Office Procedures and Technology 7th edition Oliverio Solutions Manual

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CHAPTER 2 Office Competencies

Introduction

Office competencies are as commonly required now as good handwriting skills were for all types of workers a half century ago. Most students who will later work in the business world will be expected to handle with effectiveness a wide range of what were at one time the skills of office support staff. Still, the office support worker cannot be neglected. The projected rate of increase in the total number of workers in the U.S. Labor Department's category *Administrative Support Services* is modest. However, the category will continue to be one of the largest occupational groups in the economy, and many replacements will be made. Many workers in this group move to higher-level positions.

The following online resources are available on *The Office* website:

- Data files
- Solution files
- *PowerPoint* presentation
- Lesson plans
- Chapter 2 Supplemental Activity

The following search terms can be used to find articles related to the chapter content.

- Employment outlook
- Global marketplace
- Information processing
- Productivity
- Teamwork
- Total quality management
- Diversity

Lesson 2-1 Employment Outlook

Objectives

2-1a Explore the need for workers in the future.
2-1b Identify office competencies needed in chosen careers.

Checkpoint Answers

- What kind of information is provided in *The Occupational Outlook Handbook*?
  The Handbook discusses the major occupations in the country. From this book, you can learn about job prospects in a wide range of fields. The 2016–17 issue, which is current at the time of this writing, has projections to 2024. The edition for the current year will have projections for later years.

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- Why are fewer office support workers needed now than in the past?
  Far more workers are doing office tasks than in the past. New technology is responsible for the shift. Many types of workers can handle office tasks because of the technology available.
- How many workers are expected to be employed as secretaries or administrative assistants by 2024?
  About 4,095,600 workers are expected to be employed as secretaries or administrative assistants by 2024.
- What skills are needed to handle word processing tasks?
  The essential skills needed to handle word processing tasks include:
    - Keyboarding with speed and accuracy
    - Knowledge and skill in use of software programs
    - Skill in formatting and proofreading documents
    - A large vocabulary
    - Ability to learn special vocabularies
    - Ability to follow instructions
    - Skill in preparing, editing, or formatting copy from audio recordings
    - Skill in dictating text and commands if using speech recognition software
    - Proficiency with grammar, punctuation, and spelling
- Give three examples of workers who need data processing skills.
  Examples of workers who need data processing skills include accountants, budget analysts, brokers, and insurance salespersons.
- What skills are needed to perform information management tasks?
  Skills needed to perform information management tasks include the ability to:
    - Find the information needed
    - Maintain or develop an information system
    - Give attention to details
    - Use established procedures
    - Apply knowledge of records management and basic filing rules
    - Keyboard proficiently and work with databases
    - Meet deadlines and solve problems
    - Work with others
- What are examples of management skills?
  Examples of management skills include the ability to:
    - Establish priorities
    - Establish schedules and meet deadlines
    - Work in teams
    - Motivate others to complete work
    - Use a computer and manage files
    - Handle telephone calls effectively
    - Give attention to several tasks at the same time

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  - Determine the time required for completion of tasks
  - Communicate effectively both orally and in writing
  - Interact with many types of people at all levels

- What types of educational opportunities are available for high school graduates?
  Some companies have on-the-job training to prepare employees for new tasks or new ways of doing their jobs. Business schools and colleges provide degree programs and continuing education programs. Online training programs also provide opportunities for employees to develop or refine skills.

Workplace Connections Answers

- What challenges might a person face when working during a long flight?
  Challenges might include limited workspace, not having access to paper files left at the office, distractions such as noise from other passengers, or limited Internet access.

- What type of information about each product sale might the marketing personnel want to know?
  Answers will vary. The marketing personnel might want to know the location at which the sale was made (store or online), the quantity, price, any discounts given, related products sold, or season of the year.

Focus On Business Answers

- Would you want to work a compressed workweek as described above? Why or why not?
  Answers will vary.

- What type of job might require that you work this type of schedule?
  Answers will vary. Students might note nurses and other health-care workers as examples of those who may have a compressed workweek schedule.

Success Skills

Make Decisions

1. Responses will vary. Discuss with students the long-term impact for each of the choices. Questions that might be used in such a discussion include: (1) Is there some value in beginning college with knowledge of accounting, business law, or office procedures? (2) Is there value in being highly competent in handling the features of software programs? (3) Is there value in having work experience?
2. Responses will vary. The paragraph should identify the alternative the group thinks is best and give reasons to support this choice.

