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ABSTRACT

This curriculum guide designed to assist business and office education teachers to better prepare adults seeking employment in office occupations contains seven units: (1) Career Opportunities in Business, 2 hours (general clerical, typing, stenography, job market, choosing a job), (2) Communications, 4 hours (what is communication, how and why we communicate, communication barriers and avoiding them, group discussion, extemporaneous talk, executive briefing, telephone personality, mechanics and techniques, special telephone equipment and communication services), (3) Office Machines, 10 to 20 hours (10-key adding machines, calculating machines, duplicating machines, transcribing machines), (4) Business Filing and Records Management, 6 hours (record control, defining filing, alphabetic filing, filing materials and supplies, filing procedures, types of filing system, special files and information systems), (5) The Plus Factors (personal and professional qualities, employer-employee and employee-employee relations, handling visitors, work habits, work area, reference materials), (6) Language Arts Skills, 40 to 60 hours (self-assessment, grammar and punctuation review, capitalization, number usage, abbreviations, business letters, dictionary skills and word division, spelling, proofreading), and (7) Applying for a Job, 2 hours (resume, cover letter, applying in person). Each unit includes a statement of unit objective, specific behavioral objectives, a topical content outline, teaching and learning activities, and resources. A bibliography of available resources and an appendix of teaching materials are included. (EM)

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OFFICE UPDATES

A COURSE GUIDE FOR ADULT BUSINESS EDUCATION TEACHERS



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OFFICE UPDATE

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Table of Contents

Foreword

Point of View

Career Opportunities in Business

Communications Unit

 First Door to Your Business

 Second Door to Your Business

Office Machines

Business Filing and Records Management

The Plus Factors

Language Arts Skills

Applying for a Job

Bibliography

Appendices

Table of Contents

	Page
.....	v
.....	vi
Business	1
Business	5
Business	10
.....	16
ards Management	21
.....	27
.....	36
.....	49
.....	53
.....	61

FOREWORD

This document was developed by the Department of Adult Education, Montgomery County Public Schools under the Maryland State Plan for Vocational-Technical Education to provide adult education materials in the areas of Business and Office Education.

Many Business Education teachers of the Department of Adult Education, Montgomery County Public Schools made excellent suggestions and recommendations for this course guide. Special recognition should be given to the following adult education teachers who worked on the guide:

Marjorie Cammarota
Louise Ferreras
Suzanne Fishell
Mary Wykes

Special appreciation is given to Norma C. Day, Director, Department of Adult Education and Sara Pascoe, Business Education Specialist.

FOREWORD

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POINT OF VIEW

Adult students in Business and Office Education are presently provided with courses in Typewriting, Bookkeeping/Accounting, Office Practice, and other traditional offerings.

This course guide, OFFICE UPDATE, is designed to assist teachers to better prepare adults seeking office occupations by providing them with units in career opportunities, communications, job application skills, use of office machines, and some "plus factors" needed for successful employment.

All requests for information regarding these materials should be forwarded in writing to Mr. Thomas J. ... Specialist in Business and Office Education, MSDE/DVTE, P.O. Box 8717, B-WI Airport, Baltimore, MD 21111.

POINT OF VIEW

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office Practice, and other traditional offerings.

ICE UPDATE, is designed to assist teachers to better prepare adults seeking employment in
providing them with units in career opportunities, communications, job applications, language
ice machines, and some "plus factors" needed for successful employment.

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d Office Education, MSDE/DVTE, P.O. Box 8717, B-WI Airport, Baltimore, MD 21240.

CAREER OPPORTUNITIES IN BUSINESS

TIME: 2 hours

STATEMENT: This unit is designed to explore career opportunities as well as the students' own personal conditions and goals for an occupation in business, particularly in the general clerical, typing, and secretarial fields.

OBJECTIVES: The student will be able to:

1. Rank the job levels in general clerical, typing, and secretarial occupations.
2. Describe the job requirements and duties of the specific occupations in general clerical, typing, and secretarial fields, including wages, hours, working conditions, educational, and personal requirements.
3. Choose a job or jobs for which they feel they are best suited and research it in terms of career opportunities, educational requirements, wages, hours, and working conditions.
4. Identify the job market within their area by pooling information from newspaper want ads, employment agencies, business and industrial sectors, and the federal Civil Service Commission.
5. Identify the student's personal occupational needs in choosing a job such as time schedules, returning to work, benefits, salaries, and the other commitments.

CAREER OPPORTUNITIES IN BUSINESS

TIME: 2 hours

Designed to explore career opportunities as well as the students' own personal qualifications in business, particularly in the general clerical, typing, and secretarial areas.

will be able to:

Identify occupations in general clerical, typing, and secretarial occupations.

Identify the requirements and duties of the specific occupations in general clerical, typing, and secretarial areas, including wages, hours, working conditions, educational, and personal requirements.

Identify the jobs for which they feel they are best suited and research it in terms of career opportunities, educational requirements, wages, hours, and working conditions.

Identify the job market within their area by pooling information from newspaper want ads, employment agencies in the service and industrial sectors, and the federal Civil Service Commission.

Identify the student's personal occupational needs in choosing a job such as time schedules, reasons for choosing a job, benefits, salaries, and the other commitments.

CAREER OPPORTUNITIES IN BUSINESS

Topic

Activities

I. Career Opportunities

A. General Clerical

1. Addressing Machine Operator
2. Cashiers
3. Correspondence Clerks
4. Duplicating-Machines Operator
5. File Clerk
6. General Clerical
7. Mail Clerk
8. Mail Preparing and Mail Handling Machine Operator
9. Office Duplicating Operator
10. Office Machines Operator
11. Telephone Switchboard Operator
12. Personnel Clerks
13. Receptionist-General
14. Receptionist-Medical
15. Receptionist-PBX Switchboard Operator
16. Telephone Answering Service Operator
17. Telephone Solicitor
18. Telephone Switchboard Operator
19. Tellers

Discuss the job requirements and the job description of the jobs listed in Appendix A. Have students describe the requirements and duties of various jobs they have held in the past.

Have students choose the job or jobs that interest them and for which they feel they are best qualified. Have students research these jobs in terms of career opportunities, educational requirements, wages, hours and working conditions.

B. Typing

1. Automatic Typewriter Operator
2. Clerk Typist
3. Forms Typist
4. Mail Preparing and Mail Handling Operator
5. Statistical Typist
6. Stencil Typist
7. Telegraphic Typewriter Operator

U.S. Department of Labor
Occupational Outlook Handbook
Bureau of Labor Statistics
1972-73 Edition
D.C.

See Appendix

Andrews, Mary
You Want a Career?
Series. New York
McGraw-Hill
1968.

BUSINESS

Activities

Resources

Machine Operator

Discuss the job requirements and the job description of the jobs listed in Appendix A. Have students describe the requirements and duties of various jobs they have held in the past.

U.S. Department of Labor.
Occupational Outlook Handbook.
Bureau of Labor Statistics.
1972-73 Edition, Washington,
D.C.

Office Clerks

See Appendix A.

Machine Operator

Have students choose the job or jobs that interest them and for which they feel they are best qualified. Have students research these jobs in terms of career opportunities, educational requirements, wages, hours and working conditions.

Andrews, Margaret. The Job You Want. Opportunity Knocks Series. New York: Gregg/McGraw-Hill Publishing Company, 1968.

Accountant

Post Office and Mail

Line Operator

Printing Operator

Telephone Operator

Switchboard Operator

Operator

General

Medical

PBX Switchboard

Telephone Answering Service

Telephone Operator

Switchboard Operator

Typewriter Operator

Post Office and Mail Handling

Typist

Typewriter Operator

CAREER OPPORTUNITIES IN BUSINESS

<u>Topic</u>	<u>Activities</u>	<u>Resources</u>
8. Transcribing Machine Operator		
9. Typist		
10. Varitypist		
C. Stenography		Noyes, Nell Braly. <u>As A Secretary.</u> H Career World Book per copy.
1. Administrative Secretary		
2. Clerk Stenographer		
3. Executive Secretary		
4. Junior Secretary		
5. Legal Secretary		
6. Medical Secretary		
7. Secretary		
8. Senior Secretary		
9. Stenographer		
10. Technical Secretary		
II. The Job Market		
A. Employment Agencies-Private and Public	Discuss the job market in relation to part-time employment, women in the work force, and middle-aged and older workers.	Filmstrip: "Job C Now-Group I." SVE Visual Education, Ill. 60614
B. Classified Advertisements		
C. Direct Inquiry	Have students pool specific information from newspaper want ads, business and industrial sectors, state and private employment agencies, the federal Civil Service Commission concerning job requirements, salaries, working conditions, etc., in order to learn which jobs are	Film: <u>Opportuniti</u> <u>Work.</u> Business Ed Brooklyn, N.Y. 11
D. Civil Service Announcements		
E. Local Government Announcements		
III. Choosing a Job to Fit Your Needs		
A. Part-time vs. Full-time		
B. Location		

Activities

Resources

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Secretary
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Private and
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ouncements

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Discuss the job market in relation to part-time employment, women in the work force, and middle-aged and older workers.

Have students pool specific information from newspaper want ads, business and industrial sectors, state and private employment agencies, the federal Civil Service Commission concerning job requirements, salaries, working conditions, etc., in order to learn which jobs are

Noyes, Nell Braly. Your Future As A Secretary. Highwood, Ill.: Career World Book Service. \$1.95 per copy.

Filmstrip: "Job Opportunities Now-Group I." SVE Society for Visual Education, Inc., Chicago, Ill. 60614

Film: Opportunities in Clerical Work. Business Education Films, Brooklyn, N.Y. 11204

CAREER OPPORTUNITIES IN BUSINESS

<u>Topic</u>	<u>Activities</u>
D. Fringe Benefits	readily available within their area.
E. Opportunities for Promotion	Discuss the full-time, part-time options, opportunities for promotion, and other factors which may influence a job or career choice.
F. Other Factors	

Activities

Resources

readily available within their area.

ts

for Promotion

Discuss the full-time, part-time options, opportunities for promotion, and other factors which may influence a job or career choice.

COMMUNICATIONS UNIT

Time: 4 hours

Part I - FIRST DOOR TO YOUR BUSINESS

STATEMENT: This unit will emphasize the importance of effective communications to success in the business. The student will be made aware of communications barriers and ways in which they can be avoided.

OBJECTIVES: The student will be able to:

1. Analyze the communications process by the major components.
2. Interview another member of the class.
3. Name various ways people communicate.
4. Identify communication through body language.
5. List reasons for communications.
6. List some ingredients that shape our personal language.
7. Name some barriers to effective communication.
8. Name some ways the sender and receiver can avoid communication barriers.
9. Describe the difference between inference and fact.
10. Be able to apply the four useful questions: who said so?, what did he say?, what did he mean, does he know?
11. Participate as an active member of a group discussion.
12. Give a short (one minute) extemporaneous talk on a topic of current interest.
13. Make an effective introduction of another person.
14. Brief the executive.

COMMUNICATIONS UNIT

Time: 4 hours

BUSINESS

emphasize the importance of effective communications to success in the business world.
re of communications barriers and ways in which they can be avoided.

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communications process by the major components.

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ion through body language.

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tive member of a group discussion.

minute) extemporaneous talk on a topic of current interest.

roduction of another person.

COMMUNICATION UNIT - First Door To Your Business

<u>Topic</u>	<u>Activities</u>
I. First Door To Your Business	Have pairs of students interview each other for five minutes, then introduce person interviewed to class with as many interesting facts as they can in a one-minute period.
A. What is Communication?	
1. Message Source-Sender	
2. Language or Form of Transmission	
3. Destination-Receiver	
B. How We Communicate	Use Compsych checklist to evaluate communication skills. (See Appendix B.)
1. Visual Symbols	
2. Oral Symbols	
3. Physical Touch	
4. Gesture, Posture	Use Pretest, "How Much Do You Communicate?" (See Appendix B.)
	For discussion of body language, teacher could find appropriate pictures to project with VuGraph or hold up or pass around to class.
	Discuss items of topic outline using brainstorming wherever possible, asking students to name ways we communicate, ideas of why we communicate, barriers to communication, etc. as a teacher or student writes on board.

"Self-Evaluation
Improving Your
Skills. Marin
fornia: Comp
1970. pp. 1-2

From 9 to 5, S
WETA/Channel 2
D.C. p. 4.

Fabun, Don. C
The Transfer o
Beverly Hills:
1968. Publish
Aluminum and C
tion.

Fast, Julius.
New York: M.
Inc., 1975.

Activities

Resources

Business
Communication?
Sender-Receiver
Form of
n
-Receiver

Have pairs of students interview each other for five minutes, then introduce person interviewed to class with as many interesting facts as they can in a one-minute period.

Use Compsych checklist to evaluate communication skills. (See Appendix B.)

Use Pretest, "How Much Do You Communicate?" (See Appendix B.)

For discussion of body language, teacher could find appropriate pictures to project with VuGraph or hold up or pass around to class.

Discuss items of topic outline using brainstorming wherever possible, asking students to name ways we communicate, ideas of why we communicate, barriers to communication, etc. as a teacher or student writes on board.

"Self-Evaluation Checklist."
Improving Your Communication Skills. Marina del Rey, California: Compsych Systems, Inc., 1970. pp. 1-2.

From 9 to 5, Student Workbook. WETA/Channel 26. Washington, D.C. p. 4.

Fabun, Don. Communications: The Transfer of Meaning. Beverly Hills: Glencoe Press, 1968. Published by Kaiser Aluminum and Chemical Corporation.

Fast, Julius. Body Language. New York: M. Evans and Company, Inc., 1975.

COMMUNICATION UNIT - First Door to Your Business

<u>Topic</u>	<u>Activities</u>	<u>Resource</u>
C. Why We Communicate	Show film, <u>Why Man Creates</u> .	Film: <u>Why Man Cre</u> Films (Rental) P.C. Santa Monica, Cali purchased from Kai Oakland, Calif.
1. Attention		
2. Understanding of what is expected of us		
3. Gain acceptance		
4. To bring about action, compliance with instructions		
D. Barriers to Communications	After discussion of communication barriers, have class break up into groups and complete exercise - "Barriers To Oral (Aural) Communication and How To Overcome Them." (See Appendix B.) Have a "report back" session, combining ideas after 20 minutes in smaller groups or have each group take a certain number of items and share their thoughts in report-back session.	<u>From 9 to 5, Studen</u> WETA/Channel 26.
1. Individual experience		
2. Lack of interest and/or knowledge		
3. Poor presentation (visual or mental)		
4. Failure to interpret feedback		
5. Attitudes and prejudices		
6. Word meanings, connotations		
7. Poorly prepared approach		
8. Wordiness, jargon, goobledygook		
9. Poor listening and reading habits		
10. Crossed transactions		

Activities

Resources

Show film, Why Man Creates.

Film: Why Man Creates. Pyramid Films (Rental) P.O. Box 1048, Santa Monica, Calif. 90406, or purchased from Kaiser Aluminum, Oakland, Calif.

After discussion of communication barriers, have class break up into groups and complete exercise - "Barriers To Oral (Aural) Communication and How To Overcome Them." (See Appendix B.) Have a "report back" session, combining ideas after 20 minutes in smaller groups or have each group take a certain number of items and share their thoughts in report-back session.

From 9 to 5, Student Workbook, WETA/Channel 26. pp. 16-17.

COMMUNICATION UNIT - First Door To Your Business

<u>Topic</u>	<u>Activities</u>	<u>Re</u>
E. How Sender Can Avoid Communication Barriers	Give quiz, "How Much Do You Infer?", and discuss answers. (See Appendix B.)	<u>From 9 to 5, WETA/Channel D.C., p. 5.</u>
1. Prepare the approach	Have One-Way and Two-Way Communication exercises and discuss difference of response when feedback is allowed. (See Appendix B.)	<u>From 9 to 5, cussion Leader Channel 26, p</u>
2. Explain what you mean		
3. Listen for understanding		
4. Verify by feedback		
F. How Receiver Can Avoid Communication Barriers		Forest, Raymo <u>graphic Study</u> Greenfield, M Bete Company,
1. Ask "Who said it?" (Don't accept "they" or "I was told")	Role play in small groups various typical office communication situations and discuss effectiveness of communication and how communication might be improved. (See Appendix B - Communicating For Results.)	<u>"Communication Improving Your Skills. Mari California: Com pp. 11-13.</u>
2. "What did he say?"		
3. "What did he mean?"		
4. "How did he know?" a) Is he an expert? b) Is it fact or inference? c) What were his sources of information?		
G. How to Participate in a Group Discussion	Analyze group discussion techniques. Break class into several groups. Give topic for discussion; have each group appoint a leader and a secretary, carry on discussion for fifteen minutes, then have secretary from each group report back results of group discussion, analyzing participation, decisions, etc.	<u>"When a Secretary Up and Talk." Private Secretary Sec. II, Nov. This is public of Business Pr Waterford, Co</u>

Back Door To Your Business

	<u>Activities</u>	<u>Resources</u>
Avoid Communication	Give quiz, "How Much Do You Infer?", and discuss answers. (See Appendix B.)	From 9 to 5, <u>Student Workbook</u> , WETA/Channel 26. Washington, D.C., p. 5.
Approach		
Do you mean	Have One-Way and Two-Way Communication exercises and discuss difference of response when feedback is allowed. (See Appendix B.)	From 9 to 5, <u>Workshop and Discussion Leader's Guide</u> . WETA/Channel 26, p. 14.
Understanding		
Feedback		
Avoid Communication		Forest, Raymond P. <u>A Scriptographic Study About Semantics</u> . Greenfield, Mass.: Channing L. Bete Company, Inc., 1969, p. 2.
"It?" (Don't or "I was	Role play in small groups various typical office communication situations and discuss effectiveness of communication and how communication might be improved. (See Appendix B - Communicating For Results.)	"Communicating for Results." <u>Improving Your Communications Skills</u> . Marina del Rey, California: Compsych Systems, pp. 11-13.
"Say?"		
"Mean?"		
"Now?"		
Expert?		
or inference?		
his sources		
ation?		
e in a Group	Analyze group discussion techniques. Break class into several groups. Give topic for discussion; have each group appoint a leader and a secretary, carry on discussion for fifteen minutes, then have secretary from each group report back results of group discussion, analyzing participation, decisions, etc.	"When a Secretary Has to Get Up and Talk." <u>P.S. for Private Secretaries</u> , Vol. 26, Sec. II, Nov. 1963, pp. 32-39. This is published by the Bureau of Business Practice at Waterford, Connecticut.

COMMUNICATION UNIT - First Door To Your Business

<u>Topic</u>	<u>Activities</u>	<u>Resource</u>
H. How to Give a Short, Informal Extemporaneous Talk	Have members of class discuss elements of effective speaking; have them draw a topic and give a one-minute extemporaneous talk; ask other students for comments about effectiveness of talks. Suggest written comments.	Sondel, Bess. <u>Ev</u> New York: Barnes 1968. Price \$1.2
I. How to Brief the Executive	Discuss importance of preparing to brief the executive; establishing priorities; asking for actions required, etc. (See Appendix B-"Briefing the Executive".) Give students some sample situations and have them role play a boss/subordinate briefing situation for three minutes. Discuss.	Morgan, Sylvia. " <u>U.S.</u> Executive." <u>Comm</u> <u>Commission. Comm</u> Office Skills Train Washington, D.C. 2

Activities

Resources

Informal

Have members of class discuss elements of effective speaking; have them draw a topic and give a one-minute extemporaneous talk; ask other students for comments about effectiveness of talks. Suggest written comments.

