Answers will vary. The text outlines the following three options to manage stress:
    - Take Care of Yourself—eating a healthy diet, controlling your weight, exercising, and getting enough sleep.
    - Life Management—maintaining a work–life balance and controlling emotions.
    - Workplace Wellness Programs—participating in workplace wellness programs available through an employer (e.g., EAP, fitness programs, and stress management programs).

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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. 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 on 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

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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 Project 2-1a contains a screen image from Outlook calendar software; file Project 2-1b 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 each task into one of four categories: Urgent and Important; Important But Not Urgent; Urgent But Not Important; and Neither Urgent Nor Important. 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.

<u>Urgent and Important</u>

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.

<u>Important But Not Urgent</u>

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

<u>Urgent But Not Important</u>

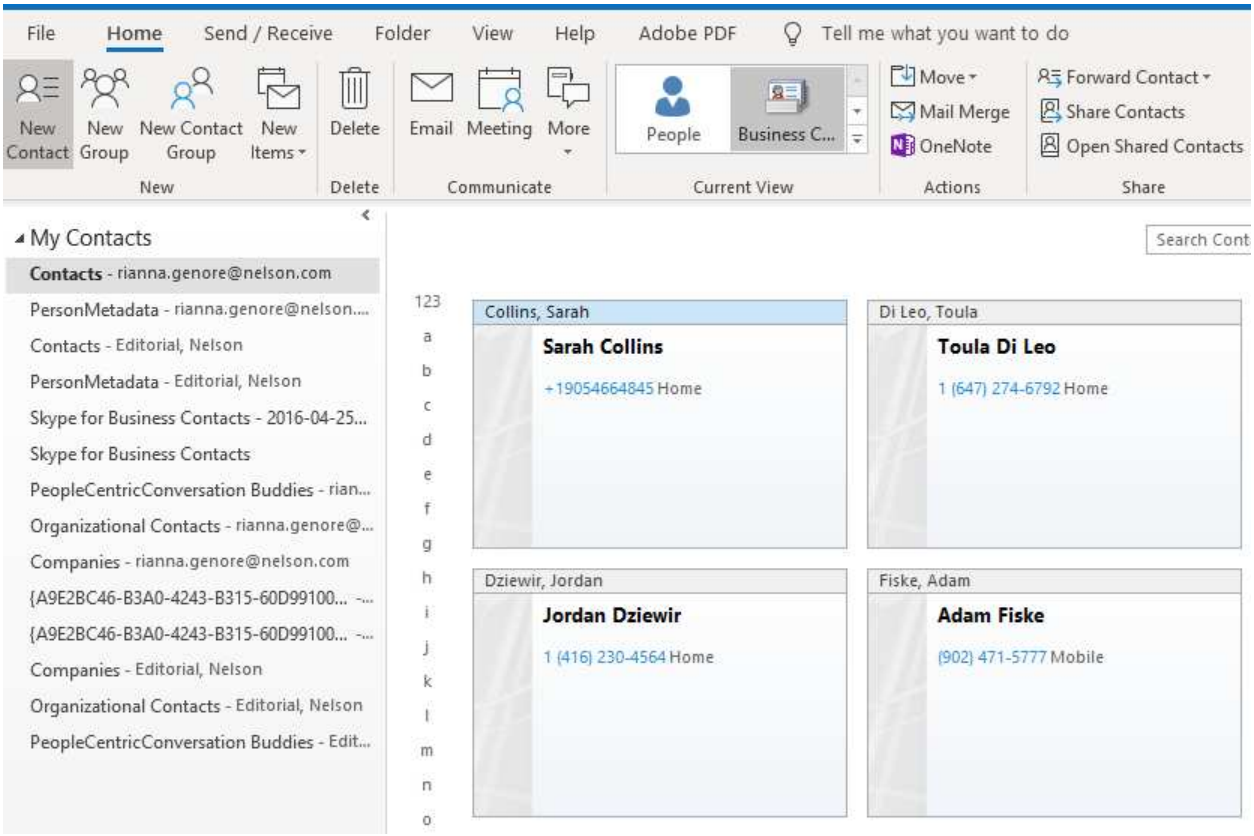
1. Begin planning for January 6 seminar
2. Arrange for files to be microfilmed

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Project 2-2 (Learning Outcome 1)

Students are asked to use two Student Course Data files to complete this project. The first file (Project 2-2a) 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.