Make Academic Connections

Reinforce Math Skills

1. The total expenses for the department last year were $148,500.
2. The percentage of each expense to the total:

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Salaries	89.6 %
Supplies	2.7 %
Repairs and Maintenance	3.4 %
Depreciation	2.0 %
Telephone	2.4 %

(The total is slightly above 100 percent due to rounding to a single place beyond the decimal point.)

3. The difference in total costs is $36,300.
4. The percentage decrease in costs is 24.4 percent (36,300/148,500 = 24.4 percent).

2-1 Activity 1

Employment Projections

Answers will vary. Students are to access the website for the U.S. Bureau of Labor Statistics and find a table that gives information similar to the one shown in Figure 2-1. They should save the table information in a spreadsheet file and sort the data by the *% Change* column from highest to lowest, leaving out the *Total, all occupations* row. This should let them see which occupational group is projected to have the highest growth and which one will have the lowest growth. They are also to look at the projected employment number for the group with the highest growth and tell what percentage the number for this group is of the total projected jobs number.

2-1 Activity 2

Study an Occupational Field

Responses will vary. Students are to do research about an occupation, interview a person working in that occupation, and write a report that summarizes the information that has been gathered.

Lesson 2-2 Employment Competencies

Objectives

2-2a Explain how an organization's goals influence the expectations for employees.
2-2b Discuss general expectations related to employment competencies.
2-2c Discuss personal qualities and traits related to success on the job.

Checkpoint Answers

- What is the core idea behind the total quality management concept?
  The core idea behind TQM is that managing quality is everyone's business.

- How does a company's code of ethics relate to the service it gives customers?
  Companies want to be considered trustworthy by their customers. A company can gain the trust of customers by dealing with customers in an honest and fair manner.

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- Why is effective teamwork considered so important in organizations?
  Effective teamwork is considered important because employees must work in teams frequently to complete tasks.

- Are employees who believe they need to do only what is outlined in their job descriptions effective workers? Why or why not?
  No. Most office workers have job descriptions, but seldom do such descriptions fully describe everything the employee will do on the job. Employees must be willing to complete tasks not specifically listed on their job descriptions.

- Think about the work you do for your school classes. Are there times or places when/where you are more productive than others? Explain.
  Answers will vary.

- What types of information, such as news reports or weather forecasts, do you regularly find online?
  Answers will vary.

- What is one employment competency that you want to acquire as you complete this course?
  Answers will vary.

- What would happen in a company if many people acted dishonestly?
  Answers will vary. However, students should understand that company profits will suffer, or the company could go out of business.

- How might showing a lack of self-confidence at work affect how others treat you?
  Answers will vary. Students might indicate that others will have little confidence in someone who does not show self-confidence.

- What is one personality trait that you would like to change or improve?
  Answers will vary.

Workplace Connections Answers

- Have you called a customer hotline for information? Were you satisfied with the service you received? Why or why not?
  Answers will vary.

- How could unreliable behavior by employees affect a company's ability to achieve its goals?
  Customers may become dissatisfied with the company if the employees are unreliable. Dissatisfied customers may take their business elsewhere, making it hard for the company to achieve its profit goals.

Technology Connections Answer

- Why might you want to pay to take online college courses rather than simply reading articles and other information that is free to access?
  Answers will vary. Students may indicate that college courses can apply toward earning a degree or

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that a college course provides help from the instructor and other resources that independent learning does not.

Success Skills

Interact with Others

Responses will vary. Students may indicate that they would ask Jill to do her part of the research work or that they would allow her to "beg off on the research." Students are likely to note some of the following points:

- It would be difficult to design an appropriate advertising campaign without getting well acquainted with the information the team is to consider.
- For efficiency, the three need to divide the tasks involved in getting the information. Three people searching for information will have it available for review faster than one or two could. This will allow the three of them to explore ideas at an earlier time.
- Jill immediately thought of her own wishes even before the group had an opportunity to consider exactly what was involved.
- Jill did not allow for the group to devise a schedule that would include what was to be done, who would do it, and when it would be completed.
- As a member of a group, Jill is selfish to think of her preferences first before the needs of the group.
- Employees should initially consider their responsibility to their organizations when presented with a job to be done.
- Employees who objectively review a new assignment and feel it is unreasonable should be able to talk with the manager to see if there can be some change to what is to be done and who is to do it.