Sondel, Bess. Everyday Speech. New York: Barnes & Noble, Inc., 1968. Price \$1.25.

Executive

Discuss importance of preparing to brief the executive; establishing priorities; asking for actions required, etc. (See Appendix B-"Briefing the Executive".) Give students some sample situations and have them role play a boss/subordinate briefing situation for three minutes. Discuss.

Morgan, Sylvia. "Briefing the Executive." U.S. Civil Service Commission. Communications and Office Skills Training Center. Washington, D.C. 20415

COMMUNICATIONS UNIT

Time: 3 hours

Part II - SECOND DOOR TO YOUR BUSINESS

STATEMENT: This unit covers the importance of courteous and efficient telephone communications and the operation of a business office.

OBJECTIVES: The student will be able to:

1. Demonstrate through role playing or voice recording a pleasant and courteous telephone conversation.
2. Analyze problem areas in the use of the telephone.
3. Apply proper techniques in making and receiving business calls.
4. Understand the mechanics of the telephone, operate special telephone equipment, and apply proper procedures in the placement of long distance calls, including collect calls, credit card calls, conference calls, and wide area telephone service (WATS).

COMMUNICATIONS UNIT

Time: 3 hours

TO YOUR BUSINESS

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through role playing or voice recording a pleasant and courteous telephone speaking voice.

tem areas in the use of the telephone.

techniques in making and receiving business calls.

the mechanics of the telephone, operate special telephone equipment, and apply recommended the placement of long distance calls, including collect calls, credit card calls, con- r, and wide area telephone service (WATS).

COMMUNICATION UNIT - Second Door To Your Business

<u>Topic</u>	<u>Activities</u>	<u>Resource</u>
II. The Second Door To Your Business	Obtain booklets from C & P Telephone Company and distribute to class.	Booklets published by Telephone Company
A. Telephone Personality		<u>Your Telephone</u>
1. Voice	Discuss with students the characteristics of a pleasing telephone personality and the importance of telephone courtesy.	<u>Telephone Talk</u>
2. Speech	Consider these questions: What factors contribute to the success of business calls? How is courtesy expressed over the telephone? What qualities are present in a "good telephone personality?"	<u>You and Your Telephone</u>
3. Vocabulary		<u>The Secretary and Telephone</u>
4. Attitude	Compare face-to-face and voice-to-voice conversations. Using tape recorder, have students practice voice recording exercises to analyze and improve speaking voice. Evaluate through class discussion. (See Appendix B.)	<u>How To Use Your Telephone</u>
	Suggested films to show from C & P Telephone Company: <u>How To Lose Your Best Customer - Without Really Trying</u> ; <u>A Manner of Speaking</u> ; <u>The Voice of Your Business</u> .	<u>Teletraining For Business Studies. Teacher's Manual</u> Telephone and Telephone Company, 1965.
		Films: <u>Educator's Free Films by The Telephone and Potomac Telephone Company, Baltimore, Maryland</u>
		For additional free contact: Miss Amanda L. B. Public Relations C & P Telephone Company Sun Life Building Baltimore, Maryland

Phone: (301) 391-3911

Business
ty

Activities

Obtain booklets from C & P Telephone Company and distribute to class.

Discuss with students the characteristics of a pleasing telephone personality and the importance of telephone courtesy. Consider these questions: What factors contribute to the success of business calls? How is courtesy expressed over the telephone? What qualities are present in a "good telephone personality?"

Compare face-to-face and voice-to-voice conversations. Using tape recorder, have students practice voice recording exercises to analyze and improve speaking voice. Evaluate through class discussion. (See Appendix B.)

Suggested films to show from C & P Telephone Company: How To Lose Your Best Customer - Without Really Trying; A Manner of Speaking; The Voice of Your Business.

Resources

Booklets published by C & P Telephone Company:

Your Telephone Personality

Telephone Talk

You and Your Telephone

The Secretary and The Telephone

How To Use Your Multi-Button Telephone

Teletraining For Business Studies. Teacher's Guide, American Telephone and Telegraph Company, 1965.

Films: Educator's Index of Free Films by The Chesapeake and Potomac Telephone Company, Baltimore, Maryland 21201

For additional free materials contact:

Miss Amanda L. Bowman
Public Relations Supervisor
C & P Telephone Company
Sun Life Building
Baltimore, Maryland 21201

Phone: (301) 393-8404

COMMUNICATION UNIT - Second Door To Your Business

<u>Topic</u>	<u>Activities</u>	<u>Resources</u>
<p>B. Mechanics of the Telephone</p> <ol style="list-style-type: none"> 1. Proper holding of telephone 2. Sensitivity of telephone to extraneous noises 3. Dialing correctly 4. Depressing buttons properly 	<p>Discuss with students and demonstrate the correct use of the telephone instrument.</p>	
<p>C. Special Telephone Equipment</p> <ol style="list-style-type: none"> 1. Multi-button telephone 2. Call director 3. Speakerphone 4. Automatic dialing telephones <ol style="list-style-type: none"> a) Card dialer b) Magicall c) Call-a-matic 	<p>Briefly discuss with students the various kinds of telephone equipment commonly used in business offices noting the advantages of each. Refer to textbook illustrations for various examples.</p> <p>If convenient, visit a school or business office to see demonstration of telephone equipment. Use handout: <u>How to Use Your Multi-button Telephone - C & P Telephone Co.</u></p>	<p>Refer to Unit 9</p> <p>Meehan, James <u>Secretarial Office</u> 8th ed. Cincinnati Western Publishing Co. 1972. Unit 9.</p> <p>Fries, Albert <u>Applied Secretarial Practice</u> 7th ed. New York Community College McGraw-Hill Book Co. Unit 4, pp. 56-57</p> <p>Gregg, John R. <u>Secretarial Practice</u> New York: Gregg McGraw-Hill Book Co. Unit 10, pp. 2-3</p>

Topic

Activities

Resources

Telephone

Discuss with students and demonstrate the correct use of the telephone instrument.

Using of telephone

of telephone to
noises

Directly

buttons properly

Telephone Equipment

Briefly discuss with students the various kinds of telephone equipment commonly used in business offices noting the advantages of each. Refer to textbook illustrations for various examples.

on telephone

or

e

Using telephones

If convenient, visit a school or business office to see demonstration of telephone equipment. Use handout: How to Use Your Multi-button Telephone - C & P Telephone Co.

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l

matic

Refer to Units in:

Meehan, James R., et al. Secretarial Office Procedures. 8th ed. Cincinnati: South-Western Publishing Company, 1972. Unit 9, pp. 309-316.

Fries, Albert C., et al. Applied Secretarial Procedures. 7th ed. New York: Gregg and Community College Division, McGraw-Hill Book Company, 1974. Unit 4, pp. 50-68.

Gregg, John R., et al. Applied Secretarial Practice, 6th ed. New York: Gregg Division, McGraw-Hill Book Company, 1968. Unit 10, pp. 223-249.

COMMUNICATION UNIT - Second Door To Your Business

<u>Topic</u>	<u>Activities</u>	<u>Resource</u>
D. Telephone Techniques		
1. Incoming calls		
a) Preparing to receive calls	Pretest: Are you Phonogenic? (See Appendix B.) This test is a good means of alerting class to many areas to be discussed under this topic. Instructor will help class analyze problem areas by going over test and using it as a basis for discussion.	Meehan, James R. <u>Clerical Office</u> 5th ed. Cincinnati Western Publishing 1973. Unit 9, p
b) Answering promptly		
c) Identifying yourself		
d) Being helpful to caller	Discuss with students the various techniques that are essential in handling courteous and efficient telephone communications. Include identification phrase when answering phone, developing information, leaving and returning to the line, avoiding lengthy waiting periods, taking messages correctly, and screening calls. Distribute a sample message pad. Have students practice taking messages during role playing situations. Read back for clarification.	Woodward, Theodor <u>General Office P</u> <u>for Colleges, 6t</u> Cincinnati: Sou Publishing Compa Unit 10, pp. 99-
e) Screening calls		
f) Taking messages correctly		
g) Leaving and returning to the line		From 9 to 5 - St produced by WETA in cooperation w Service Commissi ton, D.C., 1968.
h) Transferring calls		
i) Following through	Give students problem situations to analyze. Discuss. (See Appendix B.)	<u>Telephone Techni</u> Manual, U.S. Civi Commission, Bure Communication and Skills Training Washington, D.C. pp. 19, 20, 34, 3

Activities

Pretest: Are you Phonogenic? (See Appendix B.) This test is a good means of alerting class to many areas to be discussed under this topic. Instructor will help class analyze problem areas by going over test and using it as a basis for discussion.

Discuss with students the various techniques that are essential in handling courteous and efficient telephone communications. Include identification phrase when answering phone, developing information, leaving and returning to the line, avoiding lengthy waiting periods, taking messages correctly, and screening calls. Distribute a sample message pad. Have students practice taking messages during role playing situations. Read back for clarification.

Give students problem situations to analyze. Discuss. (See Appendix B.)

Resources

Meehan, James R., et al.
Clerical Office Procedures,
5th ed. Cincinnati: South-
Western Publishing Company,
1973. Unit 9, pp. 302-337.

Woodward, Theodore, et al.
General Office Procedures
for Colleges, 6th ed.
Cincinnati: South-Western
Publishing Company, 1972.
Unit 10, pp. 99-107.

From 9 to 5 - Student Workbook
produced by WETA/Channel 26
in cooperation with U.S. Civil
Service Commission. Washing-
ton, D.C., 1968. pp. 18-19.

Telephone Techniques. Student
Manual, U.S. Civil Service
Commission, Bureau of Training,
Communication and Office
Skills Training Center,
Washington, D.C. 20415.
pp. 19, 20, 34, 37-40.

COMMUNICATION UNIT - Second Door To Your Business

<u>Topic</u>	<u>Activities</u>
	Role Play. Assign role-playing situations or have students develop their own based on experiences. (See Appendix B.) Ask class to discuss and evaluate the techniques and courtesy represented in each skit. Video tape if possible, excellent way to evaluate.
2. Outgoing calls	Discuss with students basic points to consider when planning and placing a call.
a) Planning the call	
b) Using telephone directory	Assign exercises in using telephone directory, i.e., finding area codes, time zones, addresses, emergency numbers, information in yellow pages, etc.
c) Placing the call	
d) Terminating the call	Assign role playing situations involving outgoing calls both local and long distance. Include such factors as planning the call, looking up the number, proper identification, leaving a message and terminating the call.

<u>Topic</u>	<u>Activities</u>	<u>Resources</u>
g calls	Role Play. Assign role-playing situations or have students develop their own based on experiences. (See Appendix B.) Ask class to discuss and evaluate the techniques and courtesy represented in each skit. Video tape if possible, excellent way to evaluate.	
Planning the call	Discuss with students basic points to consider when planning and placing a call.	
Using telephone directory	Assign exercises in using telephone directory, i.e., finding area codes, time zones, addresses, emergency numbers, information in yellow pages, etc.	
Placing the call		
Terminating the call	Assign role playing situations involving outgoing calls both local and long distance. Include such factors as planning the call, looking up the number, proper identification, leaving a message and terminating the call.	

COMMUNICATION UNIT - Second Floor To Your Business

<u>Topic</u>	<u>Activities</u>
E. Special Communication Services	Briefly discuss different types of business communication services.
1. Collect calls	
2. Credit card calls	
3. Conference calls	
4. Wide area telephone service (WATS)	
5. Overseas telephone calls	
6. FTS-system	
7. Other	

c
tion Services

Activities

Resources

Briefly discuss different types of business communication services.

alls

lls

ephone service (WATS)

phone calls

OFFICE MACHINES

TIME: 10-20 hours

STATEMENT: This unit is designed to help students achieve fundamental competence in operating machines, calculating machines, transcribing machines, and duplicating machines.

OBJECTIVES: The student will be able to:

1. Operate a ten-key adding machine with emphasis on developing speed and accuracy.
2. Solve simple arithmetic problems using the electronic calculator.
3. Prepare masters and stencils on the typewriter and operate the respective duplicating
4. Operate transcription equipment, transcribing as much material as time permits.

NOTE: The rotation plan of instruction is best for most office machine units.

OFFICE MACHINES

TIME: 10-20 hours

This is designed to help students achieve fundamental competence in operating ten-key adding machines, transcribing machines, and duplicating machines.

Student will be able to:

operate a ten-key adding machine with emphasis on developing speed and accuracy.

solve arithmetic problems using the electronic calculator.

use carbon papers and stencils on the typewriter and operate the respective duplicating equipment.

operate duplicating and transcription equipment, transcribing as much material as time permits.

Self-paced plan of instruction is best for most office machine units.

OFFICE MACHINES

<u>Topic</u>	<u>Activities</u>	<u>Resour</u>
I. Ten-Key Adding Machines		
A. Addition	Point out and operate each machine part. Demonstrate the proper fingering techniques using blackboard illustrations. (Mention home row keys - 4, 5, and 6.)	Fasnacht, Harold <u>How To Use Business Calculators</u> 3rd ed. New York: McGraw-Hill Book Company, 1969. pp. 1-20.
B. Subtraction	Demonstrate actual fingering using the machine. (Show how to enter numbers into the machine using plus bar.) Stress the importance of the touch method in developing speed.	Walker, Arthur <u>How To Use Adding Machines</u> New York: McGraw-Hill Book Company, 1967. Unit 2
C. Multiplication	Explain automatic placement of decimals and how to operate total key. Give students practice exercises in addition.	Refer to machine manual for step-by-step operating procedures.
D. Decimals	Explain subtraction. Students can develop this skill on their own practice.	
	Explain multiplication using very simple examples. Have students do one problem to see that they have grasped the technique.	
	Assign drills and practice problems from workbooks in addition, subtraction, and multiplication. Have students number problems on tapes and attach tapes to answer sheets.	
	Stress that a machine is only as accurate as the operator.	

Activities

Point out and operate each machine part. Demonstrate the proper fingering techniques using blackboard illustrations. (Mention home row keys - 4, 5, and 6.)

Demonstrate actual fingering using the machine. (Show how to enter numbers into the machine using plus bar.) Stress the importance of the touch method in developing speed.

Explain automatic placement of decimals and how to operate total key. Give students practice exercises in addition.

Explain subtraction. Students can develop this skill on their own practice.

Explain multiplication using very simple examples. Have students do one problem to see that they have grasped the technique.

Assign drills and practice problems from workbooks in addition, subtraction, and multiplication. Have students number problems on tapes and attach tapes to answer sheets.

Stress that a machine is only as accurate as the operator.

Resources

Fasnacht, Harold D., et al. How To Use Business Machines. 3rd ed. New York: Gregg Division/McGraw-Hill Book Company, 1969. Unit 1 pp. 1-20.

Walker, Arthur L., et al. How To Use Adding and Calculating Machines. 3rd ed. New York: Gregg Division/McGraw-Hill Book Company, 1967. Unit 2 pp. 54-91.

Refer to machine texts for step-by-step operational procedures.

OFFICE MACHINES

<u>Topic</u>	<u>Activities</u>	<u>Res</u>
II. Calculating Machines	Illustrate the three types of machines listed. See preface IV, V, and VI in Pasewark's <u>Electronic and Mechanical Printing Calculator Course</u> .	Pasewark, William, <u>Electronic and Mechanical Printing Calculator Course</u> . Cincinnati: Western Publishing, 1975.
A. Electronic		
B. Mechanical Printing		
C. Electronic Printing	Identify machine parts of equipment available and explain operating principles using manuals that accompany machine.	Meehan, James, <u>Business Problem Calculator</u> . New York: McGraw-Hill, 1975.
1. Addition		
2. Subtraction		
3. Multiplication	Assign drills from workbooks or text emphasizing multiplication and division. (Include problems using decimals.) If time permits, assign advanced students problems using fractions.	
4. Division		
5. Fractions and Decimals		
	When possible, invite a company representative to class to give a presentation on his product.	
	Students who operate the machine well may assist others.	
III. Duplicating Machines	Discuss with students the advantages and disadvantages of using the fluid duplicator.	Meehan, James R., <u>Office Procedure</u> , pp. 352-381.
A. Fluid Duplicating		
1. Advantages and disadvantages of process	Demonstrate and explain the procedures involved in preparing a master.	
2. Preparing the master		
a) Arranging copy	Give each student an opportunity to type a short paragraph on one master.	
b) Preparing typewriter		

Activities

Illustrate the three types of machines listed. See preface IV, V, and VI in Pasewark's Electronic and Mechanical Printing Calculator Course.

Identify machine parts of equipment available and explain operating principles using manuals that accompany machine.

Assign drills from workbooks or text emphasizing multiplication and division. (Include problems using decimals.) If time permits, assign advanced students problems using fractions.

When possible, invite a company representative to class to give a presentation on his product.

Students who operate the machine well may assist others.

Discuss with students the advantages and disadvantages of using the fluid duplicator.

Demonstrate and explain the procedures involved in preparing a master.

Give each student an opportunity to type a short paragraph on one master.

Resources

Pasewark, William R. Electronic and Mechanical Printing Calculator Course. Cincinnati: South-Western Publishing Company, 1974.

Meehan, James, et al. Solving Business Problems on the Electronic Calculator. New York: Gregg Division/McGraw-Hill Book Company, 1975.

Meehan, James R., et al. Clerical Office Procedures. Unit 10, pp. 352-381.

OFFICE MACHINES

<u>Topic</u>	<u>Activities</u>	<u>Resources</u>
c) Typing, drawing or writing on master	Explain correction procedures and allow students to practice technique.	<u>What Every Typist About Copies in</u> Free Booklet. Bell and Howell 6800 McCormick Chicago, Illinois
d) Correcting errors	Have students prepare a master. Suggested assignments: announcement of a retirement party, draw illustration; exercise from a typing book; weekly calendar of events, etc.	
3. Operating fluid duplicator	Demonstrate the operation of the fluid duplicator and have students run prepared masters.	
4. Running copies		
B. Stencil Duplicating		
1. Advantages and disadvantages of process	Discuss the effectiveness of this method of duplicating, emphasizing cost factors and suitability to job.	Cansler, Russell <u>Fundamentals of</u> 1967. Free A.B. Dick Produ School Departme 5700 W. Touhey Chicago, Illinois
2. Preparing stencil	A good demonstration of the entire stencil duplicating process should be given.	
a) Plan the guide copy	Explain the use of the mimeoscope for lettering and drawing using various styli. Demonstrate correction procedures.	
b) Prepare the typewriter		
c) Prepare the stencil		
d) Type the stencil	Have students prepare one stencil on material suggested by teacher. Examples: form letter, short manuscript, resume, favorite recipe, etc.	
e) Correct errors		
3. Using mimeoscope	Identify machine parts and demonstrate operating principles of stencil duplicator.	
4. Operating the mimeograph machine		
5. Running copies		

Activities

Resources

wing or
master

Explain correction procedures and allow students to practice technique.

errors

Have students prepare a master. Suggested assignments: announcement of a retirement party, draw illustration; exercise from a typing book; weekly calendar of events, etc.

duplicator

Demonstrate the operation of the fluid duplicator and have students run prepared masters.

advantages

Discuss the effectiveness of this method of duplicating, emphasizing cost factors and suitability to job.