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 September 2019, but you should select the most appropriate month and year depending on when you cover this chapter.

The second data file (Project 2-2b) 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.

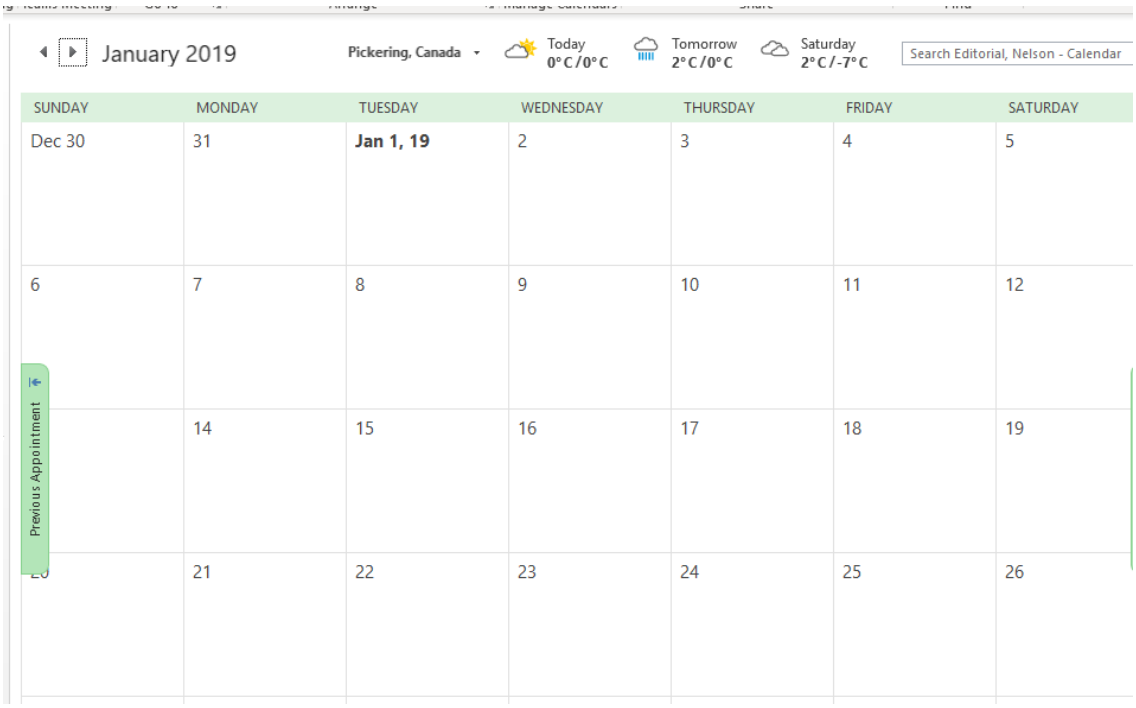
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Students are to compose an email to the appropriate person, suggesting a resolution, and to assume those resolutions are accepted by the parties involved. Student resolutions and subsequent new appointments will vary. They are instructed to use as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



Project 2-3 (Learning Outcome 1)

Student Course Data file Project 2-3a 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 Project 2-3b, students are to analyze how they spent their time. Using Project 2-3c, students are to complete a Time Effectiveness Questionnaire. Next, using file Project 2-3d, 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.

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Project 2-4 (Learning Outcomes 4 and 6)

Students are asked to analyze a case provided in file Project 2-4 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 Project 2-4a. Here is a suggested response.