Make Academic Connections

Reinforce English Skills

Students are to edit a file that contains a workplace monitoring policy, making corrections for errors in spelling, punctuation, and word usage. A solution is provided in the file *2-2 English Skills Sol*.

2-2 Activity 1

Checklist to Evaluate Team Projects

Solutions will vary. Students are to work in a group with three or four students to develop a checklist for evaluating team project participation.

2-2 Activity 2

Professional Reading File

Solutions will vary. Students are to create a file to store information about articles for professional development, following the guidelines given in the textbook.

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Chapter 2 Activity 1

Unethical Behavior in Business

Solutions will vary. Students are to search the Internet or other resources to find an article that describes unethical behavior by a company or a person in business. They should write a short report using their research and including the points specified in the textbook.

Chapter 2 Activity 2

Employment Competencies and Traits

1. Answers will vary. Students are to identify two specific competencies that would be required for an employee in a particular job. After each competency, they are to write a statement that describes how they will learn or improve the skills.

2. Answers will vary. Students are to identify two expectations of employees, such as reliability, cooperativeness, or others, and write a sentence or two that describes how they have demonstrated this trait in the past.

3. Answers will vary. Students are to identify one or more personality traits and explain what they will do in an effort to acquire or improve that trait.

Fundamental Word Processing Skills Event

Thinking Critically

1. What are some jobs in which employees need fundamental word processing skills?
   Answers will vary and might include administrative assistant, executive, and engineer.

2. Which of the skills listed in the performance indicators do you have? Which ones would you like to learn or improve?
   Answers will vary.

Exploring Careers in Manufacturing

What About You?

- Do you know someone who has a job in manufacturing? What does this person like or dislike about the job?
  Answers will vary.
- What area of manufacturing seems most interesting to you?
  Answers will vary.

Supplemental Activity

Instruct students to complete the Chapter 2 Supplemental Activity, Expectations of Employers, available on *The Office* website. Solutions will vary. Students are to interview someone about his or her work and employer expectations. Students are to key a report of their findings.

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Introduction

The Simulations Resource Book is a supplement to *The Office, Procedures and Technology, Seventh Edition.* It contains simulations for Parts 2, 3, and 4 of the student text and a Reference Guide.

The simulations for Parts 2, 3, and 4 allow students to apply knowledge and skills learned while studying the chapters in those parts. Each simulation should be assigned to students after they have completed all the chapters in the part. Students use data files (formatted in Microsoft Word or Microsoft Excel) to complete some of the jobs. Notes on each simulation are provided here.

The Reference Guide contains materials that will be helpful to students as they complete the activities in the student text. The Reference guide contains the following sections:

Section A: Proofreaders' Marks
Section B: Punctuation
Section C: Capitalization
Section D: Number Expression
Section E: Math
Section F: State and Province Abbreviations
Section G: Alphabetic Indexing Rules
Section H: Sample Documents

Part 2 Simulation

At Work at Pueblo Outfitters

The student works in the office of Pueblo Outfitter in this simulation. As an administrative assistant, the student will help manage communications via telephone, mail, and email. Students will also do research using the Internet or other resources. Assignments are received from the owner or other staff members.

Simulation Objectives

As students complete the simulation, they will:

- Prepare a greeting for voice mail
- Prepare a cost comparison for cell phone plans
- Create a presentation with guidelines for proper use of email
- Prepare telephone messages
- Design a web page
- Answer a letter
- Write an article for a newsletter

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General Instructions

Students are instructed to proofread all work thoroughly at the beginning of the simulation. You may wish to emphasize that they should do so since these instructions are not repeated with the various jobs. Students are also instructed to use the current year in the dates and save each document with an appropriate filename. They are told to print all documents and follow your directions for submitting completed work.

Job 1

Students are to prepare a voice mail message for their phone system at Pueblo Outfitters. Students should prepare a message that is concise, professional, and complete. If the computers used in class are equipped to record, have students record their messages and critique their delivery using classroom equipment. Students may also use a voice recorder app on their phone. If they do not speak clearly and distinctly, pronouncing and enunciating words correctly, have them re-record the message until it is acceptable. Solutions will vary. A sample message is shown below.

> Hello, this is (Student Name) at Pueblo Outfitters. I am unable to answer your call at this time. Please leave your name, phone number, and a brief message. I will return your call as soon as possible. If you need immediate assistance, or if you would like to speak to someone else, press 2 for a list of departments and extensions.