A good demonstration of the entire stencil duplicating process should be given.

e copy

Explain the use of the mimeoscope for lettering and drawing using various styli. Demonstrate correction procedures.

typewriter

tencil

Have students prepare one stencil on material suggested by teacher. Examples: form letter, short manuscript, resume, favorite recipe, etc.

cil

Identify machine parts and demonstrate operating principles of stencil duplicator.

eograph

What Every Typist Should Know About Copies in Office Work.
Free Booklet. Ditto Division.
Bell and Howell Company
6800 McCormick Road
Chicago, Illinois 60645

Cansler, Russell N., ed.
Fundamentals of Mimeographing.
1967. Free
A.B. Dick Products
School Department
5700 W. Touhey Avenue
Chicago, Illinois 60648

OFFICE MACHINES

<u>Topic</u>	<u>Activities</u>
C. Dry Process Photocopy	If machine is available, allow students to run their prepared stencil.
1. Electrostatic	Briefly discuss the two most frequently used photocopiers found in most business offices today - <u>Xerox</u> and <u>Thermo-fax</u> .
2. Infrared	If machines are available, demonstrate how to use.
IV. Transcribing Machines	Identify machine parts and explain operating principles.
A. Mechanics of the machine	Have students transcribe as much material as time permits, emphasizing letter placement, punctuation, and proofreading.
B. Transcription process	Discuss other types of dictating machines not available in classroom. (Belt, tape, cassette, and record.)
	Discuss career opportunities in word processing.

Meehan, J
Clerical
Unit 4, p.

Activities

Resources

If machine is available, allow students to run their prepared stencil.

Briefly discuss the two most frequently used photocopiers found in most business offices today - Xerox and Thermo-fax.

If machines are available, demonstrate how to use.

Identify machine parts and explain operating principles.

Have students transcribe as much material as time permits, emphasizing letter placement, punctuation, and proofreading.

Discuss other types of dictating machines not available in classroom. (Belt, tape, cassette, and record.)

Discuss career opportunities in word processing.

Meehan, James R., et al.
Clerical Office Procedures.
Unit 4, pp. 93-104.

BUSINESS FILING AND RECORDS MANAGEMENT

Time: 6 hours

STATEMENT: This unit will stress the importance of an accurate recordkeeping system in the efficient operation of a business and help students develop basic skills in office filing procedures.

OBJECTIVES: The student will be able to:

1. Alphabetize according to the basic indexing rules.
2. Identify materials and supplies used in alphabetic filing.
3. Perform correct filing procedures.
4. Describe the four basic filing systems: alphabetic, geographic, numeric, and subject.
5. Recognize various filing equipment.
6. Formulate some ideas that could be applied in organizing and maintaining an effective filing system for a small office.

BUSINESS FILING AND RECORDS MANAGEMENT

Time: 6 hours

emphasize the importance of an accurate recordkeeping system in the efficient operation of the office.
Develop basic skills in office filing procedures.

be able to:

apply the basic indexing rules.

identify the symbols used in alphabetic filing.

describe the basic filing procedures.

identify the various filing systems: alphabetic, geographic, numeric, and subject.

identify the basic filing equipment.

describe the factors that could be applied in organizing and maintaining an effective filing system.

BUSINESS FILING AND RECORDS MANAGEMENT

<u>Topic</u>	<u>Activities</u>	<u>F</u>
I. Purpose of Record Control	Discuss with students the importance of a good recordkeeping system.	Textbooks
A. Files Management		Bassett,
B. Information Retrieval	Ask students to relate to the class any experience they may have had with filing.	David. <u>B</u>
C. Records Protection		<u>Records C</u>
D. Records Retention and Disposition	Ask each student to write a sentence defining the word filing. Discuss.	Cincinnati Publishing
II. Definition of Filing	Ask each student to write a sentence defining the word filing. Discuss.	Cadwallad principles of 4th ed. H.M. Rowe
III. Rules for Alphabetic Filing		Fahrner a <u>Rules of</u>
A. Basic Vocabulary	Pretest to determine students' knowledge of filing principles. Use testing material taken from a clerical aptitude test.	<u>Programme</u>
1. Indexing		South-Wes
2. Unit	Introduce and discuss four or five indexing rules at a time to enable comprehension.	Company, book. Can two or th
	Assign students exercises to complete relating to particular indexing rules.	Kahn, Gil <u>Progressiv</u>
B. Indexing Rules		ed. Evans Division, Company, I
1. Personal Names	Give students a list of individual names and firm names that appear in the telephone book. Have them find them for homework and mark the page number they found them on. This could be used for <u>all</u> the rules.	
2. Business and Geographic Names		
3. Organizations, Government Agencies, and Subjects		

Activities

Resources

Control

Discuss with students the importance of a good recordkeeping system.

Textbooks:

nt

Ask students to relate to the class any experience they may have had with filing.

Bassett, Ernest and Goodman, David. Business Filing and Records Control. 4th ed. Cincinnati: South-Western Publishing Company. 1974.

Retrieval

Ask each student to write a sentence defining the word filing. Discuss.

Cadwallader and Rice. Principles of Indexing and Filing. 4th ed. Revised. Baltimore: H.M. Rowe Company, 1971.

tion

tion and

Ask each student to write a sentence defining the word filing. Discuss.

Fahrner and Gibbs. Basic Rules of Alphabetic Filing - Programmed. Cincinnati: South-Western Publishing Company, 1974. Text - workbook. Can be completed in two or three hours.

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ic Filing

Pretest to determine students' knowledge of filing principles. Use testing material taken from a clerical aptitude test.

Kahn, Gilbert, et al. Progressive Filing. 8th ed. Evanston, Ill: Gregg Division, McGraw-Hill Book Company, 1969.

Y

Introduce and discuss four or five indexing rules at a time to enable comprehension.

Assign students exercises to complete relating to particular indexing rules.

mes

Give students a list of individual names and firm names that appear in the telephone book. Have them find them for homework and mark the page number they found them on. This could be used for all the rules.

d Geographic

ns, Government
nd Subjects

BUSINESS FILING AND RECORDS MANAGEMENT

Topic

Activities

Resources

Have students bring in a 3" x 5" file box, a set of alphabetic guides, and a package of 3" x 5" cards. This could be used in performing a variety of activities in indexing names and arranging cards in alphabetic sequences. Students might use this exercise to set up their own personal address and phone directory.

Evaluate by giving problem-solving tests covering all rules to be completed within a certain period.

Examples:

a) Give a list of names to be indexed and arranged in alphabetic order.

b) Select a Gregg award filing test or portions of clerical aptitude tests relating to the basic filing rules.

The teacher can show actual samples of each category of filing materials mentioned in outline.

Refer to Units

Fries, Albert
Applied Secret
6th ed. Evans
Gregg Division
Book Company, I

Archer, Fred C.
General Office
3rd ed. Evans
Gregg Division,
Book Company, I

Meehan, James E.
Secretarial Off
5th ed. Cincin
Western Publish
1972.

Meehan, James R.
Clerical Office
Cincinnati: So
Publishing Comp

IV. Filing Materials and Supplies

A. Guides

B. Folders

C. Labels

Activities

Have students bring in a 3" x 5" file box, a set of alphabetic guides, and a package of 3" x 5" cards.

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Examples:

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b) Select a Gregg award filing test or portions of clerical aptitude tests relating to the basic filing rules.

The teacher can show actual samples of each category of filing materials mentioned in outline.

Resources

Refer to Units in:

Fries, Albert C., et al.
Applied Secretarial Practice.
6th ed. Evanston, Ill.:
Gregg Division, McGraw-Hill
Book Company, 1968.

Archer, Fred C., et al.
General Office Practice.
3rd ed. Evanston, Ill.:
Gregg Division, McGraw-Hill
Book Company, 1968.

Meehan, James R., et al.
Secretarial Office Procedures.
5th ed. Cincinnati: South-
Western Publishing Company,
1972.

Meehan, James R., et al.
Clerical Office Procedures.
Cincinnati: South-Western
Publishing Company, 1973.

BUSINESS FILING AND RECORDS MANAGEMENT

<u>Topic</u>	<u>Activities</u>	
D. Card and Tapes	<p>A demonstration of the use of the rod in the bottom of a file drawer can be done by the teacher.</p> <p>A mini-file could be set up by the teacher, showing the class one arrangement of guides and folders that might be contained in an alphabetic file drawer.</p> <p>Students should be given an opportunity to type at least two names, one being his own, in index order on a file folder label and place label with his own name on a manila folder.</p> <p>Evaluate by giving students a quiz on identifying filing supplies according to definition or use.</p>	<p>Practice</p> <p>Bassett, Goodman, <u>Filing Pr</u> South-Wes Company, Set. Des</p> <p>Kahn, Gil <u>Gregg Qui</u> Set. Eva Division, Company,</p> <p><u>Rowe Filing</u> 2nd ed. 1 Rowe Compa</p>
V. Filing Procedures		
A. Inspecting		
B. Indexing		
C. Coding		
D. Cross-Referencing		
E. Sorting		
F. Filing	<p>The instructor can show examples of correspondence, using overhead projector, actual samples, etc., explaining things to look for in each type of correspondence. Examples: incoming letters, carbon copies of outgoing letters, memos, announcements, business forms, and others that would be filed.</p> <p>The teacher should explain the various procedures involved in indexing, coding, cross-referencing, sorting, and filing.</p>	

Activities

A demonstration of the use of the rod in the bottom of a file drawer can be done by the teacher.

A mini-file could be set up by the teacher, showing the class one arrangement of guides and folders that might be contained in an alphabetic file drawer.

Students should be given an opportunity to type at least two names, one being his own, in index order on a file folder label and place label with his own name on a manila folder.

Evaluate by giving students a quiz on identifying filing supplies according to definition or use.

The instructor can show examples of correspondence, using overhead projector, actual samples, etc., explaining things to look for in each type of correspondence. Examples: incoming letters, carbon copies of outgoing letters, memos, announcements, business forms, and others that would be filed.

The teacher should explain the various procedures involved in indexing, coding, cross-referencing, sorting, and filing.

Resources

Practice sets:

Bassett, Gilbert and Goodman, David. Alphabetic Filing Procedures, Cincinnati: South-Western Publishing Company, 1974. Simulation Set. Designed for 20-24 hours.

Kahn, Gilbert, et al. Gregg Quick Filing Practice Set. Evanston, Ill.: Gregg Division, McGraw-Hill Book Company, 1965.

Rowe Filing Practice Set. 2nd ed. Baltimore: H.M. Rowe Company, 1971.

BUSINESS FILING AND RECORDS MANAGEMENT

<u>Topic</u>	<u>Activities</u>
G. Charge-out	Give each student several pieces of correspondence and let them perform the above mentioned procedures and perhaps file.
H. Transfer	
I. Disposition	Assign additional exercises relating to filing procedures found in the various resources listed.
VI. Types of Filing System	Evaluate by making observations of the completed activities.
A. Alphabetic	Discuss the advantages and disadvantages of the four basic filing systems. See chart in <u>Clerical Office Procedures</u> , Meehan, Pasewark, and Oliverio, p. 263.
B. Geographic	
C. Numeric	Name some types of businesses that would likely use each of these systems.
D. Subject	
E. Other	If possible, visit the school library to observe the numeric system. Example, card catalog.
VII. Special Files and Information Systems	
A. Vertical files	Illustrate, using various pictures and samples in texts, the different types of equipment used for storing records. Discuss the specific purpose of each.
B. Visible files	
C. Rotary files	
D. Elevator files	

Activities

Resources

Give each student several pieces of correspondence and let them perform the above mentioned procedures and perhaps file.

Assign additional exercises relating to filing procedures found in the various resources listed.

Evaluate by making observations of the completed activities.

Discuss the advantages and disadvantages of the four basic filing systems. See chart in Clerical Office Procedures, Meehan, Pasewark, and Oliverio, p. 263.

Name some types of businesses that would likely use each of these systems.

If possible, visit the school library to observe the numeric system. Example, card catalog.

Information

Illustrate, using various pictures and samples in texts, the different types of equipment used for storing records. Discuss the specific purpose of each.

BUSINESS FILING AND RECORDS MANAGEMENT

<u>Topic</u>	<u>Activities</u>
E. Data Processing	
F. Microfilming	
G. Others	

Activities

Resources

ing

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THE PLUS FACTORS

STATEMENT: This unit covers some factors which promote a better understanding of the office procedure business world.

OBJECTIVES: The student will gain a better awareness through role playing, discussion, etc., of:

1. Personal and professional qualities desirable in the business world.
2. The basic principles underlying employer-employee relations.
3. Office situations arising among co-workers.
4. Successful handling of visitors.
5. The importance of determining work priorities, arranging and planning work area, and choosing reference materials.

NOTE: Undoubtedly each class will develop additional factors appropriate for inclusion in this unit.

THE PLUS FACTORS

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gain a better awareness through role playing, discussion, etc., of:

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friction among co-workers.

of visitors.

determining work priorities, arranging and planning work area, and choosing appropriate

will develop additional factors appropriate for inclusion in this unit.

THE PLUS FACTORS

<u>Topic</u>	<u>Activities</u>	
I. Personal and Professional Qualities		
A. Personal		
1. Grooming and appearance	Inform students that dress codes are not in force in many institutions (although some companies do have a dress code) and that many kinds of dress are considered appropriate in an office. However, encourage an outspoken discussion on this subject of dress as well as the other subjects of grooming, voice quality, and mannerisms since many serious and embarrassing errors can be made because of lack of judgment on appropriateness.	Fries, Al <u>Applied S</u> 6th ed. Division, Company,
2. Voice and language		
3. Poise and manners		
B. Professional		
1. Confidence	Students may wish to discuss a screening profile used by personnel in order to gain some insight into the importance of personal and professional qualities desirable for office employees.	Woodward, <u>General G</u> <u>for Colle</u> Cincinnati Publishin
2. Cooperation		
3. Dependability		
4. Diplomacy		
5. Flexibility		
6. Honesty		
7. Initiative		
8. Involvement		
9. Loyalty		
10. Perverserance		
11. Others		
II. Employer-Employee Relations		
A. Interruptions	Discuss various case studies involving different aspects of employer-employee relations.	
B. Priorities	Role Play. Students take on various roles in an office situation. (See Appendix C for sample discussion cases.)	
C. Duties not pertaining to the office		

Activities

Personal Qualities

Inform students that dress codes are not in force in many institutions (although some companies do have a dress code) and that many kinds of dress are considered appropriate in an office. However, encourage an outspoken discussion on this subject of dress as well as the other subjects of grooming, voice quality, and mannerisms since many serious and embarrassing errors can be made because of lack of judgment on appropriateness.

Students may wish to discuss a screening profile used by personnel in order to gain some insight into the importance of personal and professional qualities desirable for office employees.

Appearance Language Manners

Discussions

Discuss various case studies involving different aspects of employer-employee relations.

Role Play. Students take on various roles in an office situation. (See Appendix C for sample discussion cases.)

Assignments to the

Resources

Fries, Albert, et al.
Applied Secretarial Practice.
6th ed. New York: Gregg
Division, McGraw-Hill Book
Company, 1968.

Woodward, Theodore, et al.
General Office Procedures
for Colleges. 6th ed.
Cincinnati: South-Western
Publishing Company, 1972.

Scheer, Wilbert E. "Applicant Screening Profile."
Developed by Employer's Services Corp., Box 314,
Bristol, Tenn. 37621. p. 172.

The Dartnell Personnel Director's Handbook. Chicago:
The Dartnell Corporation,
1969.

THE PLUS FACTORS

<u>Topic</u>	<u>Activities</u>
D. Employer Errors	Instructor should avoid the right or wrong approach and recognize that insight is gained primarily by thinking out the situation.
E. Personal Favors	
	Examples:
	1. Employer constantly interrupts employee at work.
	2. Employee lacks knowledge of employer's whereabouts.
	3. Employer asks employee to do typing duties that do not pertain to his work duties, e.g., typing for employer's spouse.
	4. Employer gives three urgent jobs at once and wants all three done at the same time.
	5. Employer makes grammatical errors; employer is often irritated, however, at being corrected.
	6. Employer is busy and doesn't explain minor but necessary details -- like where to order supplies.
	7. Employer is absent-minded.

Activities

Resources

Instructor should avoid the right or wrong approach and recognize that insight is gained primarily by thinking out the situation.

Examples:

1. Employer constantly interrupts employee at work.
2. Employee lacks knowledge of employer's whereabouts.
3. Employer asks employee to do typing duties that do not pertain to his work duties, e.g., typing for employer's spouse.
4. Employer gives three urgent jobs at once and wants all three done at the same time.
5. Employer makes grammatical errors; employer is often irritated, however, at being corrected.
6. Employer is busy and doesn't explain minor but necessary details -- like where to order supplies.
7. Employer is absent-minded.

THE PLUS FACTORS

Topic

Activities

8. Employer blames employee for errors that are not employee's fault.
9. Employer (male) asks employee (female) to dinner once a week.

F. Roles of the Secretary

Discuss the changing role of the secretary. Encourage students to think originally on this subject. The more imaginative the concepts, the better the discussion. (See Appendix C, "What Is A Secretary?")

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G. Other

Have students brainstorm giving other situations based on their experience in dealing with employers.

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III. Employee-Employee Relations

A. Making Friends

Discuss case studies involving various aspects of relations among co-workers.

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Secretar
1103 Gra
City, Mi

B. Sharing Responsibilities

Role play. Some office problem situations that might be discussed are:

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C. Bothersome Co-Workers

1. Making friends at the office.
2. Office courtesy and appropriate conduct.

D. Avoiding Cliques and Office Gossip

3. Accepting change in office procedures.

Activities

Resources

8. Employer blames employee for errors that are not employee's fault.
9. Employer (male) asks employee (female) to dinner once a week.

Scheer, Wilbert E. "What Is A Secretary?" National Secretaries Association.

Today's Secretary (magazine)
Order from Gregg Division
of McGraw-Hill Book Company.
(\$5.00, one year's sub-
scription)

Discuss the changing role of the secretary. Encourage students to think originally on this subject. The more imaginative the concepts, the better the discussion. (See Appendix C, "What Is A Secretary?")

Have students brainstorm giving other situations based on their experience in dealing with employers.

Secretaries on the Spot.
A collection of actual secretarial problems and how they were solved. 1967.

Discuss case studies involving various aspects of relations among co-workers.

Order from: National Secretaries Association, 1103 Grand Avenue, Kansas City, Missouri 64106 \$5.00

Role play. Some office problem situations that might be discussed are:

1. Making friends at the office.
2. Office courtesy and appropriate conduct.
3. Accepting change in office procedures.

Masterson, A.C. A Teacher's Guide for Human Relations.
Department of Vocational Education. Colorado State University, Denver, Colorado, 1971. A Business and Office Education Curriculum Project.

THE PLUS FACTORS

Topic

Activities

Resources

4. Avoiding cliques, gossip and rumors.
5. Being innovative.
6. Dealing with a co-worker who doesn't want to cooperate in work-sharing job situation.
7. Promoting office safety.
8. Other situations experienced by students.

Russon, Allien E.
Development for
ed. Cincinnati:
Publishing Comp

Work Is Happiness
Massachusetts:
Bete Company, 19
graphic Booklet.