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 Project 2-5. Students are to write a memorandum to you responding to the items at the end of the case on form Project 2-5a 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.

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- 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:

- 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 three and search for three recent articles on the Web about controlling stress, managing anger, and wellness programs. 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 to 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.

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Project 2-9 (Learning Outcomes 4 and 6)

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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	Unsatisfactory (<50)	Developing (50–65)	Met Expectations (65–80)	Accomplished (80–90)	Exceptional (>90)
Overall Response (Relevance to Textbook Content, Quality & Mechanics)	Does not demonstrate understanding of the topic. Response does not refer to the content topic in the text to support statement. No reference to supporting materials (organization charts, policies, etc.). Response is not acceptable. More thought and clarity is required. Response contains numerous spelling, grammar, and punctuation errors. These errors make it difficult to clearly comprehend the response.	Demonstrates limited understanding of the topic. Response relates sparingly to the topic, referring to the content topic in the text to support statement. Limited reference to supporting materials (organization charts, policies, etc.). Response is limited in length and requires more thought. Response is not cohesive and meaning is unclear. Spelling, grammar, and punctuation require more attention. There are 7 or more errors present in the response.	Demonstrates adequate understanding of the topic. Response somewhat relates to the topic, referring to the content topic in the text to support statement. Some reference to supporting materials (organization charts, policies, etc.). Response is adequate in length and somewhat thought out and presented; meaning is somewhat clear. Adequate spelling, grammar, and punctuation. There are 5 or more errors present in the response.	Demonstrates good understanding of the topic. Response relates to the topic, referring to the content topic in the text to support statements. Good reference to supporting materials (organization charts, policies, etc.). Response is of average length and reasonably well thought out and presented; meaning is clear. Above average spelling, grammar, and punctuation. There are 3 or more errors present in the response.	Demonstrates exceptional understanding of the topic. Response clearly relates to the content topic in the text and adds new information to support statements. Excellent reference to supporting materials (organization charts, policies, etc.). Response is the proper length, clear, and focused on the topic; meaning is clear and sentences/paragraphs are well formulated. Excellent spelling, grammar, and punctuation. No errors are present.

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Instructors: Student answers will vary. There may be differences in items that have the same deadline. Use your discretion when grading and ensure that students have identified reasonable key issues and recommended actions to support their answer.

Number	Priority Code	Item Description	Key Issues and Recommended Actions	Due
1	A	Document #3 Monday 2:00 p.m. Staff Meeting Agenda Draft	Prepare agenda and send out by email to all staff. Print hard copies for 2:00 p.m. meeting.	Monday, Sept 9, 2:00 p.m.
2	A	Voice Message #6 Derek Burdell	Prepare agenda and send out by email to all staff. Print hard copies for 2:00 p.m. meeting.	Monday, Sept 9, 2:00 p.m.
3	A	Voice Message #7 Aimi Equing	Print copies of the projection report for 2:00 p.m. staff meeting.	Monday, Sept 9, 2:00 p.m.
4	A	Voice Message #3 Claude Orno	Prepare the list of clients in a format that can be imported. Send to Claude Orno by email by the end of the day.	Monday, Sept 9, 4:30 p.m.
5	A	Voice Message #5 Lynda Garel	Contact the border office at 1-800-555-6788 and give them reference number M23895B to release the parcel.	Wednesday, Sept 11
6	B	Document #6 Revised Organizational Chart from Martin Albertson	Revise organizational chart and send to all department managers for the Friday managers' meeting.	Wednesday, Sept 12
7	B	Document #4 Budget Updates	Revise spreadsheet file to include the up-to-date figures and send by email to Lauren Scott, finance manager.	Thursday, Sept 12