Job 2

Students are to prepare a spreadsheet, column graph, and memo recommending a business cell phone plan. The spreadsheet and column graph should be included in the memo. Make sure that the students make a recommendation rather than just stating a conclusion. Students will need to create a spreadsheet to calculate the rate information and for use in creating a graph for their integrated document. The memo and graph created by the students may differ from the solution file but should clearly show the comparison of rates and a recommendation. Format and wording may vary. A sample solution is provided in the file *Part 2 Sim Memo Sol*.

Job 3

Students are to prepare an electronic slide show about effective email messages. You may wish to have students deliver the presentation to the entire class or to a small group of students. Students have been given an example email message that is not written as a standard business message. They are to draw examples from the poor message to use as negative illustrations on the slides they create. Solutions will vary. Some examples of points students might show on the slides are listed below. Students may decide to use only short phrases on the slides rather than complete sentences as shown here. The presentation should also include a title slide, such as *Effective Email Messages*.

- Use uppercase and lowercase letters in email messages—not all caps.

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- Use clear, concise messages.
- Use correct punctuation, spelling, and grammar.
- Use standard English. Avoid slang and abbreviations.
- Do not use emoticons in business messages.
- Always be courteous and professional.
- Send email messages only to the people who need to see them. Don't send copies to people who do not really need a copy.
- Check your mailbox regularly. Answer your messages promptly.

Job 4

Students use their word processing software to create a telephone message form to record telephone messages. Then they read two telephone dialogs and create a completed message form for each call. Wording of the messages will vary. A sample solution is provided in the file *Part 2 Sim Messages Sol*.

Job 5

Students locate a handwritten note from Catrina Devore and an attached letter from a young customer. Students compose a letter for Catrina's signature to answer the customer's request. Students will need to search the Internet for sites containing the requested information. They also create a letterhead design for Pueblo Outfitters and use it for the response. Solutions will vary.

Job 6

Rafael asks the administrative assistant to create a web page design for the home page of a new company website. Students should review the information about the company provided on the first page of this simulation to get ideas for the home page. You may wish to instruct them to view the websites of similar real stores to get ideas for the page. The home page can be created using word processing or web page creation software. Encourage students to be creative when designing the page and to think about the information that should be presented as well as the structure and navigation. Solutions will vary.

Job 7

Lu Chin asks the administrative assistant to write a feature article for the company's newsletter for customers. Students will likely need to do research on the selected outdoor sport or activity before composing the article. Solutions will vary but should be the requested length (600 to 700 words), contain most of the suggested information, and include an appropriate graphic.

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Part 3 Simulation

At Work at Pueblo Outfitters

The student continues working in the office of Pueblo Outfitter in this simulation. As an administrative assistant, the student will complete a variety of activities related to financial reports and records. Assignments are received from Marcus Wilson or other staff members.

Simulation Objectives

As students complete the simulation, they will:

- Complete a payroll register
- Prepare payroll checks
- Create a budget variance report
- Prepare a bank account reconciliation
- Calculate costs for health insurance
- Search the Internet to find purchase information for office equipment and prepare a purchase requisition
- Create a pie chart

General Instructions

Students are instructed to proofread all work thoroughly at the beginning of the simulation. You may wish to emphasize that they should do so since these instructions are not repeated with the various jobs. Students are also instructed to use the current year in the dates and save each document with an appropriate filename. They are told to print all documents and follow your directions for submitting completed work.

Job 1

Students are to read a memo from Marcus Wilson, which requests that they complete a payroll register. Students use a data file to enter the hours worked for hourly employees. They enter a different deduction for health insurance for one employee. Students also enter a new column with formulas for a 401(k) deduction and update the formulas for federal and state taxes. A sample solution is provided in the file *Part 3 Sim Payroll Register Sol.* You may wish to give students the net pay amounts for one or two employees as check figures for this job.

Job 2

Pueblo Outfitters issues voucher checks to pay employees. Students are to read a note from Marcus and prepare the checks as he requests. The checks are prepared in Microsoft Excel. They are designed to be printed on check forms made of special paper. The forms have the bank name, account number, routing numbers, and other information already printed on them. (Students will actually print on plain paper.) In Excel, students enter the information that varies with each check. Note that the first check in the file is a sample. It shows the placement of some of the words and lines that are already printed on the check form. Students may want to print the sample check to use for reference as they prepare the checks. You may want to obtain a

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sample of a check form similar to the one described in this job to show students. Students should copy the sheets in Excel as many times as needed to prepare a check for each employee and print the checks. Refer to the data file *Part 3 Sim Payroll Checks* for the layout of the checks and the file *Part 3 Payroll Register Sol* for the information that should appear on each check. The first three checks are shown in the file *Part 3 Payroll Checks Sol*.