IV. Handling Visitors

A. Visitors With Appointments

Role play. Situations to discuss:

B. Visitors Without Appointments

1. Greeting the caller

C. Late Visitors

2. Finding out purpose of call

D. Frequent Visitors

3. Making caller feel comfortable

E. Salespersons

4. Referring the caller

F. Irate Visitors

5. Escorting a visitor into boss's office

6. Dealing with irate and late visitors

7. Visitors who overstay their time

8. Employer who is always late with appointments

Activities

4. Avoiding cliques, gossip and rumors.
5. Being innovative.
6. Dealing with a co-worker who doesn't want to cooperate in work-sharing job situation.
7. Promoting office safety.
8. Other situations experienced by students.

Resources

Russon, Allien R. Personality Development for Business. 4th ed. Cincinnati: South-Western Publishing Company, 1973.

Work Is Happiness. Greenfield, Massachusetts: Channing L. Bete Company, 1972. A Scriptographic Booklet.

appointments

Role play. Situations to discuss:

point-

1. Greeting the caller
2. Finding out purpose of call
3. Making caller feel comfortable
4. Referring the caller
5. Escorting a visitor into boss's office
6. Dealing with irate and late visitors
7. Visitors who overstay their time
8. Employer who is always late with appointments

THE PLUS FACTORS

<u>Topic</u>	<u>Activities</u>
V. Miscellaneous	
A. Developing Efficient Work Habits	<p>Discuss with students the importance of establishing efficient working habits. Include the following:</p> <ol style="list-style-type: none">1. Organizing work schedule2. Meeting deadlines3. Checking work for accuracy4. Dating everything5. Making notes of things to be done6. Keeping business information to oneself. Give in-basket types of exercises. Examples: (1) Distribute a list of office duties to be performed within a certain time. Have students arrange list in a suggested priority of importance -- what job should be done first. (See Appendix C.) (2) Give students an exercise in following directions. Be specific. Stress note taking. (3) Assign proofreading exercises.

Parker Pu
Editorial
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the Secre
N.Y.: Pa
Company,

Fries, All
Applied Se
Unit 9.

Time-Your
Greenfield
Channing
Inc., 1972
Booklet.

Activities

Resources

ent Work

Discuss with students the importance of establishing efficient working habits. Include the following:

1. Organizing work schedule
2. Meeting deadlines
3. Checking work for accuracy
4. Dating everything
5. Making notes of things to be done
6. Keeping business information to oneself. Give in-basket types of exercises. Examples:
 - (1) Distribute a list of office duties to be performed within a certain time. Have students arrange list in a suggested priority of importance -- what job should be done first. (See Appendix C.)
 - (2) Give students an exercise in following directions. Be specific. Stress note taking.
 - (3) Assign proofreading exercises.

Parker Publishing Company Editorial Staff. 155 Office Shortcuts and Time Savers for the Secretary. West Nyack, N.Y.: Parker Publishing Company, Inc., 1964.

Fries, Albert C., et al. Applied Secretarial Procedures. Unit 9. pp. 217-237.

Time-Your Greatest Asset. Greenfield, Massachusetts: Channing L. Bete Company, Inc., 1972. A Scriptographic Booklet.

THE PLUS FACTORS

<u>Topic</u>	<u>Activities</u>	<u>Resource</u>
B. Planning Your Work Area	Discuss with students: Personal desk efficiency (See Appendix C.) Choices of equipment and supplies for desk. Location and placement of supplies in desk.	Fries, Albert C. <u>Applied Secretarial Procedures</u> . Unit 8 213.
C. Choosing Reference Materials	Discuss with students the importance of locating information when needed. Acquaint them with standard reference materials. Have class decide which sources should be at their fingertips. (See Appendix C.)	Hutchinson, Lois <u>Handbook for Secretaries</u> , ed. New York: McGraw-Hill Book
D. Other Plus Factors	Pull together the concepts of <u>The Plus Factors</u> and discuss any other "plus factors" that are appropriate.	

Additional Resources:

Pamphlets

The following pamphlets may be ordered from the Dartnell Corporation, 4660 Ravenswood Avenue, Chicago, Illinois 60640:

Becker, Esther R., What a White Collar Girl Should Know About Improving

French, Marilyn. What a White Collar Girl Should Know About Human Relations

Gath, Sally. What a White Collar Girl Should Know About Work Organization

Miller, Katherine S., What a Secretary Should Know About Herself.

Rollason, Peggy Norton. What the Secretary Should Know About Public Relations

(The five pamphlets listed above may be purchased for 40¢ ea. -- one to

Activities

Resources

Discuss with students:

Personal desk efficiency (See Appendix C.) Choices of equipment and supplies for desk. Location and placement of supplies in desk.

Fries, Albert C., et al. Applied Secretarial Procedures. Unit 8. pp. 186-213.

Discuss with students the importance of locating information when needed. Acquaint them with standard reference materials. Have class decide which sources should be at their fingertips. (See Appendix C.)

Hutchinson, Lois I. Standard Handbook for Secretaries. 8th ed. New York: Gregg Division McGraw-Hill Book Company, 1969.

Pull together the concepts of The Plus Factors and discuss any other "plus factors" that are appropriate.

Pamphlets

The following pamphlets may be ordered from the Dartnell Corporation, 4660 Ravenswood Avenue, Chicago, Illinois 60640:

Becker, Esther R., What a White Collar Girl Should Know About Improving Her Memory.

French, Marilyn. What a White Collar Girl Should Know About Human Relations.

Gath, Sally. What a White Collar Girl Should Know About Work Organization.

Miller, Katherine S., What a Secretary Should Know About Herself.

Rollason, Peggy Norton. What the Secretary Should Know About Public Relations.

(The five pamphlets listed above may be purchased for 40¢ ea. -- one to five copies.)

THE PLUS FACTORS

Successful Secretary

Poise for the Successful Business Girl

Keys to Etiquette for the Business Girl

(The three pamphlets listed above may be purchased for 50¢)

FILMS:

Dealing with Problem People - The Forgetter

Dealing with Problem People - The Hothead

Dealing with Problem People - The Scoffer

Dealing with Problem People - Disorderly Worker

Each of the above is a discussion film which presents personality problems of workers situations. Each film: Journal, 1970, 7 min.

Your Job - Fitting In 16 min. Coronet, 1968. This film shows the importance of learning company rules, learning mistakes, and helpful attitudes to have when starting a job.

Your Job - Getting Ahead 16 min. Coronet, 1968. Experienced workers, interviewed at their tips on getting ahead - tips that we see applied by a young man entering on a career

Your Job - Good Work Habits 13 min. Coronet, 1968. An interview with two high school graduates on their first full-time job helps us recognize work of good quality, done with safety and satisfaction. Good work habits, such as working steadily, concentrating, and planning ahead, can lead to a raise, and other benefits.

Your Job - You and Your Boss 16 min. Coronet, 1968. The relationship between worker and boss from both points of view. Interviews with supervisors and employees answer many questions.
65 E. South Water Street, Chicago, Illinois 60601.

Successful Secretary

Poise for the Successful Business Girl

Keys to Etiquette for the Business Girl

(The three pamphlets listed above may be purchased for 50¢)

Mem People - The Forgetter

Mem People - The Hothead

Mem People - The Scoffer

Mem People - Disorderly Worker

Above is a discussion film which presents personality problems of workers in realistic
Each film: Journal, 1970, 7 min.

In 16 min. Coronet, 1968. This film shows the importance of learning and following
, learning mistakes, and helpful attitudes to have when starting a job.

Ahead 16 min. Coronet, 1968. Experienced workers, interviewed at their jobs, give
ng ahead - tips that we see applied by a young man entering on a career as a newspaperman.

Work Habits 13 min. Coronet, 1968. An interview with two high school graduates on their
me job helps us recognize work of good quality, done with safety and satisfaction. Good
such as working steadily, concentrating, and planning ahead, can lead to a promotion,
other benefits.

Your Boss 16 min. Coronet, 1968. The relationship between worker and boss is seen from
f view. Interviews with supervisors and employees answer many questions. Coronet Films,
ater Street, Chicago, Illinois 60601.

THE PLUS FACTORS

*Office Courtesy 12 min. \$2.50 Encyclopedia Britannica. Dramatizes techniques for office workers with persons outside the company, face to face, and over the telephone. Stresses importance of and thoughtfulness.

*Office Teamwork 12 min. \$2.50 Encyclopedia Britannica. Dramatizes representative office situations where teamwork is necessary. Reveals effect of various attitudes on company morale and business.

*How to Keep a Job 11 min. \$2.50 Coronet. Teaches the importance of dependability, cooperation, and loyalty in keeping a job.

*Safety in Offices 10 min. \$2.50 Humorously points out carelessness in office, such as leaving low drawers open and many other traits of thoughtlessness.

Working Together 12 min. Color #2019 Encyclopedia Britannica, 425 N. Michigan Avenue, Chicago, IL

Communicating with the Public 12 min. Color #3015 Encyclopedia Britannica, 425 N. Michigan Ave., Illinois 60611.

*Order from: Business Education Films, 5113 16th Avenue, Brooklyn, N.Y. 11204.

FILMSTRIPS:

"Secretarial Attitudes" McGraw-Hill. 10 min. \$2.50 - Emphasizes working under pressure, meeting and following instructions. Order from: Business Education Films, 5113 - 16th Avenue, Brooklyn, N.Y. 11204.

"Work Habits and Attitudes." Avid, 1968. This sound filmstrip series reviews 16 work habits and attitudes which are basic to any successful work experience.

\$2.50 Encyclopedia Britannica. Dramatizes techniques for office workers in working the company, face to face, and over the telephone. Stresses importance of courtesy.

\$2.50 Encyclopedia Britannica. Dramatizes representative office situations in which y. Reveals effect of various attitudes on company morale and business.

\$2.50 Coronet. Teaches the importance of dependability, cooperation, initiative, and getting a job.

\$2.50 Humorously points out carelessness in office, such as leaving low filing cabinet open by other traits of thoughtlessness.

Color #2019 Encyclopedia Britannica, 425 N. Michigan Avenue, Chicago, Illinois 60611.

Public 12 min. Color #3015 Encyclopedia Britannica, 425 N. Michigan Ave., Chicago,

Education Films, 5113 16th Avenue, Brooklyn, N.Y. 11204.

McGraw-Hill. 10 min. \$2.50 - Emphasizes working under pressure, meeting deadlines, and meeting obligations. Order from: Business Education Films, 5113 - 16th Avenue, Brooklyn, N.Y.

"Avid, 1968. This sound filmstrip series reviews 16 work habits and attitudes necessary for a successful work experience.

LANGUAGE ARTS SKILLS

Time: 40-60 hours

STATEMENT: One of the most useful and necessary skills an office worker can possess is the ability to use English correctly in writing, editing, and speaking. This unit will give the student a review of the principles of language arts with emphasis on the areas necessary for successful communication in the office, i.e., the rules of grammar, punctuation, spelling, proofreading, and word division and the principles of business writing.

OBJECTIVES: The student will be able to:

1. Identify, through pretesting, areas of deficiency in the use of principles of standard English.
2. Identify, define, and apply parts of speech.
3. Recognize and write a complete sentence.
4. Identify main and subordinate clauses.
5. Construct a paragraph.
6. Apply the principles of punctuation, capitalization, abbreviations, and number usage.
7. Identify the parts of a business letter.
8. Compose a short business letter; i.e., request letter, letter of application and response letter.
9. Proofread correspondence to detect grammar, punctuation, and spelling errors.
10. Spell correctly from dictation a list of the most frequently misspelled words.

LANGUAGE ARTS SKILLS

Time: 40-60 hours

Most useful and necessary skills an office worker can possess is the ability to use standard writing, editing, and speaking. This unit will give the student a review of the basic principles with emphasis on the areas necessary for successful communication in the business world; grammar, punctuation, spelling, proofreading, and word division and the principles of effective

will be able to:

through pretesting, areas of deficiency in the use of principles of standard English.

identify, and apply parts of speech.

write a complete sentence.

identify and subordinate clauses.

write a paragraph.

apply principles of punctuation, capitalization, abbreviations, and number usage.

write parts of a business letter.

write a business letter; i.e., request letter, letter of application, and response to a complaint

respond to correspondence to detect grammar, punctuation, and spelling errors.

write from dictation a list of the most frequently misspelled words.

LANGUAGE ARTS SKILLS

<u>Topic</u>	<u>Activities</u>	<u>Resource</u>
I. Self-assessment		
A. Grammar and Punctuation Pretest	Give a pretest to class covering grammar and punctuation. (Preliminary test from <u>Business English</u> - Reed suggested.) Pretest on selected words from a spelling list of frequently misspelled words.	Reed, Jeanne. <u>Business English</u> . 2nd ed. Education Series. Gregg Division, Book Company, 1968.
B. Spelling Pretest	Use these tests to assess the needs of students and as a guide for planning areas of concentration. Approximately two hours should be allowed for testing.	List of Most Frequently Misspelled Words (See Appendix D.)
II. Grammar Review		
A. Parts of Speech		
1. Nouns		
a) Recognition and use	All grammar concepts should be reviewed according to the needs of the students. Give appropriate exercises to reinforce learning. Provide opportunities for students to work individually on their particular areas of weakness. Evaluate to see if basic concepts have been mastered.	Blumenthal, Joseph. <u>English 2600 2nd Edition</u> . A Program in Grammar and Usage. New York: Harcourt Brace Jovanovich, Inc. 1968.
b) Plurals of nouns		
c) Possessive forms of nouns		
2. Pronouns		
a) Recognition and use		
(1) Personal		
(a) Person		
(b) Case		
(c) Number		
(d) Gender		
(2) Relative		
(3) Indefinite		
(4) Possessive		

Activities

Give a pretest to class covering grammar and punctuation. (Preliminary test from Business English - Reed suggested.)

Pretest on selected words from a spelling list of frequently misspelled words.

Use these tests to assess the needs of students and as a guide for planning areas of concentration. Approximately two hours should be allowed for testing.

All grammar concepts should be reviewed according to the needs of the students. Give appropriate exercises to reinforce learning. Provide opportunities for students to work individually on their particular areas of weakness. Evaluate to see if basic concepts have been mastered.

Resources

Reed, Jeanne. Business English. 2nd ed. Gregg Adult Education Series. New York: Gregg Division, McGraw-Hill Book Company, 1972.

List of Most Frequently Misspelled Words (See Appendix D.)

Blumenthal, Joseph C. English 2600 2nd ed. with Index. A Programmed Course in Grammar and Usage. New York: Harcourt Brace Jovanovich, Inc., 1973.

Brendel, Leroy A., and Leffingwell, Elsie. English Usage Drills and Exercises - Programmed for the Typewriter. New York: Gregg Division, McGraw-Hill Book Company, 1968.

Burtness, Paul S., and Aurner, Robert R. Effective English for Colleges. 5th ed. Cincinnati: South-Western Publishing Co., 1975.

LANGUAGE ARTS SKILLS

<u>Topic</u>	<u>Activities</u>	<u>R</u>
b) Subject-verb agreement		Carlin, J. <u>English on</u> New York: Company, 1
c) Pronoun-antecedent agreement		
3. Verbs		
a) Recognition and use		Cleary, J. Lacombe, J. <u>Style Skill</u> A Self-imp for Transc 2nd ed. M Division, Company, 1
(1) Action and linking (2) Voice inflection (3) Principle parts (4) Tense		
b) Regular and irregular verbs		
c) Subject-verb agreement		Monro, Kat berg, Mary <u>Business 1</u>
(1) Compound subject joined by <u>and</u> or <u>or</u> (2) <u>S</u> on third person singular verbs (3) Sentences beginning with here and there		<u>Text WorkE</u> 5th ed. M Division, Company, 1
d) Recognition and use of verbals		Reed, Jean <u>English.</u> Kit in Co tion, 2nd McGraw-Hi 1972.
(1) Gerund (2) Participial (3) Infinitive		
e) Troublesome verbs		

Topic

Activities

Resources

verb agreement

antecedent agreement

conjunction and use

conjunction and linking

case inflection

case parts

and

and irregular verbs

verb agreement

compound subject joined by

and or

third person singular

sentences beginning with

and there

conjunction and use of verbals

and

principal

verb forms

verb forms

Carlin, Jerome, et al.
English on the Job. Book 2.
New York: Globe Book
Company, 1970.

Cleary, Joseph B., and
Lacombe, Joan M. English
Style Skill-Builders -
A Self-improvement Program
for Transcribers and Typists.
2nd ed. New York: Gregg
Division, McGraw-Hill Book
Company, 1974.

Monro, Kate M., and Witten-
berg, Mary Alice. Modern
Business English.

Text Workbook for Colleges.
5th ed. New York: Gregg
Division, McGraw-Hill Book
Company, 1972.

Reed, Jeanne. Business
English. A Gregg Text-
Kit in Continuing Educa-
tion, 2nd ed. New York:
McGraw-Hill Book Company,
1972.

LANGUAGE ARTS SKILLS

<u>Topic</u>	<u>Activities</u>	<u>Resource</u>
4. Adjectives and Adverbs		Schachter, Norman <u>The Easy Way</u> . Cincinnati: Scribner Publishing Co.,
a) Recognition and use		
b) Comparison		
c) Adverb and adjective confusion		Sheff, Donald A. <u>English</u> . New York: Publishing Company 1968.
5. Prepositions		
a) Recognition and use in phrases		
b) Troublesome prepositions		
6. Conjunctions		
a) Correlatives		
b) Coordinating		
c) Subordinating		
7. Interjections		
B. The Sentence	Give students an opportunity to construct simple, compound, and complex sentences. Stress ways to achieve sentence variety:	
1. Recognition and use of adverb clause		
2. Recognition and use of adjective clause	1. Vary sentence length 2. Vary sentence beginnings 3. Vary sentence type	
3. Recognition and use of basic sentence type		

Activities

Resources

ba
use
tive confusion
use in phrases
ositions

Schachter, Norman. English
The Easy Way. 3rd ed.
Cincinnati: South-Western
Publishing Co., 1969.

Sheff, Donald A. Secretarial
English. New York: Regents
Publishing Company, Inc.,
1968.

Give students an opportunity to
construct simple, compound, and
complex sentences. Stress ways
to achieve sentence variety:

f adverb

f adjective

f basic

1. Vary sentence length
2. Vary sentence beginnings
3. Vary sentence type

LANGUAGE ARTS SKILLS

<u>Topic</u>	<u>Activities</u>	<u>Re</u>
4. Order of elements		
C. Paragraphs	<p>Discuss with students the most useful methods in developing a paragraph. Stress the importance and development of topic sentence as well as unity, coherence, and emphasis. Give students an exercise in developing a particular type of paragraph; i.e., descriptive, narrative, and persuasive.</p>	
1. Method of development		
2. Types of paragraphs		
D. Word Usage	<p>Give special emphasis to words that are often confusing and used incorrectly in business writing. Examples: affect, effect; advice, advise; lie, lay; accept, except; precede, proceed; all right; etc.</p>	<p>Burtness a <u>Effective</u> <u>Colleges.</u> pp. 109-12</p>
1. Choice of correct word		
2. Recognition and use of synonyms, antonyms, homonyms		
III. Punctuation Review	<p>Review the following:</p>	
A. Period	<p>Used after a declarative sentence. Used after an imperative sentence. Used after numbers or letters in an outline. Used in abbreviations and initials.</p>	<p>Brendel, L Near, Dori <u>Drills and</u> <u>Programmed</u> New York: McGraw-Hil 1970.</p>
B. Comma	<p>Review the following:</p> <p>Used to prevent misreading. Used in a series. Used after introductory words, phrases, or long clauses.</p>	<p>Reigner, C <u>Punctuatio</u> Baltimore: Company, 1</p>

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paragraphs

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Discuss with students the most useful methods in developing a paragraph. Stress the importance and development of topic sentence as well as unity, coherence, and emphasis. Give students an exercise in developing a particular type of paragraph; i.e., descriptive, narrative, and persuasive.