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8	B	Voice Message #8 Lisa Wilkinson	Review and approve conference room specifications. Call *Lisa Wilkinson with Marriott Hotels at 555-976-1288.*	Thursday, Sept 12
9	C	Voice Message #2 Teo Kekua	Contact Teo to confirm my participation in the charity walk.	Thursday, Sept 12
10	B	Document #2 Draft Conference Brochure	Prepare draft of conference brochure to send to Allegra Coleman for review.	Friday, Sept 13
11	A	Document #10 Luncheon Order for Manager's Meeting	Ensure that cheque is prepared for payment after lunch is delivered. Review delivery and provide payment with receipt.	Friday, Sept 13
12	A	Document #9 Draft Marketing Letter	Create template letter to send to Allegra Coleman for review.	Friday, Sept 13
13	B	Voice Message #4 Allegra Coleman	Prepare draft of Conference Brochure to send to Allegra Coleman for review.	Friday, Sept 13
14	B	Document #5 Customer Complaint Letter	Contact George Stanopolis and explain that his letter will be forwarded to Richard in accounts payable. Contact Richard to let him know you are sending this letter to his attention. Forward letter before Wednesday, Sept 18.	Wednesday, Sept 18
15	B	Document #8 Business Card Approval	Review business cards and send back approval to Sonja at CanAsian Print Department.	Monday, Sept 16

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16	C	Document #1 WHMIS Training Memo	Prepare reminder email notice to be sent to all employees and managers in the department.	Monday, Sept 30
17	C	Voice Message #1 Teresa Mancinni	Arrange for the drawings for the kiosks we need for the conference booths on October 21 to be sent to Lethbridge Displays. Contact Teresa Mancini at 555-239-4459 and confirm after they are sent.	Oct 1
18	C	Document #7 Employee Social Party Invite	RSVP on Facebook event for the employee social party.	Oct 1

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<header>
Assignment Title: [Career Goals]
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Print ISBN: 9780176832186
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	Unsatisfactory (<50)	Developing (50–65)	Met Expectations (65–80)	Accomplished (80-90)	Exceptional (>90)
Overall Response (Relevance to Textbook Content, Quality & Mechanics)	Does not demonstrate understanding of the topic. Response does not refer to the content topic in the text to support statement. No reference to supporting materials (organization charts, policies, etc.). Response is not acceptable. More thought and clarity is required. Response contains numerous spelling, grammar, and punctuation errors. These errors make it difficult to clearly comprehend the response.	Demonstrates limited understanding of the topic. Response relates sparingly to the topic, referring to the content topic in the text to support statement. Limited reference to supporting materials (organization charts, policies, etc.). Response is limited in length and requires more thought. Response is not cohesive and meaning is unclear. Spelling, grammar, and punctuation require more attention. There are 7 or more errors present in the response.	Demonstrates adequate understanding of the topic. Response somewhat relates to the topic, referring to the content topic in the text to support statement. Some reference to supporting materials (organization charts, policies, etc.). Response is adequate in length and somewhat thought out and presented; meaning is somewhat clear. Adequate spelling, grammar, and punctuation. There are 5 or more errors present in the response.	Demonstrates good understanding of the topic. Response relates to the topic, referring to the content topic in the text to support statements. Good reference to supporting materials (organization charts, policies, etc.). Response is of average length and reasonably well thought out and presented; meaning is clear. Above average spelling, grammar, and punctuation. There are 3 or more errors present in the response.	Demonstrates exceptional understanding of the topic. Response clearly relates to the content topic in the text and adds new information to support statements. Excellent reference to supporting materials (organization charts, policies, etc.). Response is the proper length, clear, and focused on the topic; meaning is clear and sentences/paragraphs are well formulated. Excellent spelling, grammar, and punctuation. No errors are present.

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Suggested Response: *Student answers will vary. Answers should provide reflection on their past as well as their short-term and long-term aspirations. Their vision should be clearly organized and use the SMART principles in articulating their career goals. Instructors can use the student self-check form when reviewing the submission to complete the rubric and provide feedback.*