Job 3

Pueblo Outfitters prepares monthly budgets for income and expense items. Students are to read a note from Marcus and prepare the report he requests. The report should compare the actual expenses for last month (June) as shown on the income statement with the expenses shown on the budget. Student should include an appropriate title and the date. The report should have columns for: Expense Item, June Actual, June Budget, Variance Amount, and Variance Percent. A sample solution is provided in the file *Part 3 Sim Budget Report Sol*.

Job 4

Balancing the monthly bank account statements with company records is an important task. Amy Wilson asks the administrative assistant to create a spreadsheet to prepare a reconciliation report for the company's checking account. Students use the bank statement provided and the check register, which is provided in the data file, to find the information needed to prepare reconciliation. Students must find and correct an error in a check amount in the check register. Students must also update the check register to include the service charge and the correction. Sample solutions of the reconciliation report and the check register are provided in the file *Part 3 Sim Check Register Sol*.

Job 5

The rising cost of health insurance is a concern for many companies. Marcus asks the administrative assistant to do some calculations related to health insurance costs. Students must refer to the payroll register to see the type of plan each employee has selected to complete some of the calculations. Students are to create a memo to Marcus to provide the information he requests. Wording of the solutions will vary. A sample solution is provided in the file *Part 3 Sim Memo Sol*.

Job 6

Amy Mosely asks for help in finding a good deal on some new office equipment. Students are to read her note and find the information she requests. After identifying a shredder machine with certain features, they are to shop the Internet to find the best price for the item. Students use a data file to prepare a purchased requisition. Solutions will vary. A sample solution is provided in the file *Part 3 Sim Purchase Req Sol*.

Job 7

Marcus Wilson asks the administrative assistant to create a pie chart of the June operating expenses except for payroll, payroll taxes, and depreciation. Students must refer to the June

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income statement they used in an earlier job for the expense figures. The chart should have the title indicated in the note from Marcus and a legend. Each part of the pie chart should be labeled with a percentage. The expense amounts should be sorted from lowest to highest to make the chart easier to read. A sample solution is provided in the file *Part 3 Sim Chart Sol*.

Part 4 Simulation

At Work at Maple Valley Chamber of Commerce

The student works in the Maple Valley Chamber of Commerce office in this simulation. As a part-time administrative assistant, the student will complete a variety of activities related to information processing. Assignments are received from the assistant director, Patti Petruci, and sometimes involve work begun by others on the office team.

Simulation Objectives

As students complete the simulation, they will:

- Prioritize work assignments
- Make appointments and update a calendar
- Compose and prepare routine correspondence
- Update spreadsheets
- Design and create programs and other documents using desktop publishing skills
- Create a database, update and sort records, and print reports
- Code records for filing in an alphabetic filing system
- Research travel costs

General Instructions

Students are instructed to proofread all work thoroughly at the beginning of the simulation. These instructions are not repeated with the various jobs that contain planted errors that students are to correct. However, the errors should be obvious if students proofread for content and spell-check all documents. You may wish to emphasize that they should do so. Before beginning the simulation jobs, students are instructed to review all the jobs and determine a priority order for the work.

Prioritizing tasks is not easy and takes time to master. Work experience and a good understanding for the requirements of a job and expectations of supervisors and coworkers are helpful. In the work environment, an employee will be able to ask questions of supervisors and coworkers. Because it is not possible to ask questions of supervisors or coworkers in this simulation, you may want to discuss or review time management and prioritizing tasks before students begin the tasks in the simulation. Students should then complete the jobs in priority order. Give them any special instructions you wish for submitting completed work, such as whether or not you wish to review their priority ratings before they actually complete the jobs. A suggested priority order for the jobs is shown below.

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Priority	Job No.	Reason for Priority
1	1	Patti requested the job to be completed by the end of the workday.
2	5	Travel expense reports should be completed as soon after a trip as possible—both to ensure that the expense is reported in the correct month and to make sure that any cash advance or employee reimbursement is handled quickly.
3	2	The program for the MVCC luncheon needs to be done early in the week to provide plenty of time for further changes and to print the final copy. Also, the person in charge of taking the programs to the luncheon will need them on time.
4	4	Finding new members is always a goal of MVCC. Mailing the letters before the end of the week will help meet this goal.
5	6	Adding names to the database is related to Job 4. Students should realize that Jobs 4 and 6 can be done together.
6	7	This job is a lower priority than the ones listed above. The information should be provided within two or three days.
7	3	Although the Business Expo is two months away, a conference of this size and importance to MVCC requires careful and detailed planning. This job has the lowest priority since the mailing is planned for the following week.