Give special emphasis to words that are often confusing and used incorrectly in business writing. Examples: affect, effect; advice, advise; lie, lay; accept, except; precede, proceed; all right; etc.

Review the following:

- Used after a declarative sentence.
- Used after an imperative sentence.
- Used after numbers or letters in an outline.
- Used in abbreviations and initials.

Review the following:

- Used to prevent misreading.
- Used in a series.
- Used after introductory words, phrases, or long clauses.

Burtness and Aurner, Effective English for Colleges. Unit 7, pp. 109-124.

Brendel, Leroy A., and Near, Doris. Punctuation Drills and Exercises - Programmed for the Typewriter. New York: Gregg Division, McGraw-Hill Book Company, 1970.

Reigner, Charles. Applied Punctuation. 5th ed., Baltimore: H. M. Rowe Book Company, 1972.

LANGUAGE ARTS SKILLS

<u>Topic</u>	<u>Activities</u>
	Used to set off parenthetical expressions.
	Used to set off direct quotations.
	Used in dates, figures, and addresses.
	Used to set off mild exclamations such as <u>well</u> and <u>oh</u> .
	Used frequently before a coordinate conjunction.
	Used to set off nouns of direct address.
	Used after the complimentary close of a letter.
	Used to show the omission of a verb in a compound sentence.
C. Question Mark and Exclamation Point	
D. Quotation Marks	Review the following: Used to enclose exact words of a speaker. Used for quotation within a quotation -- (single quotation marks). Used to enclose the title of a song, a poem, or a magazine article. Used with other punctuation.
E. Colon	Review the following: Used after salutation in a business letter. Used between figures indicating the time. Used before an enumeration. Used after such words as these: <u>the following</u> , or <u>as follows</u> .

Activities

Resources

- Used to set off parenthetical expressions.
- Used to set off direct quotations.
- Used in dates, figures, and addresses.
- Used to set off mild exclamations such as well and oh.
- Used frequently before a coordinate conjunction.
- Used to set off nouns of direct address.
- Used after the complimentary close of a letter.
- Used to show the omission of a verb in a compound sentence.

Exclamation

Review the following:

- Used to enclose exact words of a speaker.
- Used for quotation within a quotation -- (single quotation marks).
- Used to enclose the title of a song, a poem, or a magazine article.
- Used with other punctuation.

Review the following:

- Used after salutation in a business letter.
- Used between figures indicating the time.
- Used before an enumeration.
- Used after such words as these: the following, or as follows.

LANGUAGE ARTS SKILLS

<u>Topic</u>	<u>Activities</u>
F. Semicolon	<p>Review the following:</p> <p>Used in compound sentence when the conjunction is omitted.</p> <p>Used as a substitute for the comma to separate elements that already contain commas.</p> <p>Used when a mark of punctuation stronger than a comma is required; i.e., He is five feet, six inches tall; weighs 190 pounds; and is thirty years old.</p>
G. Hyphen	<p>Review the following:</p> <p>Used to divide words at the end of the line.</p> <p>Used to form compound words.</p> <p>Used to form compound numerals when written as words (twenty-one).</p> <p>Used to form an adjective when it modifies a noun (the five-day week).</p> <p>Used to attach the prefixes <u>all</u>, <u>ex</u>, <u>self</u>, and suffix <u>elect</u> to nouns.</p>
H. Apostrophe	<p>Review the following:</p> <p>Used to form a contraction.</p> <p>Used to show the possessive forms of singular and plural nouns.</p> <p>Used to form the plurals of figures, letters, and symbols; i.e., 4's, a's.</p>

Activities

Resources

Review the following:

Used in compound sentence when the conjunction is omitted.

Used as a substitute for the comma to separate elements that already contain commas.

Used when a mark of punctuation stronger than a comma is required; i.e., He is five feet, six inches tall; weighs 190 pounds; and is thirty years old.

Review the following:

Used to divide words at the end of the line.

Used to form compound words.

Used to form compound numerals when written as words (twenty-one).

Used to form an adjective when it modifies a noun (the five-day week).

Used to attach the prefixes all, ex, self, and suffix elect to nouns.

Review the following:

Used to form a contraction.

Used to show the possessive forms of singular and plural nouns.

Used to form the plurals of figures, letters, and symbols; i.e., 4's, a's.

LANGUAGE ARTS SKILLS

Topic

Activities

I. Parentheses

Review the following:

Used to enclose non-essential material only remotely connected in meaning with the rest of the sentence. Ex. Letterhead stationery (8 and 1/2 x 11 inches) is used for most business letters.

Used to enclose dates, figures, and letters which are inserted. Ex. Mass media include the following: (1) radio, (2) television, (3) magazines, and (4) newspapers. The sum of three thousand dollars (\$3,000) is to be paid within ninety (90) days.

J. Dash

Review the following:

Used to indicate a sudden break in thought. Used before a word or phrase to give the expression unusual emphasis or special meaning. Ex. Worry--how much waste it causes.

Point out to the class the distinction between the hyphen and dash in typewritten copy.

K. Ellipses

IV. Capitalization

Review the following basic principles of capitalization. Give diagnostic tests to determine areas for special drill.

Activities

Resources

Review the following:

Used to enclose non-essential material only remotely connected in meaning with the rest of the sentence. Ex. Letterhead stationery (8 and 1/2 x 11 inches) is used for most business letters.

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Point out to the class the distinction between the hyphen and dash in typewritten copy.

Review the following basic principles of capitalization. Give diagnostic tests to determine areas for special drill.

LANGUAGE ARTS SKILLS

Topic

Activities

Capitalize:

1. The first word in sentence
2. Pronoun I and the interjection O
3. Proper nouns and proper adjectives
4. Names of organizations, business firms, institutions, and government bodies
5. Names of nationalities, races, and religions
6. Names of historical events and periods, special events, and calendar items.
7. Titles: used as a person's name: books, articles, periodicals, etc.
8. North, South, etc., used to designate geographical area

V. Number Usage

Review with students the general guidelines to follow in writing numbers correctly in business correspondence. Include the following:

1. General rules
2. Adjacent numbers
3. Numbers in addresses
4. Numbers in dates and expressions of time
5. Sums of money
6. Quantities and measurements
7. Fractions and decimals
8. Percentages

Activities

Resources

Capitalize:

1. The first word in sentence
2. Pronoun I and the interjection O
3. Proper nouns and proper adjectives
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Lessenberry, D.D.,
et al. Century 21
Typewriting. Complete
course. Cincinnati:
South-Western Pub-
lishing Co., 1972.
(Number and Capitali-
zation Guides) pp.
117-125.

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8. Percentages

<u>Topic</u>	<u>Activities</u>	<u>Reso</u>
VI. Abbreviations	<p>Review with students the principles used in deciding when and how to abbreviate. Stress the following:</p> <ol style="list-style-type: none"> 1. Titles before and after names 2. Firm Names (Corporation) 3. Names of Associations and Government Agencies 4. Symbols and shortened forms of words 5. Plurals of abbreviations 6. Terms of measure 7. Street names 8. Names of cities and states 9. Names of days and months 	
VII. Business Letters		
A. Form and Arrangement	<p>Review the standards for business letters. Teach these business communications:</p>	<p>Himstreet et al. <u>B</u> <u>in Commun</u> ed. Engle Prentice-1</p>
B. Content	<ol style="list-style-type: none"> 1. Request for information 2. Answer to a complaint 3. Application for a position 	
C. Types of Letters	<p>Emphasize:</p>	
	<ol style="list-style-type: none"> 1. Brevity and clarity 2. Up-to-date terms 3. Courteous, businesslike tone 4. Neatness 5. Correct form 6. Folding the letter 	

Activities

Review with students the principles used in deciding when and how to abbreviate. Stress the following:

1. Titles before and after names
2. Firm Names (Corporation)
3. Names of Associations and Government Agencies
4. Symbols and shortened forms of words
5. Plurals of abbreviations
6. Terms of measure
7. Street names
8. Names of cities and states
9. Names of days and months

Review the standards for business letters. Teach these business communications:

1. Request for information
2. Answer to a complaint
3. Application for a position

Emphasize:

1. Brevity and clarity
2. Up-to-date terms
3. Courteous, businesslike tone
4. Neatness
5. Correct form
6. Folding the letter

Resources

Himstreet, William C.
et al. Business English
in Communications. 2nd
ed. Englewood Cliffs, N.J.:
Prentice-Hall, Inc., 1970.

LANGUAGE ARTS SKILLS

<u>Topic</u>	<u>Activities</u>
VIII. Dictionary Skills and Word Division	
A. Content and Use of Dictionaries	Provide opportunities for using dictionaries. Include the following:
B. Kinds of Dictionaries	
C. Word-Division Guides	
	1. Studying a dictionary page
	2. Checking the pronunciation key
	3. Finding information quickly
	4. Defining words
	5. Recognizing and using different types:
	a.) Abridged
	b.) Unabridged
	Provide experience using a thesaurus. Review word-division guides.
IX. Spelling	
A. Spelling Rules	Review a few helpful spelling rules. Dictate spelling words from list of commonly misspelled words.
B. List of Most-Frequently Misspelled Words	
X. Proofreading	Give students several examples of business correspondence to proofread and prepare final copy. Point out that you read <u>first</u> for content and clarity and <u>second</u> for spelling, punctuation, typographical errors, etc.

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Resources

s and Word Division

Use of Dictionaries

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Provide opportunities for using dictionaries. Include the following:

1. Studying a dictionary page
2. Checking the pronunciation key
3. Finding information quickly
4. Defining words
5. Recognizing and using different types:
 - a.) Abridged
 - b.) Unabridged

Provide experience using a thesaurus.
Review word-division guides.

es

-Frequently
Words

Review a few helpful spelling rules.
Dictate spelling words from list of commonly misspelled words.

Give students several examples of business correspondence to proofread and prepare final copy. Point out that you read first for content and clarity and second for spelling, punctuation, typographical errors, etc.

Mersand, Joseph. Spelling Your Way To Success. Woodbury, N.Y.: Barron's Educational Series, Inc., 1959.

Bendel, Leroy A., et al. Communication Word Power: Vocabulary and Spelling Mastery. A Text-Workbook for Colleges. New York: Gregg Division, McGraw-Hill Book Company, 1968.

LANGUAGE ARTS SKILLS

<u>Topic</u>	<u>Activities</u>	<u>Resour</u>
	Reemphasize these points in what to look for:	Bendel, Leroy A. Doris. <u>Spelling Exercises - Prog</u> Typewriter. 2nd Gregg Division. Book Company, 19
	1. Misspelling	
	2. Inexact punctuation	
	3. Ambiguities of phrasing, particularly with pronouns	
	4. Errors in formation of possessives	Rak, Elsie T. <u>T Words</u> . Cambridge Education Public Inc., 1970.
	5. Errors in use of possessives	
	6. Errors in subject and verb agreement	
	7. Errors in pronoun and antecedent agreement	Strunk, Wm. F., E.B., <u>Elements c</u> New York: Macmi 1969. Paperback
	8. Improper capitalization	
	9. Inconsistency of style	
	Give students an opportunity to learn and use proofreader's marks.	<u>REFERENCE MATERI</u> Gavin, Ruth E., William A. <u>Refe</u> for Stenographer 4th ed. New York Division. McGr Company, 1970. Griffith, Franc John E. <u>Englis</u> Composition. C New York: Harc Jovanovich, Inc Leslie, Louis. Spelled and Div Reference. 6th

Activities

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1. Misspelling
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4. Errors in formation of possessives
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Resources

Bendel, Leroy A., and Near, Doris. Spelling Drills and Exercises - Programmed for the Typewriter. 2nd ed. New York: Gregg Division. McGraw-Hill Book Company, 1974.

Rak, Elsie T. The Spell of Words. Cambridge, Mass.: Education Publishing Service, Inc., 1970.

Strunk, Wm. F., and White, E.B., Elements of Style. New York: Macmillan Company, 1969. Paperback - 95 cents.

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LANGUAGE ARTS SKILLS

Topic

Activities

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Activities

Topic

Gregg Division, McGraw-Hill
Book Company, 1971.

Romine, Jack. College
Business English. 2nd ed.
Englewood Cliffs, New
Jersey: Prentice-Hall,
Inc., 1972.

APPLYING FOR A JOB

Time: 2 hours

STATEMENT: This unit will expose the student to procedures used to apply for a job including the preparation of a written application and resume, testing procedures, and the interview.

OBJECTIVES: The student will be able to:

1. Identify the quality of an outstanding personal data sheet.
2. Prepare a personal data sheet that could be used to apply for a job.
3. Fill out sample application forms and take a sample general clerical performance test.
4. Effectively apply for a job in person, understand the purpose of an interview, the interview process, and the proper way to conclude and follow up an interview.

APPLYING FOR A JOB

Time: 2 hours

Expose the student to procedures used to apply for a job including the preparation of a resume, testing procedures, and the interview.

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proper way to conclude and follow up an interview.

APPLYING FOR A JOB

<u>Topic</u>	<u>Activities</u>
I. Personal Data Sheet (Resume)	
A. Purpose	
B. Content	
1. Personal information	
2. Education/skills	
3. Extracurricular activities	
4. Experience	
5. References	
6. Appearance	

Have students prepare a personal data sheet. Although the goal would be for the students to prepare their own personal data sheet, some students feel uncomfortable about putting their age, etc. on a resume that the class can see. One way to avoid this may be to suggest that the resumes do not necessarily have to be accurate for classroom purposes. Be sure to remind students that a resume should sell oneself. In other words, always play up your strengths and don't mention your weaknesses.

Discuss in class possible difficulties one may encounter with a resume; i.e., if one is divorced, should this information appear in a resume.

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APPLYING FOR A JOB

Activities

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Resources

Meehan, James R., et al.
Clerical Office Procedures.
Cincinnati, Ohio: South-
Western Publishing Co.,
1973. pp. 548-577.

Meehan, James R., et al.
Secretarial Office Pro-
cedures. Cincinnati, Ohio:
South-Western Publishing
Co., 1973. pp. 545-573.

APPLYING FOR A JOB

<u>Topic</u>	<u>Activities</u>	<u>Resou</u>
II. <u>Cover Letter or Letter of Application</u>	Have students write a letter of application to send with a resume.	"Write an Outstanding Resume." <u>Career Curriculum Inc.</u> Vol. 2, Mid-March, 19
III. <u>Applying for a Job in Person</u>		
A. <u>Personnel Department</u>	Arrange for a member of a personnel department of a large organization to visit the class and discuss what the organization is seeking in terms of appearance, voice and language usage, personality, temperament, knowledge and skills, mental attitude, objectivity, self-confidence, effectiveness with people, job interest, and adaptability.	Blackledge, W. <u>You and Your</u> Ohio: South-Company, 1970
B. <u>Appearance</u>		
C. <u>Application Form</u>	Have students fill out sample application forms.	Morrison, Phy <u>The Right Job</u> the Modern Of New York: Gr McGraw-Hill B 1970.
D. <u>Clerical and Performance Tests</u>	Simulate and administer a general clerical performance test. Perhaps the Civil Service Test could be given or refer to employment tests -- <u>General Office Procedures for Colleges</u> . pp. 175, 177.	Woodward, The <u>General Office for Colleges</u> . Cincinnati: Publishing Co pp. 175-177.
1. <u>General Aptitude</u>		
2. <u>Skill Performance</u>		

Activities

Have students write a letter of application to send with a resume.

Arrange for a member of a personnel department of a large organization to visit the class and discuss what the organization is seeking in terms of appearance, voice and language usage, personality, temperament, knowledge and skills, mental attitude, objectivity, self-confidence, effectiveness with people, job interest, and adaptability.

Have students fill out sample application forms.

on
Tests Simulate and administer a general clerical performance test. Perhaps the Civil Service Test could be given or refer to employment tests -- General Office Procedures for Colleges. pp. 175, 177.

Resources

"Write an Outstanding Resume." Career World Curriculum Innovations, Inc. Vol. 2, No. 7: Mid-March, 1974. pp. 26-30.

Blackledge, Walter, et al. You and Your Job. Cincinnati, Ohio: South-Western Publishing Company, 1970.

Morrison, Phyllis. Getting The Right Job. A Career in the Modern Office Series. New York: Gregg Division, McGraw-Hill Book Company, 1970.

Woodward, Theodore, et al. General Office Procedures for Colleges. 6th ed. Cincinnati: South-Western Publishing Company, 1972. pp. 175-177.

APPLYING FOR A JOB

<u>Topic</u>	<u>Activities</u>
E. The Interview	Role play and discuss a model interview in terms of appearance, voice and language usage, personality, temperament, knowledge and skills, mental attitude, objectivity, self-confidence, effectiveness with people, job interest, and adaptability. Discuss concluding an interview and what follow-up procedures, if any, would be appropriate.
1. Purpose	
2. Forming an impression	
3. Conclusion of an interview	
4. Follow-up of an interview	

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Activities

Role play and discuss a model interview in terms of appearance, voice and language usage, personality, temperament, knowledge and skills, mental attitude, objectivity, self-confidence, effectiveness with people, job interest, and adaptability. Discuss concluding an interview and what follow-up procedures, if any, would be appropriate.

Resources

Handouts available from employment agencies.

Film: Applying for a Job.
13 minutes. Color #3011.
Order from: Encyclopedia
Britannica, 425 N. Michigan
Avenue, Chicago, Illinois
60611.

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Dealing with Problem People - The Forgetter

Dealing with Problem People - The Hothead

Dealing with Problem People - The Scoffer

Dealing with Problem People - Disorderly Worker

Each of these films is a discussion film which presents the personality problems of the
realistic work situation. Each film: Journal, 1970, 7 min.

Educator's Index of Free Films by the Chesapeake and Potomac Telephone Company, Baltimore, Mar

How to Lose Your Customer - Without Really Trying

A Manner of Speaking

The Voice of Your Business

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situation. Each film: Journal, 1970, 7 min.

Free Films by the Chesapeake and Potomac Telephone Company, Baltimore, Maryland.

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reaking

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Your Job - Fitting In 16 min. Coronet, 1968. This film shows the importance of learning and following rules, learning from mistakes, and helpful attitudes to have when starting a job.

Your Job - Getting Ahead 16 min. Coronet, 1968. Experienced workers, interviewed at their jobs, give getting ahead - tips that we see applied by a young man entering on a career as a newspaperman.

Your Job - Good Work Habits 13 min. Coronet, 1968. An interview with two high school graduates on the full-time job helps us recognize work of good quality, done with safety and satisfaction. Good work habits such as working steadily, concentrating and planning ahead, can lead to a promotion, a raise and a

Your Job - You and Your Boss 16 min. Coronet, 1968. The relationship between worker and boss is seen from two points of view. Interviews with supervisors and employees answer many questions. Coronet Films, 600 Water St., Chicago, Illinois 60601

Office Courtesy. 12 min. \$2.50 - Dramatizes techniques for office workers in working with persons outside the company, face to face, and over the telephone. Stresses importance of courtesy and thoughtfulness. Encyclopedia Britannica.