Job 1

Students are to read a fax from Patti regarding her calendar for next week and update a data file based on Patti's notes, standing meetings that must be incorporated, and requests for meetings with Patti from others. A sample solution is provided in the file *Part 4 Sim Calendar Sol.* In the sample solution, the line for the Tuesday meeting runs through the 11:30 a.m. block. This is one possible solution and may differ from the students' solutions.

Job 2

Students are to update a data file that contains a luncheon program based on changes provided and change the design of the form, adding the chamber address and phone number. Encourage students to use the design features of their software to enhance the appearance of the program. A sample solution is provided in the file *Part 4 Sim Program Sol*.

Job 3

Students are to design a document containing safety guidelines to be used by exhibitors at the upcoming Business Expo. They must also compose a draft of a transmittal letter to accompany

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the guidelines. Students may use the chamber letterhead they created in an earlier job. However, since this is only a draft, a letterhead is not required. The order of the items on the list and the wording of the letters will vary. A sample solution is provided in the file *Part 4 Sim Safety Sol*.

Job 4

Students are to create a database for potential new members. The table of names and addresses can be created in a word processing or spreadsheet program if students are not familiar with using a database program. They also key a recruitment letter and merge it with the database of potential new members. Students should print two copies of each letter and an envelope for each letter. One copy of each letter should be placed with its matching envelope for mailing. The other copy of each letter should be coded for filing in an alphabetic filing system. The coded letters should be sorted so they would be ready for placing in the proper file drawers and folders. A sample solution is provided in the file *Part 4 Sim Letters Sol*.

Job 5

Students use Patti's notes regarding her expenses from the National Chamber of Commerce meeting to prepare her travel expense report using a data file. You may wish to emphasize that receipts would be attached to the report to verify the expenses. A sample solution is provided in the file *Part 4 Sim Expense Sol.*

Job 6

This job is related to Job 4. Students are asked to add records to the database for two additional prospective members and prepare recruitment letters for them. Students should discover that these jobs are related as they prioritize their work and complete them together. They are also asked to sort the database by organization and print a report showing the organization name and the contact person's name. A sample report that includes the additional names is provided in the file *Part 4 Sim Database Sol*.

Job 7

In this job, students use travel or airline websites to find the lowest fares for a flight to Boston for a trip Patti is considering taking. Provide an email address to which students can send a reply or tell them to create and print a memo to Patti that contains the requested information. Solutions will vary.

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TO: Marcus Wilson

FROM: Administrative Assistant

DATE: October 12, 20--

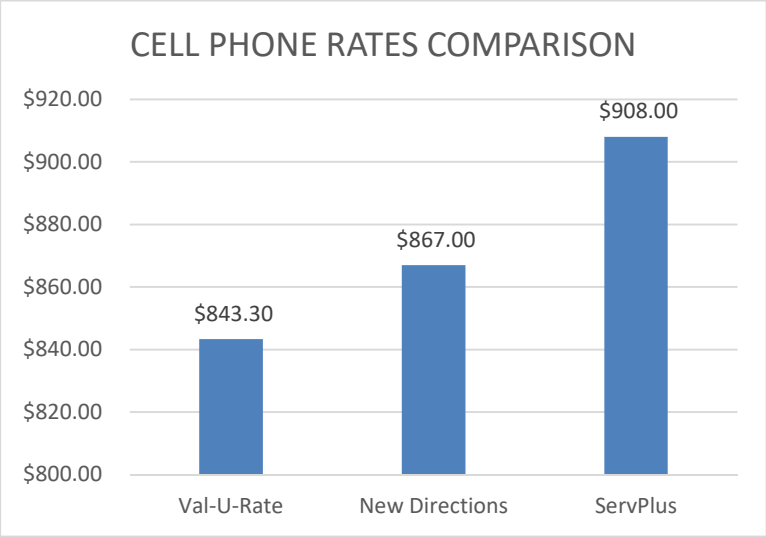
SUBJECT: Cell Phone Plans

As you requested, I have reviewed the information you gave me on the three cell phone carrier plans. I computed the cost for one month of service with 11 phones for each plan. I recommend that we continue to use our current plan, Val-U-Rate, because it offers the lowest cost for our company. A comparison of the charges for one month of service in the U.S. and Canada for the three cell phone plans is shown in the table below.

CELL PHONE PLAN COMPARISON

	Val-U-Rate	New Directions	ServPlus
Charge for one month	$937.00	$1,020.00	$908.00
Discount	93.70	153.00	0.00
Net Charge	$843.30	$867.00	$908.00

The comparison of the cell phone plan costs can easily be seen in the chart below. If you have any questions about the data or would like to discuss my recommendations, please let me know.



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TELEPHONE MESSAGE

To:	Andre Jackson	**Date:**	October 14, --
From:	Cherie Penn	**Time:**	11:30 a.m.
Of:	Wildwinds Hiking Club		
Phone No.:	(719) 555-0103	**Extension:**	

Telephoned	X	**Please call**	X
Called for an appointment		**Will call again**	
Returned your call		**Urgent**	X
Message taken by: Student Name		**Extension No.:** 110	

Message:

Ms. Penn says that she needs information about the overnight backpacking trip for which you are helping her plan equipment needs. The trip is for the Wildwinds Hiking Club. She needs the information emailed to her prior to an 8:00 p.m. meeting tonight. Her email address is CPenn@kig.com.

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TELEPHONE MESSAGE

To:	Lu Chin	**Date:**	October 14, 20--
From:	Shaoul Khoscroshahi	**Time:**	11:46 a.m.
Of:	WKZZ		
Phone No.:	(719) 555-0197	**Extension:**	2311

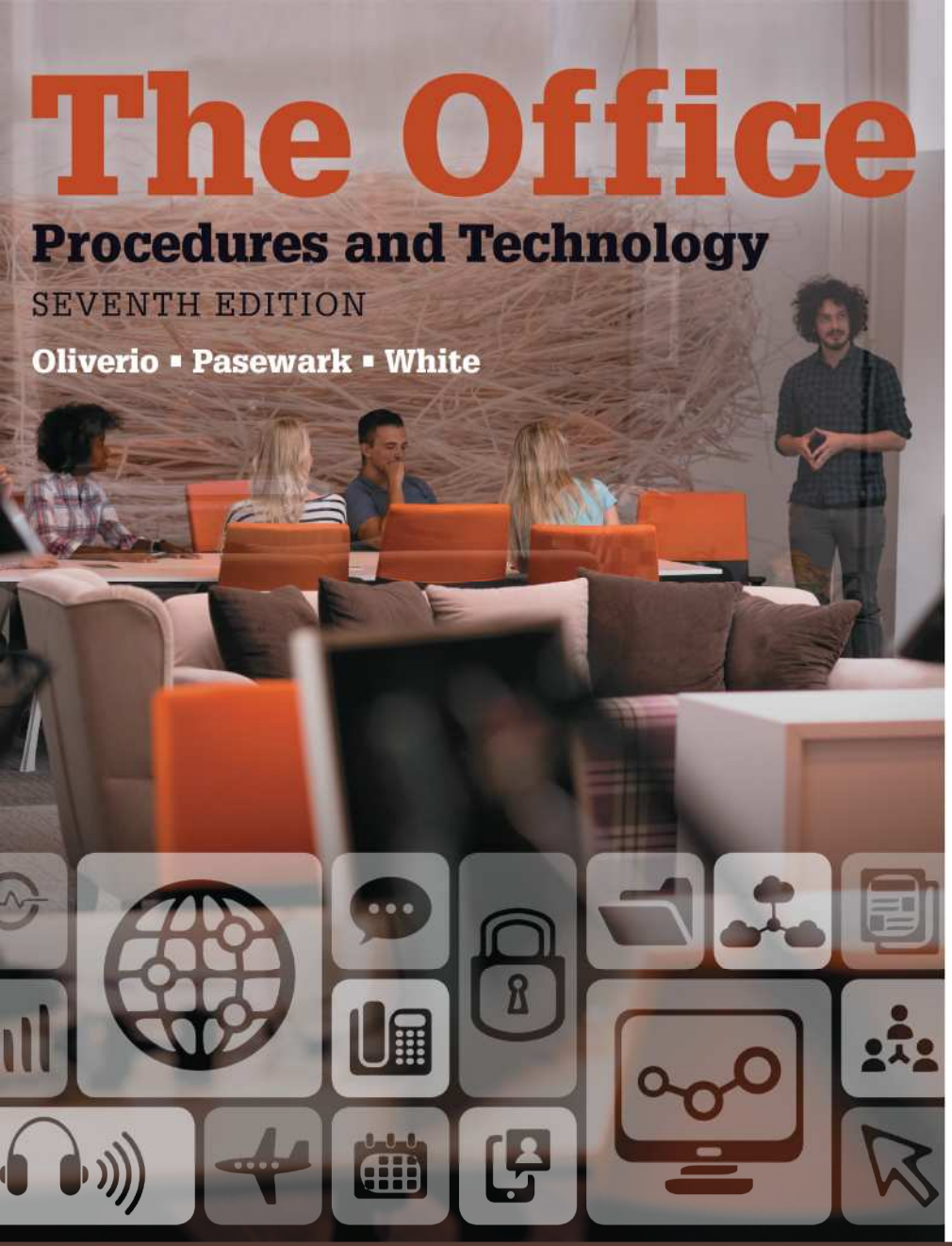
Telephoned	X	**Please call**	
Called for an appointment		**Will call again**	
Returned your call		**Urgent**	
Message taken by: Student Name		**Extension No.:** 110	