*Office Teamwork. 12 min. \$2.50 - Dramatizes representative office situations in which teamwork is necessary. Reveals effects of various attitudes on company morale and business. Encyclopedia Britannica.

*How to Keep a Job. 11 min. \$2.50 - Teaches the importance of dependability, cooperation, initiative, and persistence in keeping a job. Coronet.

*Safety in Offices. 10 min. \$2.50 - Humourously points out carelessness in office, such as leaving low drawers open, and many other traits of thoughtlessness.

Opportunities in Clerical Work. Business Education Films. Brooklyn, N.Y.

Working Together. 12 min. Color #3019 Encyclopedia Britannica, 425 N. Michigan Ave., Chicago, Illinois

Communicating with the Public. 12 min. Color #3015 Encyclopedia Britannica.

Applying For A Job. 13 min. Color #3011 Encyclopedia Britannica.

Why Man Creates. Pyramid Films (Rental) P.O. Box 1048, Santa Monica, California, 90406 or purchase from Aluminum Company, Oakland, California.

*Order from: Business Education Films, 5113 - 16th Avenue, Brooklyn, N.Y. 11204.

. Coronet, 1968. This film shows the importance of learning and following company takes, and helpful attitudes to have when starting a job.

min. Coronet, 1968. Experienced workers, interviewed at their jobs, give tips on t we see applied by a young man entering on a career as a newspaperman.

13 min. Coronet, 1968. An interview with two high school graduates on their first ecognize work of good quality, done with safety and satisfaction. Good work habits, , concentrating and planning ahead, can lead to a promotion, a raise and other benefits.

16 min. Coronet, 1968. The relationship between worker and boss is seen from both ews with supervisors and employees answer many questions. Coronet Films, 65 E. South nois 60601

50 - Dramatizes techniques for office workers in working with persons outside the nd over the telephone. Stresses importance of courtesy and thoughtfulness. Encyclopedia

50 - Dramatizes representative office situations in which teamwork is necessary. us attitudes on company morale and business. Encyclopedia Britannica.

2.50 - Teaches the importance of dependability, cooperation, initiative, and loyalty et.

2.50 - Humourously points out carelessness in office, such as leaving low filing ther traits of thoughtlessness.

k. Business Education Films. Brooklyn, N.Y.

olor #3019 Encyclopedia Britannica, 425 N. Michigan Ave., Chicago, Illinois 60611.

. 12 min. Color #3015 Encyclopedia Britannica.

Color #3011 Encyclopedia Britannica.

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APPENDIX A

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APPENDIX A

A SELECTION OF CAREER OPPORTUNITIES IN BUSINESS

General Clerical

Addressing Machine Operator: Operates machine to print addresses, code numbers, and similar information such as envelopes, accounting forms, and advertising literature; positions plates; stencils, or tapes magazine; and places articles to be addressed into loading rack.

Cashier: Includes occupations concerned with receiving and disbursing money in establishments other than banks. Most occupations involve use of adding machines, cash registers and change makers.

Correspondence Clerk: Includes occupations concerned with composing correspondence and related items for the purpose of obtaining or giving information.

Duplicating-Machines Operator: Makes copies of data by means of machines. Machines frequently used are Multilith, Mimeograph, and Xerox.

File Clerk: Records and retrieves data, including classifying, sorting, and filing correspondence, reports, and other data.

General Clerk: Performs a variety of clerical duties utilizing knowledge of systems and reports, including data and compiling records and reports, tabulating and posting data in record books, providing information, conducting interviews, operating office machines, and handling mail and correspondence.

Mail Clerk: Runs errands; sorts and delivers letters, packages, and messages; furnishes workers with office supplies; and performs similar routine tasks in an office.

Mail Preparing and Mail Handling Machine Operator: Runs automatic equipment which handles incoming and outgoing mail. (Only in offices which handle a very large volume of mail does this work require a full-time operator.)

Office Duplicating Operator: Reproduces handwritten matter by use of duplicating machines and devices.

Office Machines Operator: Operates some of the more common types of general office machines. Many of these workers have job titles taken from the kinds of equipment they use.

APPENDIX A

A SELECTION OF CAREER OPPORTUNITIES IN BUSINESS

General Clerical

Operates machine to print addresses, code numbers, and similar information on items, forms, and advertising literature; positions plates; stencils, or tapes in machine to be addressed into loading rack.

Jobs concerned with receiving and disbursing money in establishments other than banks. Includes adding machines, cash registers and change makers.

Includes occupations concerned with composing correspondence and related items for the following information.

Printer: Makes copies of data by means of machines. Machines frequently used are Dual Lith, Kerox.

Retrieves data, including classifying, sorting, and filing correspondence, records, and

a variety of clerical duties utilizing knowledge of systems and reports, including copying and reports, tabulating and posting data in record books, providing information and operating office machines, and handling mail and correspondence.

Sorts and delivers letters, packages, and messages; furnishes workers with clerical and other routine tasks in an office.

Sorting Machine Operator: Runs automatic equipment which handles incoming and outgoing mail (machines which handle a very large volume of mail do this work require a full-time operator.)

Stenographer: Reproduces handwritten matter by use of duplicating machines and devices.

Operates some of the more common types of general office machines. Many of these are included in the kinds of equipment they use.

PBX Telephone Switchboard Operator: Operates company private branch exchange telephone switchboard, incoming, outgoing, and interoffice calls. Operates equipment related to telephone communication. Provides information to callers and records messages. May keep record of calls and toll charges. May operate employees.

Personnel Clerk: Includes occupations concerned with assisting job seekers to fill out employment forms; supplying information regarding company hiring policies or requirements; investigating applicant history to determine suitability for employment; and compiling and keeping current employment records. Includes recruitment, training, promotion, attendance, retirement, and discharge of employees.

Receptionist--General: Meets the public through answering telephone and information requests; interviews employees; keeps records of callers, makes appointments, and interviews people to secure required information. Additional duties may include a variety of clerical and miscellaneous duties pertinent to the type of establishment.

Receptionist--Medical: Receives, directs, and instructs patient in office of physician, dentist, or other health service. Makes and confirms appointments and answers inquiries through personal conferences or telephone. May assist doctor, dentist, etc. in housekeeping, record keeping, and miscellaneous duties pertinent to the establishment.

Receptionist--PBX Switchboard Operator: Performs duties of operating a PBX telephone switchboard with responsibilities of a receptionist. Additional duties may include a variety of clerical and miscellaneous duties pertinent to the type of establishment.

Telephone Answering Service Operator: Operates cord or cordless switchboard to provide answering service for clients. Greets caller and announces name or phone number of client. Records and delivers messages, provides information, accepts orders, and relays calls. Places telephone calls at request of client and handles emergencies. Date-stamps and files messages.

Telephone Solicitor: Solicits orders for merchandise or services over telephone. Calls prospect to explain type of service or merchandise offered. Quotes prices and tries to persuade customer to purchase. Prepares sales talk. Records names, addresses, purchases, and reactions of prospects solicited. Provides information to the other workers for filing. May develop lists of prospects from city and telephone directories.

Telephone Switchboard Operator: Operates telephone switchboards and similar equipment for relaying messages, interoffice calls, establishes connections between subscribers, supplies information and calculates toll charges, and operates telegraph and similar equipment for transmitting and receiving messages.

Teller: Includes occupations concerned with disbursing and receiving money and recording transactions. Includes payroll teller, handles payrolls and problems connected with them.

Board Operator: Operates company private branch exchange telephone switchboards to relay interoffice calls. Operates equipment related to telephone communication. May supply interoffice messages. May keep record of calls and toll charges. May operate system to page employees.

Provides occupations concerned with assisting job seekers to fill out employment application forms. Provides information regarding company hiring policies or requirements; investigating applicant's work history; and compiling and keeping current employment records, such as promotion, attendance, retirement, and discharge of employees.

Meets the public through answering telephone and information requests; locates office and addresses of callers, makes appointments, and interviews people to secure required data. Additional duties include a variety of clerical and miscellaneous duties pertinent to the type of establishment.

Receives, directs, and instructs patient in office of physician, dentist, or other health professional. Confirms appointments and answers inquiries through personal conferences or by telephone. Performs duties in housekeeping, record keeping, and miscellaneous duties pertinent to the type of establishment.

Switchboard Operator: Performs duties of operating a PBX telephone switchboard in conjunction with a receptionist. Additional duties may include a variety of clerical and miscellaneous duties pertinent to the type of establishment.

Service Operator: Operates cord or cordless switchboard to provide answering service for clients and announces name or phone number of client. Records and delivers messages, furnishes information, and relays calls. Places telephone calls at request of client and locates client in directory. Places and files messages.

Solicits orders for merchandise or services over telephone. Calls prospective customers and offers merchandise or services. Quotes prices and tries to persuade customer to buy, using sales techniques. Records names, addresses, purchases, and reactions of prospects solicited. Refers orders to sales department for filing. May develop lists of prospects from city and telephone directories.

Operator: Operates telephone switchboards and similar equipment for relaying incoming and outgoing calls. Establishes connections between subscribers, supplies information and calculates charges, and operates similar equipment for transmitting and receiving messages.

Occupations concerned with disbursing and receiving money and recording transactions. As a cashier, handles payroll and problems connected with them.

A SELECTION OF CAREER OPPORTUNITIES IN BUSINESS

Typewriting

Automatic Typewriter Operator: Operates equipment such as Automatic Typewriter and Tape and Card Typewriter. Encodes tapes and cards and programs this equipment for special applications.

Clerk Typist: A clerk-typist has a greater variety of other clerical duties to perform in addition to typewriting. Performs general clerical work requiring use of typewriter in majority of duties: (1) compiles and types bills, application forms, shipping tickets, and other matter from clerical records; (2) files records; (3) posts information to records; (4) sorts and distributes mail; (5) answers telephone; and, (6) operates adding machine.

Forms Typist: Types information in the appropriate blanks on previously printed forms, such as insurance waybills, mortgages, and legal documents.

Mail Preparing and Mail Handling Machine Operator: Runs automatic equipment which handles incoming and outgoing mail. (Only in offices which handle a very large volume of mail does this work require a full-time operator.)

Statistical Typist: Obtains data and makes the necessary computations for reports of a rather complex nature. Types and distributes these reports and may be required to duplicate them.

Stencil Typist: Spends majority of time typing duplicating masters for use on fluid, stencil, and offset typewriters. Makes corrections and insures quality of work for multiple copies.

Telegraphic Typewriter Operator: Operates a machine basically the same as a typewriter that is connected to a similar machine in another geographic location, making written messages capable of transmission.

Transcribing Machine Operator: Transcribes information dictated at an earlier time from voice-writing equipment into typewritten form. (Dictation may have been recorded on plastic belts, magnetic belts, magnetic tapes, or plastic discs.)

Typist: A typist spends most of the time typewriting as the main job assignment and types letters, reports, forms, addresses, or other straight-copy material from rough draft or corrected copy. May verify totals on forms, requisitions, or bills. May operate duplicating machines to reproduce copy.

Vari-typist: Operates a Vari-Typer, which is a proportional spacing machine that can automatically justify margins.

A SELECTION OF CAREER OPPORTUNITIES IN BUSINESS

Typewriting

Operates equipment such as Automatic Typewriter and Tape and Card Typewriters (MCST).
Operates this equipment for special applications.

Performs a greater variety of other clerical duties to perform in addition to typing.
Requires use of typewriter in majority of duties: (1) compiles and types reports,
calculating tickets, and other matter from clerical records; (2) files records and reports;
(3) sorts and distributes mail; (4) answers telephone; and, (6) computes amounts

Types in the appropriate blanks on previously printed forms, such as insurance policies,
contracts, and other documents.

Machine Operator: Runs automatic equipment which handles incoming and outgoing
mail. (A very large volume of mail does this work require a full-time operator.)

Operates and makes the necessary computations for reports of a rather complex nature.
Reports and may be required to duplicate them.

Operates a machine for the purpose of time typing duplicating masters for use on fluid, stencil, and offset duplicators.
Performs a variety of work for multiple copies.

Operates a machine basically the same as a typewriter that is connected to a
telegraphic location, making written messages capable of transmission.

Transcribes information dictated at an earlier time from voice-writing equipment
on which may have been recorded on plastic belts, magnetic belts, magnetic tapes, wire,

Performs the time typewriting as the main job assignment and types letters, reports, stencils,
and other right-copy material from rough draft or corrected copy. May verify totals on report
forms. May operate duplicating machines to reproduce copy.

Operates a proportional spacing machine, which is a proportional spacing machine that can automatically justify right

A SELECTION OF CAREER OPPORTUNITIES IN BUSINESS

Stenography

Administrative Secretary: Prepares income tax reports for her employer, gathers information for meetings, prepares payrolls and budgets, keeps confidential personnel records, dictates letters for other secretaries or stenographers to transcribe and trains and supervises other secretaries employees.

Clerk Stenographer: Most beginning stenographers are classified as clerk stenographers. Takes shorthand of correspondence, reports, and other matter and transcribes dictated material, using Performs variety of clerical duties. May transcribe material from voice machines.

Executive Secretary: Takes notes at meetings, does personal shopping for employer, keeps personal records for employer, prepares employer's material for trips, keeps employer's checkbook, helps income tax reports, helps plan and organize office social affairs, helps entertain visiting customer representatives and may supervise other clerical employees.

Junior Secretary: Maintains a follow-up file, makes travel and hotel reservations, prepares travel requisitions supplies and keeps expense records of employer's travels in addition to the above.

Legal Secretary: Works for an attorney, a law firm, or a legal department in an organization. executive assistant and needs to produce extremely accurate work.

Medical Secretary: Often writes correspondence, types reports, completes forms, and works with medical materials. This occupation is found in hospitals, medical clinics, sanitariums, nursing homes, departments, insurance firms, and private doctor's offices.

Secretary: Takes dictation and transcribes notes, does general filing, makes appointments, answers routes callers, reads and sorts mail, keeps a record of appointments, types from employer's long dictation directly on the typewriter, maintains a clipping file or scrapbook, marks articles to mimeographing and operates adding or calculating machines.

Senior Secretary: Assists with preparation of reports, composes routine written communications instructions, sees customers and meets the public, gathers information for reports, makes digests letters, or books for employer, and gathers material for speeches.

A SELECTION OF CAREER OPPORTUNITIES IN BUSINESS

Stenography

Secretary: Prepares income tax reports for her employer, gathers information for monthly board reports and budgets, keeps confidential personnel records, dictates letters and memorandums or stenographers to transcribe and trains and supervises other secretaries and clerical

Most beginning stenographers are classified as clerk stenographers. Takes dictation in conference, reports, and other matter and transcribes dictated material, using the typewriter. Performs clerical duties. May transcribe material from voice machines.

Takes notes at meetings, does personal shopping for employer, keeps personal financial records, prepares employer's material for trips, keeps employer's checkbook, helps employer prepare reports, plans and organize office social affairs, helps entertain visiting customers and branch employees, supervise other clerical employees.

Maintains a follow-up file, makes travel and hotel reservations, prepares trip itineraries, and keeps expense records of employer's travels in addition to the above activities.

Works for an attorney, a law firm, or a legal department in an organization. He/she is an expert and needs to produce extremely accurate work.

Often writes correspondence, types reports, completes forms, and works with a variety of medical personnel. Work is found in hospitals, medical clinics, sanitariums, nursing homes, public health departments, law firms, and private doctor's offices.

Dictates and transcribes notes, does general filing, makes appointments, answers telephones and sorts mail, keeps a record of appointments, types from employer's longhand notes, takes dictation on the typewriter, maintains a clipping file or scrapbook, marks articles to be clipped, does bookkeeping, operates adding or calculating machines.

Assists with preparation of reports, composes routine written communications from oral interviews, meets the public, gathers information for reports, makes digests of articles, reports to employer, and gathers material for speeches.

Stenographer: Takes dictation and transcribes notes, may do some filing, may answer telephones and route and may do routine clerical work.

Technical Secretary: Works for scientists in such fields as chemistry, physics, mathematics, and biology as a programmer data analyst. He/she also acts as an administrative assistant.

SELECTED TITLES OF BUSINESS OCCUPATIONS*

Account Analyst	Business Agent	Girl Friday
Account Executive	Calculating-Machine Operator	Hospital Administrator
Accountant	Cashier	Indexer
Accountant, Certified Public	Catalog Clerk, Supply	Inventory Audit Clerk
Accountant, Cost	Classified-Ad Clerk	Inventory Clerk
Accountant, Tax	Clearinghouse Clerk	Job Analyst
Accounting Clerk	Clerk-Typist	Key Punch Operator
Actuarial Clerk	Code Clerk	Law Clerk
Adding-Machine Operator	Coding Clerk	Leader
Addressing-Machine Operator	Comparison Shopper	Linotype Operator
Adjustment Clerk	Console Operator	Mail Clerk
Administrative Assistant	Control Clerk	Mail Racker
Administrative Secretary	Cost Clerk	Machine-Records Unit
Administrator, Social Welfare	Counter Clerk	Manager
Advertising Copy Writer	Coupon-Collection Clerk	Margin Clerk
Advertising Layout Man	Court Reporter	Material Clerk
Advertising Solicitor	Credit Man	Medical Secretary
Advertising Space Measurer	Data Typist	Messenger
Airplane Dispatch Clerk	Digital-Computer	Mimeograph Operator
Amalgamator	Demurrage Clerk	Mutuel Clerk
Audit Clerk	Director	Pari-Mutuel Clerk
Auditor	Duplicating-Machine Operator	Payroll Clerk
Balance Clerk	Electrotyper	Property and Supply
Bank Cashier	Executive Chief	P.B.X. Operator
Billing Clerk	File Clerk	Personnel Clerk
Bond Clerk	Files, Searcher/Researcher	Post-Office Clerk
Booking Agent	Fiscal Clerk	Principal
Bookkeeper	Foreman	Processor
Budget Clerk	General Clerk	Programmer

and transcribes notes, may do some filing, may answer telephones and route callers, work.

For scientists in such fields as chemistry, physics, mathematics, and biology or for de/she also acts as an administrative assistant.

SELECTED TITLES OF BUSINESS OCCUPATIONS*

Business Agent	Girl Friday
Calculating-Machine Operator	Hospital Administrator
Cashier	Indexer
Catalog Clerk, Supply	Inventory Audit Clerk
Classified-Ad Clerk	Inventory Clerk
Clearinghouse Clerk	Job Analyst
Clerk-Typist	Key Punch Operator
Code Clerk	Law Clerk
Coding Clerk	Leader
Comparison Shopper	Linotype Operator
Console Operator	Mail Clerk
Control Clerk	Mail Racker
Cost Clerk	Machine-Records Unit Supervisor
Counter Clerk	Manager
Coupon-Collection Clerk	Margin Clerk
Court Reporter	Material Clerk
Credit Man	Medical Secretary
Data Typist	Messenger
Digital-Computer	Mimeograph Operator
Demurrage Clerk	Mutuel Clerk
Director	Pari-Mutuel Clerk
Duplicating-Machine Operator	Payroll Clerk
Electrotyper	Property and Supply Clerk
Executive Chief	P.B.X. Operator
File Clerk	Personnel Clerk
Files, Searcher/Researcher	Post-Office Clerk
Fiscal Clerk	Principal
Foreman	Processor
General Clerk	Programmer

Proofreader
Purchasing Agent
Receiver
Records Analyst
Recorder
Salesman
Secretary
Shipping Clerk
Shopper
Solicitor
Sorter
Sorting-Machine Operator
Stapler

Statistical Clerk
Stencil Cutter
Stenographer
Stenotype Operator
Stereotyper
Stock Clerk
Stock Control Clerk
Storekeeper
Superintendent
Supervisor
Supply Clerk
Switchboard Operator
Tabulating-Machine Operator

Telefax Clerk
Telegraph-Typew
Teletype Operat
Teller
Travel Clerk
Typist
Typographer
Varitypist
Verifier Operat
Warehousemen
Wholesaler
Xerography Oper

*Clarence E. Lovejoy, Lovejoy's Career and Vocational School Guide, Third Edition, New York: Simon and Schuster, 1967. (\$6.50.)