Message:

Shaoul Khoscroshahi of WKZZ called with the rate information for placing an ad on the Mornings with Minny and Moe radio show. The charges for Minny and Moe to read the script are $100 for 10 seconds or $200 for 20 seconds. The deadline for submitting an ad is 3:00 p.m. of the day before you want the ad to run.

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Chapter 2

Office Competencies

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Office Competencies

2-1 Employment Outlook

2-2 Employment Competencies

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2-1 Employment Outlook

Objectives

- 2-1a Explore the need for workers in the future.
- 2-1b Identify office competencies needed in chosen careers.

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Key Terms

- projections
- word processing
- desktop publishing
- proficiency
- data processing
- information management

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National Overview of Employment

- **Projections** are estimates or guesses about the future based on known data.
- Workers Face Expanded Job Responsibilities
- Outlook for Employment of Office Workers

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An Overview of Office Competencies

- Word Processing
  - **Word processing** is creating written documents, such as reports or letters, by using a computer and software.
  - **Desktop publishing** is producing high-quality documents that include both text and graphics.
  - Basic Competencies
    - **Proficiency** is the ability to perform at a satisfactory level.
  - Workers Who Need These Competencies
  - Opportunities in Office Support Services

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An Overview of Office Competencies *(continued)*

- Data Processing
  - **Data processing** is collecting, organizing, analyzing, and summarizing data.
  - Basic Competencies
  - Opportunities in Office Support Services
- Information Management and Transmission
  - **Information management** refers to organizing, maintaining, and accessing data.
  - Basic Competencies
  - Workers Who Need These Skills
  - Opportunities in Office Support Services

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An Overview of Office Competencies *(continued)*

- General Managing and Communicating
  - Basic Competencies
  - Workers Who Need These Competencies
  - Opportunities in Office Support Services
- Your Future Prospects

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2-2 Employment Competencies

Objectives

- 2-2a Explain how an organization's goals influence the expectations for employees.
- 2-2b Discuss general expectations related to employment competencies.
- 2-2c Discuss personal qualities and traits related to success on the job.

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Key Terms

- total quality management
- continuous improvement
- ethics
- e-commerce
- diversity
- productivity
- personality
- character
- integrity

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Goals Influence Expectations for Employees

- Total Quality Management
  - **Total quality management** means establishing and maintaining high standards in how work is done.
  - Continuous Improvement
    - **Continuous improvement** means being alert at all times to ways of working more productively.
  - Customer Satisfaction
- Ethical Standards
  - **Ethics** are moral standards or values reflected in behavior.

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Goals Influence Expectations for Employees *(continued)*

- Responsible Teamwork
- Diversity in the Global Marketplace
  - **E-commerce** is business conducted electronically, as in buying and selling on the World Wide Web.
  - **Diversity** is the quality or state of having differences or variety.

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General Expectations for Employees

- Reliability
- Productivity
  - **Productivity** is a measure of the amount of quality work done in a certain amount of time.
- Independence in Learning
- Developing Competencies

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Personal Qualities

- **Personality** is the combination of traits that distinguishes one person from another.
- Character
  - **Character** is a set of basic values and principles that are reflected in a person's behavior.
  - **Integrity** means honesty and trustworthiness.
- Self-Acceptance
- Maturity

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