Statistical Clerk
Stencil Cutter
Stenographer
Stenotype Operator
Stereotyper
Stock Clerk
Stock Control Clerk
Storekeeper
Superintendent
Supervisor
Supply Clerk
Switchboard Operator
Tabulating-Machine Operator

Telefax Clerk
Telegraph-Typewriter Operator Chief
Teletype Operator
Teller
Travel Clerk
Typist
Typographer
Varitypist
Verifier Operator
Warehousemen
Wholesaler
Xerography Operator

y's Career and Vocational School Guide, Third Edition, New York: Simon and Schuster,

APPENDIX B

COMMUNICATIONS - FIRST DOOR TO YOUR BUSINESS

SELF-EVALUATION CHECK LIST*

STRUCTURED FEEDBACK WORK SESSION

Answer the following questions by circling YES, SOMETIMES, or NO.

Please indicate if you gave your partner the following important information.

- | | | | |
|-------------------------------------------------------------------------------------------|-----|-----------|----|
| 1. Did you tell him/her your name? | YES | NO | |
| 2. Did you give your job title? | YES | NO | |
| 3. Did you give the name of your organization? | YES | NO | |
| 4. Did you speak clearly enough (i.e., slowly and distinctly) to be heard and understood? | YES | SOMETIMES | NO |
| 5. Did you encourage communication by directly looking at your partner? | YES | SOMETIMES | NO |
| 6. Did you think your presentation was interesting? | YES | SOMETIMES | NO |
| 7. Did you give enough information for your partner to understand your job function? | YES | SOMETIMES | NO |

Compsych Systems, Inc., 1974
FORM H (1/74)

*This material has been loaned to MCPS by Compsych Systems, Inc., Human Factors Division, 4676 Admiralty Marina del Rey, California 90291.

TO YOUR BUSINESS

SELF-EVALUATION CHECK LIST*

STRUCTURED FEEDBACK WORK SESSION

ions by circling YES, SOMETIMES, or NO.

I gave your partner the following important information.

our name? YES NO

title? YES NO

of your YES NO

enough
(inctly) to
?? YES SOMETIMES NO

munication
your partner? YES SOMETIMES NO

entation was
YES SOMETIMES NO

ormation for
and your job
YES SOMETIMES NO

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90291.

COMMUNICATIONS - FIRST DOOR TO YOUR BUSINESS

PRETEST

HOW MUCH DO YOU COMMUNICATE*

Have you ever stopped to think how much of your time is spent in communication of one sort or another? How much time - minutes and hours - do you estimate you spend on each of the following activities in the course of a working week?

- | | | |
|---------------------------------------------------------------------|-------|------------------------------------------------|
| 1. Telephoning | _____ | 12. Helping prepare written reports |
| 2. Scanning, sorting, routing mail | _____ | 13. Listening to other employees |
| 3. Listening to the boss | _____ | 14. Reading and clipping newspapers, magazines |
| 4. Passing on instructions orally | _____ | 15. Taking and transcribing dictation |
| 5. Typing | _____ | 16. Collecting information for reports |
| 6. Composing letters | _____ | 17. Planning your work |
| 7. Receiving and dealing with visitors | _____ | 18. Making travel or hotel reservations |
| 8. Filing | _____ | 19. Filling out office forms |
| 9. Operating duplicating machines | _____ | Outside the office: |
| 10. Proofreading letters, reports, etc. | _____ | 20. Listening to the radio |
| 11. Keeping office records (appointments, personnel, payroll, etc.) | _____ | 21. Watching television |
| | | 22. Telephoning |
| | | 23. Talking with friends |
| | | 24. Writing letters |
| | | 25. Reading books and magazines |

*This material has been loaned to MCPS by WETA/TELEVISION, Channel 26, Washington, D.C. From 9 Workbook, p. 4.

PRETEST

HOW MUCH DO YOU COMMUNICATE*

Think how much of your communication of one sort or another - minutes and hours - you spend on each of the following during the course of a working week?

g, routing

board

duct

s

dealing with

rating machines

letters, reports, etc.

records (appoint-
ment, payroll, etc.)

- 12. Helping prepare written reports _____
- 13. Listening to other employees _____
- 14. Reading and clipping newspapers, magazines _____
- 15. Taking and transcribing dictation _____
- 16. Collecting information for reports _____
- 17. Planning your work _____
- 18. Making travel or hotel reservations _____
- 19. Filling out office forms _____
- Outside the office:
- 20. Listening to the radio _____
- 21. Watching television _____
- 22. Telephoning _____
- 23. Talking with friends _____
- 24. Writing letters _____
- 25. Reading books and magazines _____

COMMUNICATIONS - FIRST DOOR TO YOUR BUSINESS

Which of the above would you consider noncommunication activities?

What other parts of your daily life, in and out of the office, would you consider noncommunication activities?

What other communication activities do you participate in?

TO YOUR BUSINESS

consider noncommunication activities?

life, in and out of the office, would you consider noncommunication activities?

activities do you participate in?

BARRIERS TO ORAL (AURAL) COMMUNICATION AND HOW TO OVERCOME THEM*

BARRIER	LISTENER CAN OVERCOME BY:	SPEAKER CAN OVERCOME BY:
1. Tuning out the speaker because he is uninteresting.		
2. Not listening because of the speaker's delivery or appearance.		
3. Tune out because of dislike of speaker's apparent attitude (belligerent, know-it-all, overly apologetic, etc.).		
4. Becoming overstimulated--either in agreement or disagreement - by something the speaker says; stop listening to plan rebuttal or supporting arguments.		
5. Jumping to conclusions on basis of first few words; often reach the wrong conclusion.		
6. Closed mind; won't listen to contrary opinions, mind made up and hear only what you want to hear.		
7. Tuning out the speaker because of emotional reaction to words and phrases.		

*This material has been loaned to MCPS by WETA/Television Channel 26, Washington, D.C. From 9 Workbook, pp. 16-17

AURAL) COMMUNICATION AND HOW TO OVERCOME THEM*

R	LISTENER CAN OVERCOME BY:	SPEAKER CAN OVERCOME BY:
ker because		
use of the carance.		
f dislike of de (belliger- apologetic,		
lated—either ement – by ays; stop lis- or supporting		
ons on basis n reach the		
't listen to made up and to hear.		
aker because o words and		

been loaned to MCPS by WETA/Television Channel 26, Washington, D.C. From 9 to 5 Student

COMMUNICATIONS - FIRST DOOR TO YOUR BUSINESS

BARRIER	LISTENER CAN OVERCOME BY:	SPEAKER CAN OVERCOME BY:
8. Refusing to listen to difficult material.		
9. Word barriers; fail to understand words; speaker not using them in the sense understood by the listener.		
10. Become so involved taking notes that lose the gist of what is said.		
11. Listening for facts so hard that miss ideas.		
12. Yielding to distractions; letting mind wander easily.		
13. Mind wanders because you think faster than speaker can talk.		
14. Won't listen because you talk all the time.		

OR TO YOUR BUSINESS

	LISTENER CAN OVERCOME BY:	SPEAKER CAN OVERCOME BY:
difficult		
understand in the r.		
notes l.		
and that		
getting		
think		
think all		

COMMUNICATIONS UNIT -
FIRST DOOR TO YOUR BUSINESS

HOW MUCH DO YOU INFER? **

*Reprinted from "Communication"
by Kaiser Aluminum and
Chemical Company



Which of the following statements are true, false, or cannot be determined?

- | | (T) | (F) |
|----------------------------------------------------------------------------|-----|-----|
| 1. The Jones family owns a TV set | () | () |
| 2. Johnny is doing his homework while he watches TV | () | () |
| 3. Johnny's father is a stockholder | () | () |
| 4. The screen is showing a scene from a Western | () | () |
| 5. Mrs. Jones is knitting a sweater | () | () |
| 6. Mr. Jones is a cigar smoker | () | () |
| 7. There are three people in the room | () | () |
| 8. The Jones family subscribes to TIME, LIFE and FORTUNE | () | () |
| 9. The Jones family consists of Mr. Jones, Mrs. Jones and Johnny | () | () |
| 10. They have a cat for a pet | () | () |
| 11. They are watching an evening television show | () | () |

**This material has been loaned to MCPS by WETA/TELEVISION, Channel 26, Washington, D. C. From 9 to 5 Student Workbook, p. 5.



Which of the following statements are true, false, or cannot be answered at all?

- | | (T) | (F) | (?) |
|----------------------------------------------------------------------------|-----|-----|-----|
| 1. The Jones family owns a TV set | () | () | () |
| 2. Johnny is doing his homework while he watches TV | () | () | () |
| 3. Johnny's father is a stockholder | () | () | () |
| 4. The screen is showing a scene from a Western | () | () | () |
| 5. Mrs. Jones is knitting a sweater | () | () | () |
| 6. Mr. Jones is a cigar smoker | () | () | () |
| 7. There are three people in the room | () | () | () |
| 8. The Jones family subscribes to TIME, LIFE and FORTUNE | () | () | () |
| 9. The Jones family consists of Mr. Jones, Mrs. Jones and Johnny | () | () | () |
| 10. They have a cat for a pet | () | () | () |
| 11. They are watching an evening television show | () | () | () |

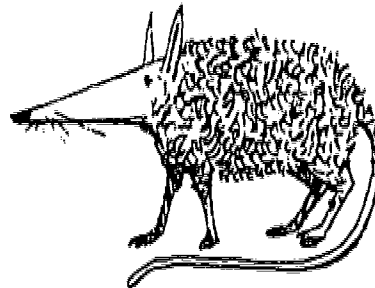
tion"

oaned
DN,
D. C.
rkbook, p. 5.

COMMUNICATIONS - FIRST DOOR TO YOUR BUSINESS

BARRIERS TO COMMUNICATION - ONE-WAY COMMUNICATION*

- A. Identification of major barriers
 - 1. Our attitudes and prejudices
 - 2. Our inferences
- B. Discussion of Barriers to Communication
 - 1. Interpretations based on oral experience
 - a. Ask one of the class members to describe the picture orally while the rest of the class draws from the description. (No questions allowed.)

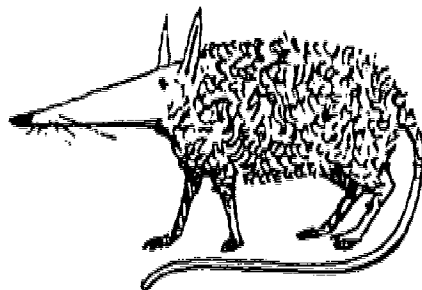


- b. Compare drawings and comment on difficulty of using words which exactly convey what you are seeing -- what you are experiencing so that others will see it.
 - c. How can you make your oral communication more effective in the office?

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BARRIERS TO COMMUNICATION - ONE-WAY COMMUNICATION*

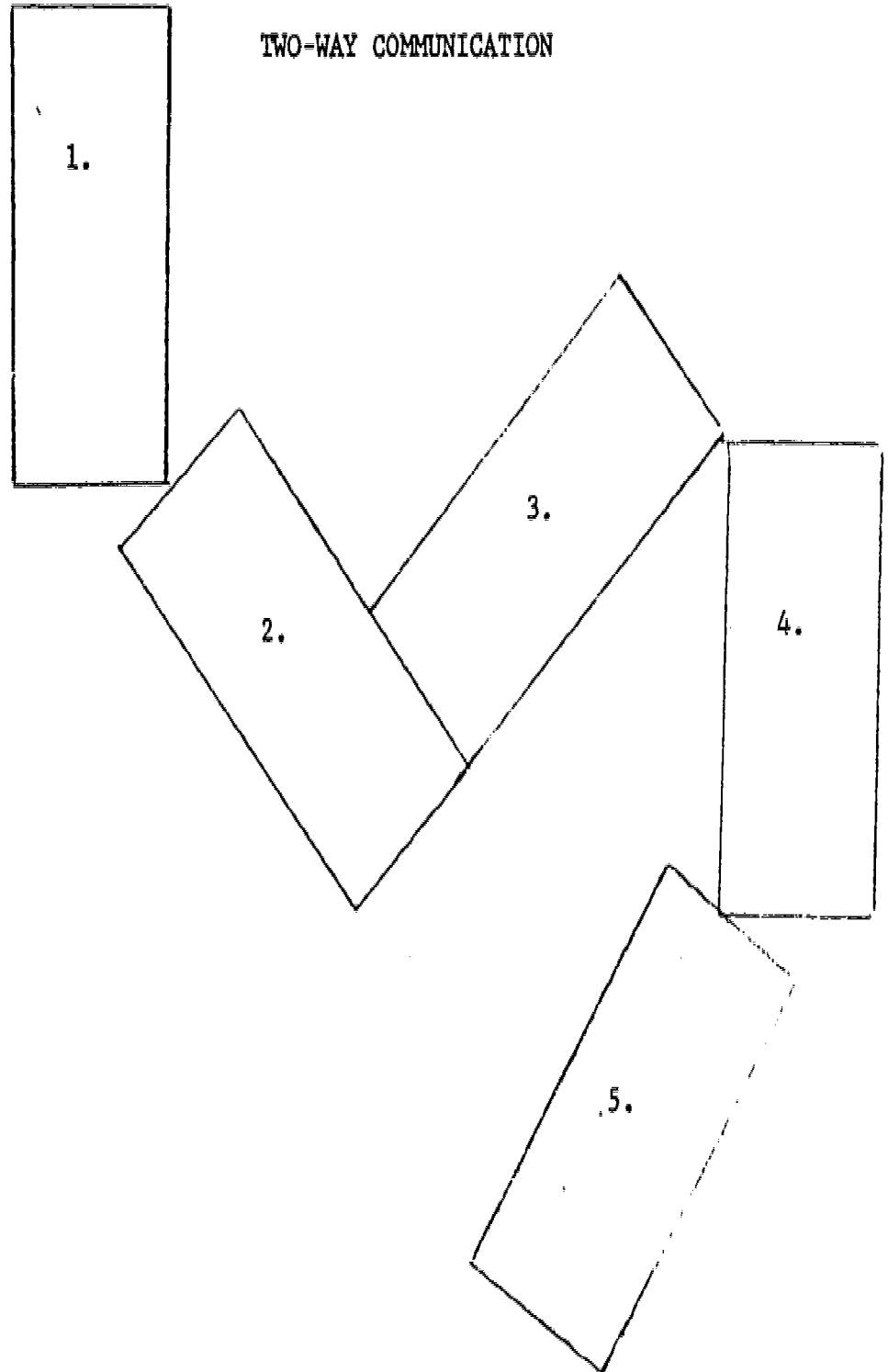
- A. Identification of major barriers
 - 1. Our attitudes and prejudices
 - 2. Our inferences
- B. Discussion of Barriers to Communication
 - 1. Interpretations based on oral experience
 - a. Ask one of the class members to describe the picture orally while the rest of the class draws from the description. (No questions allowed.)



- b. Compare drawings and comment on difficulty of using words which exactly convey what you are seeing -- what you are experiencing so that others will see it.
 - c. How can you make your oral communication more effective in the office?

COMMUNICATIONS-FIRST DOOR TO YOUR BUSINESS

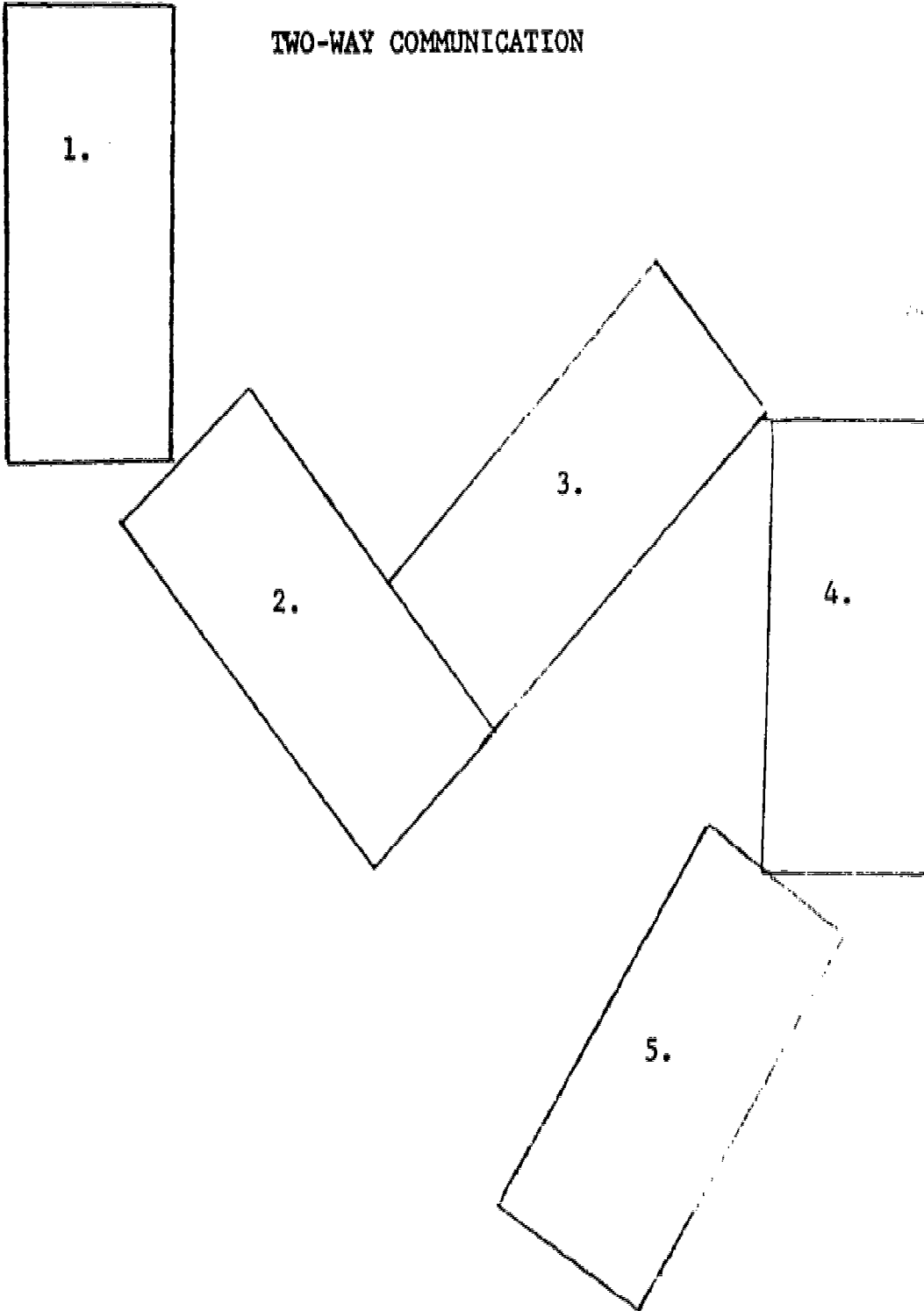
With this exercise, students can ask questions of speaker (feed-back).



Have someone turn their back and describe the above design. Students then try to re-create the verbal description. Students may ask questions.

...e, students can ask questions of speaker (feed-back).

TWO-WAY COMMUNICATION



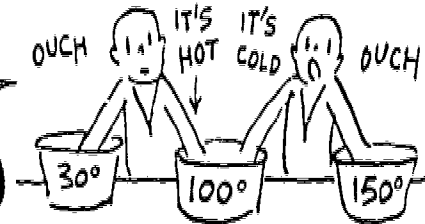
...ir back and describe the above design. Students then try to re-create the above design on the
Students may ask questions.

HOW AN UNDERSTANDING OF SEMANTICS CAN HELP COMMUNICATIONS--

① -- when **LEVELS OF ABSTRACTION** are too high

referents are often HAZY (see page 7)

② -- when **REFERENTS** aren't **VERIFIABLE** by a scientific method



(PSYCHONEUROLOGICAL)
Our backgrounds are not the same.
Our motives are different.
Our senses are not identical.
So-o-o our judgments may vary.

③ **ANALOGIES** may be **FALSE**

"A fuel plane feeds smaller craft by means of a pipeline like an umbilical cord."

BUT--a fuel plane is not a mother, has no feelings; there is no biological "connection!"

④ **TOO MANY WORDS**

"the party of the first part does hereby relinquish to purchase title to said real property located 12° 13' N.W. --"

(i.e., Smith no longer owns 24 Parker St.)

⑤ **COLOR WORDS**

hood = young student
brats = young children
dame = woman

angel = well-behaved child
earth-shaker = one who causes
much good
etc.

*This material has been loaned by Channing L. Bete, Inc., Greenfield, Massachusetts 01301.

AN UNDERSTANDING OF SEMANTICS CAN HELP COMMUNICATIONS--*

When **LEVELS OF ABSTRACTION**
are too high

referents are often HAZY (see page 7)

When **REFERENTS**
aren't
VERIFIABLE
scientific method



(PSYCHONEUROLOGICAL PROBLEM)
Our backgrounds are not the same.
Our motives are different.
Our senses are not identical.
So-o-o our judgments may vary.

ANALOGIES
may be **FALSE**

"A fuel plane feeds smaller craft by means of a pipeline like an umbilical cord."

BUT--a fuel plane is not a mother, has no feelings; there is no biological "connection!"

**TOO MANY
WORDS**

"the party of the first part does hereby relinquish to purchaser all title to said real property located 12° 13' N.W. --"

(i.e., Smith no longer owns 24 Parker St.)

**COLOR
WORDS**

hood = young student
brats = young children
dame = woman

angel = well-behaved child
earth-shaker = one who does
much good
etc.



OVER-GENERALIZATIONS

blanket statements based on an insufficient sampling. Opinion is not fact unless verifiable by corroborative evidence.

"South American hot food!"
(did you ask them)
(do they ever eat



CONFUSING FACTS

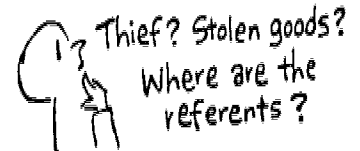
"I saw a man with his coat collar pulled up run out of a supermarket with a big bag!"

WITH INFERENCE

He didn't want to be seen or caught.

AND JUD

"I sa
look
out c
with



POOR LOGIC

TRUTH consists in ideas having reference to real things...just as a useful MAP refers accurately to real places. So -- physical and psychological contexts should match in 3 ways.

A. TEMPORAL
(time sequence)



"First, I w
finally, I s

B. SPATIAL
(space arrangement)



"The foye
room beyo
door leadi

C. CAUSAL
(cause and effect arrangement)



"Thin tires
to an accid

OVER-GENERALIZATIONS

blanket statements based on an insufficient sampling. Opinion is not fact unless verifiable by corroborative evidence.

"South Americans like only hot food!"

(did you ask them all?)
(do they ever eat oranges?)

CONFUSING FACTS

"I saw a man with his coat collar pulled up run out of a supermarket with a big bag!"

WITH INFERENCE

He didn't want to be seen or caught.

AND VALUE JUDGMENT

"I saw a sneaky looking thief race out of the supermarket with stolen goods!"

Thief? Stolen goods?
Where are the referents?

POOR LOGIC

TRUTH consists in ideas having reference to real things...just as a useful MAP refers accurately to real places. So -- physical and psycho-logical contexts should match in 3 ways.

A. TEMPORAL

(time sequence)



"First, I went home; then, I ate; finally, I slept."

B. SPATIAL

(space arrangement)



"The foyer opens into a living room beyond which is a glass door leading to a patio."

C. CAUSAL

(cause and effect arrangement)



"Thin tires plus speeding lead to an accident."

COMMUNICATING FOR RESULTS

"Motivated Learning Through Structured Feedback"*

I. Concern with your objectives

How do you get your ideas and information across to others?

- A. Accepting responsibility for conveying your ideas to others clearly, comprehensively, yet
- B. When you are aware of the way you communicate you are able to get an idea across better and effectively.
- C. The error of omission is the most costly in terms of time, money and human relations.
- D. Four key elements of communication:
 - 1. Verbal - avoid mutual mind reading, ask for clarification when in doubt
 - 2. Written - organizing your ideas, cross checking for understanding
 - 3. Nonverbals - leading others to think they are getting their ideas across
 - 4. Listening - examining your response to ideas and instructions that you feel are not or worthwhile

*The Griver, Robinson, Frankel theory of "Motivated Learning Through Structured Feedback" is a method for improving communication skills. A variety of feedback techniques are used to provide continuous, organized information to correct individual communication errors and enhance performance. The "Structured Feedback" theory and techniques were developed by three principal officers of Compsych Systems, Jeanette A. Griver, President; Margot B. Robinson, Senior Vice-President; Raymond A. Frankel, Vice-President.

This material has been loaned to MCPS by Compsych Systems, Inc., 4676 Admiral Highway, Marina del Rey, California 90291. Excerpts from the forthcoming book, Improving Your Communication Skills, by Jeanette A. Griver, Margot B. Robinson, and Raymond A. Frankel.

TO YOUR BUSINESS

COMMUNICATING FOR RESULTS

"Motivated Learning Through Structured Feedback"*

Objectives

ideas and information across to others?

responsibility for conveying your ideas to others clearly, comprehensively, yet concisely.

aware of the way you communicate you are able to get an idea across better and more

mission is the most costly in terms of time, money and human relations.

points of communication:

- avoid mutual mind reading, ask for clarification when in doubt
- organizing your ideas, cross checking for understanding
- leading others to think they are getting their ideas across
- examining your response to ideas and instructions that you feel are not important or worthwhile

Frankel theory of "Motivated Learning Through Structured Feedback" is a method for communication skills. A variety of feedback techniques are used to provide continuous and constructive feedback to correct individual communication errors and enhance performance. The "Structured Feedback" techniques were developed by three principal officers of Compsych Systems, Inc., President; Margot B. Robinson, Senior Vice-President; Raymond A. Frankel, Vice-President.

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COMMUNICATIONS - FIRST DOOR TO YOUR BUSINESS

(2)

COMMUNICATING FOR RESULTS

II. Concern for yourself

What is your impact on others?

- A. Be aware of how you say what you have to say - your gestures, facial expressions,
- B. Avoid sending double messages. Be certain that your verbal message does not b and bodily posture.
- C. Put interest and energy into your communication. This implies commitment to y
- D. Be able to look at your job in terms of what you can do for it, and what it ca Clarify your job responsibilities and status to yourself and your colleagues.

III. Concern for others

How do you interact with others?

- A. An overall interested and accepting attitude on your part is crucial. Use you positively to put your message across.
- B. Creative listening is an art and a "must." Writing down messages from others you visual referability.
- C. Learn to be persuasive. Gain other people's trust and respect by being open-m yet candid. Be alert to both their needs and your own.

IV. Critical areas of awareness in developing your communication skills

- A. Information content - certain specific facts to be given to others.
- B. Verbal techniques - your speech patterns and voice style.
- C. Nonverbal behavior - your gestures, facial expressions, and body movements.

(2)

COMMUNICATING FOR RESULTS

yourself

your impact on others?

be aware of how you say what you have to say - your gestures, facial expressions, body movements.

avoid sending double messages. Be certain that your verbal message does not belie your manner and bodily posture.

inject interest and energy into your communication. This implies commitment to your listener.

be able to look at your job in terms of what you can do for it, and what it can do for you. Clarify your job responsibilities and status to yourself and your colleagues.

others

interact with others?

show a generally interested and accepting attitude on your part is crucial. Use your personality effectively to put your message across.

Active listening is an art and a "must." Writing down messages from others helps by giving them visual referability.

Learn to be persuasive. Gain other people's trust and respect by being open-minded, friendly, and candid. Be alert to both their needs and your own.

Areas of awareness in developing your communication skills

Information content - certain specific facts to be given to others.

Verbal techniques - your speech patterns and voice style.

Non-verbal behavior - your gestures, facial expressions, and body movements.

COMMUNICATIONS UNIT - FIRST DOOR TO YOUR BUSINESS

BRIEFING THE EXECUTIVE*

DEFINITION: Orally communicating IMPORTANT INFORMATION to your boss in a LIMITED amount of TIME.

GENERAL CONSIDERATION About the Art of Briefing

Personality of the Boss:

What kind of MOOD is he in today? (Observe and Listen)

Are today's DAILY ACTIVITIES affecting his mood?

When to Brief:

Use your JUDGMENT.

What to Brief About:

Put information in PRIORITY order.

Appointments

Daily Schedule

Mail

Time Available:

Organization

Telephone Calls

What you must do! WHAT YOU MUST DO

Keep a daily record of important information at your desk.

Arrange it in PRIORITY order before the briefing.

HOW TO BRIEF

Mentally: ANTICIPATE the problems that are going to result from what you are about to tell your boss

Orally: Open with a SYNOPSIS

Informal QUESTIONS AND ANSWERS

Start with most important item first and list what the boss should be aware of.

LISTEN

CLOSE by stating what has been done and what needs to be done by both you, the secretary and

Physically: During the briefing, take notes -- so that you can verify that you both did what you were

DOOR TO YOUR BUSINESS

BRIEFING THE EXECUTIVE*

Communicating IMPORTANT INFORMATION to your boss in a LIMITED amount of TIME.

about the Art of Briefing

What is he in today? (Observe and Listen)
ACTIVITIES affecting his mood?

PRIORITY order.

Appointments
Daily Schedule
Mail
Telephone Calls

WHAT YOU MUST DO
of important information at your desk.
PRIORITY order before the briefing.

HOW TO BRIEF

problems that are going to result from what you are about to tell your boss.

QUESTIONS AND ANSWERS

Important item first and list what the boss should be aware of.

What has been done and what needs to be done by both you, the secretary and by your boss.

During briefing, take notes -- so that you can verify that you both did what you were supposed to.

COMMUNICATIONS UNIT - FIRST DOOR TO YOUR BUSINESS

REVIEW

Before Briefing:

- Furnish Important information
- Remember time limit
- Consider boss's mood
- Use Judgment about when to brief
- Organize briefing information by keeping a daily record which is arranged in priority order

During:

- Be natural and informal
- Listen
- Anticipate problems
- State what has been done and what

*Permission for MCPS to use this material was granted by the U.S. Civil Service Commission, Washi

COMMUNICATIONS UNIT - THE SECOND DOOR TO YOUR BUSINESS

CLEAR, DISTINCT ENUNCIATION FOR THE TELEPHONE*

The following expressions are commonly run together into unintelligibility. (Try that word for an exercise.) How often do you hear -- and say -- wonchoo, har'ya, jeet jet, gimmer, smorning', want face conversation, you might get by, but on the telephone, you need to be absolutely clear and dis say. The sounds usually slurred have been underlined. Practice these phrases, being sure that ev and every syllable is heard.

and then
an hour
as yet
at all
catch them
could have
for him
for them
forget him
got it
give him
give me

going to
had to
have to
heard her
idea of
instead of
kept it
kept them
great deal
let me see
let him go
might have

must have
 made of
 put them
 ought to
 saw her
 should have
 some more
 that one
 this one
 this morning
 to go
 to hear

did you ea
don't you
need to
want to
was he
what did
would have
got you
won't you
what do yo
how are yo
can't you

FIRST DOOR TO YOUR BUSINESS

REVIEW

During:

information

Be natural and informal

Listen

Anticipate problems

State what has been done and what is yet to be done

when to brief

information by keeping a daily

arranged in priority order

Use this material was granted by the U.S. Civil Service Commission, Washington, D.C.

SECOND DOOR TO YOUR BUSINESS

CLEAR, DISTINCT ENUNCIATION FOR THE TELEPHONE*

are commonly run together into unintelligibility. (Try that word for an enunciation you hear -- and say -- wonchoo, har'ya, jeet jet, gimmer, smorning', wanna? In a face-to-face fight get by, but on the telephone, you need to be absolutely clear and distinct about what you say. Slurred have been underlined. Practice these phrases, being sure that every consonant is heard.

going to
had to
have to
heard her
idea of
instead of
kept it
kept them
great deal
let me see
let him go
might have

must have
made of
put them
ought to
saw her
should have
some more
that one
this one
this morning
to go
to hear

did you eat yet?
don't you
need to
want to
was he
what did he do?
would have
got you
won't you
what do you do?
how are you?
can't you

COMMUNICATIONS UNIT - THE SECOND DOOR TO YOUR BUSINESS

Here Are a Few Words and Phrases To Practice for Clearer Enunciation:

For Separating Words - If you speak too quickly, you may run one word into the next. This makes your speech hard to understand. For example:

Say

1. Did you ever pay him?
2. How are you today?
3. Do you understand?
4. What did you do last night?
5. I told you I'd go with you.
6. I heard you come in.
7. Could you come at noon?
8. I wrote you last week.
9. Did you ever hear from Fred?

Did It Sound Like?

- Djever payim?
Howr youday?
Dyunnerstan?
Whadjudo last night?
I toljuh I'd go with yuh.
I heard juh come in.
Couldya come at noon?
I wrotecha last week.
Jever hear from Fred?

For Pronouncing Syllables -- Many words are mispronounced (or sound as though they were) because of syllables being added or omitted. Some words are mispronounced because of syllables being added. For example:

Wrong

Right

1. extraordinary	ex-tra-or'di-nar-y	ex-trawr'di-ary
2. mischievous	mis-chee'vee-us	mis'chi-vus
3. camera	cam'ra	cam'er-a
4. directory	dir-rec'try	di-rec'to-ry
5. every	ev'ry	ev'er-y
6. federal	fed'ral	fed'er-al
7. environment	en-vi'ern-ment	en-vi'run-ment
8. hundred	hun'derd	hun'dred
9. prerogative	per-og'ativ	pre-rog'a-tiv
10. applicable	ap-li'ka-bul	ap'li-ka-bul

SECOND DOOR TO YOUR BUSINESS

Phrases To Practice for Clearer Enunciation:

If you speak too quickly, you may run one word into the next. This makes your conversation
Example:

pay him?
today?
stand?
do last night?
I go with you.
come in.
at noon?
last week.
near from Fred?

Did It Sound Like?

Djever payim?
Howr youday?
Dyunnerstan?
Whadjudo last night?
I toljuh I'd go with yuh.
I heard juh come in.
Couldya come at noon?
I wrotecha last week.
Jever hear from Fred?

— Many words are mispronounced (or sound as though they were) because of slurring over
Some words are mispronounced because of syllables being added. For example:

Wrong

ex-tra-or'di-nar-y
mis-chee'vee-us
cam'ra
dir-rec'try
ev'ry
fed'ral
en-vi'ern-ment
hun'derd
per-og'ativ
ap-li'ka-bul

Right

ex-trawr'di-nar-y
mis'chi-vus
cam'er-a
di-rec'to-ry
ev'er-y
fed'er-al
en-vi'run-ment
hun'dred
pre-rog'a-tiv
ap'li-ka-bul

ARE YOU PHONOGENIC? *

Circle the number in the right-hand column which best describes your usual telephone practices. remember, this list is to help you become more phonogenic.

WHEN YOU ANSWER THE PHONE, DO YOU . . .

1. Know exactly how to use your instrument correctly?.....
2. Let it ring until it is convenient to answer?.....
3. Answer before the second ring?.....
4. Lift the receiver to silence the ring, but finish what you are saying before speaking to the caller?.....
5. Cut in on another's conversation by not checking which line is ringing?.....
6. Sound cheerful and businesslike rather than glum and disinterested?.....
7. Say "Hello!"
8. Announce your department name and your name?
9. Ask, "Who's calling?".....
10. Press the button associated with the incoming call before lifting the receiver?
11. Use Miss or Mrs. with your name so the caller knows how to address you?
12. Listen attentively, making an effort to get the caller's name the first time he says it?
13. Speak more loudly than usual to be sure the other person hears and understands you?
14. Ask questions tactfully, phrased as request, not a demand?
15. End a call courteously - say "goodbye" and "thank you?"
16. Speak directly into the mouthpiece?
17. Perch the phone on one shoulder if it looks like a long conversation so that you can do something else with your hands?
18. Give your caller undivided attention?
19. Use the "hold" button properly?
20. Continue sorting the mail or arranging the filing as you talk?
21. Talk as fast as possible to get finished quickly?
22. Leave the phone lying on the desk while you call someone to the phone?
23. Have a pencil and pad ready?
24. Let the caller hang up first?
25. End your call by replacing the receiver gently?

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ARE YOU PHONOGENIC? *

the right-hand column which best describes your usual telephone practices. Be honest, now - this is to help you become more phonogenic.

PHONE, DO YOU . . .

- How to use your instrument correctly?.....
- Is it convenient to answer?.....
- On the second ring?.....
- Stop talking to silence the ring, but finish what you are saying before speaking again?.....
- Interrupt the caller's conversation by not checking which line is ringing?.....
- Be cheerful and businesslike rather than glum and disinterested?.....
- Repeat apartment name and your name?
- "Hello" or "How do you do?".....
- Check for an association with the incoming call before lifting the receiver?
- Begin with your name so the caller knows how to address you?
- Repeat the caller's name, making an effort to get the caller's name the first time he says it?
- Be more clearly than usual to be sure the other person hears and understands you?
- Be polite and tactfully, phrased as request, not a demand?
- Be courteous - say "goodbye" and "thank you?"
- Hold the receiver into the mouthpiece?
- Rest your hand on one shoulder if it looks like a long conversation so that you can talk more easily?
- Use your hands?
- Give your undivided attention?
- Press the push button properly?
- Do not check the mail or arranging the filing as you talk?
- Be as efficient as possible to get finished quickly?
- Do not rest your hand on the desk while you call someone to the phone?
- Have a pen and pad ready?
- Hang up first?
- Be gentle in replacing the receiver gently?

	Always	Usually	Sometimes	Never
0	1	2	3	
3	2	1	0	
0	1	2	3	
3	2	1	0	
3	2	1	0	
0	1	2	3	
3	2	1	0	
0	1	2	3	
3	2	1	0	
0	1	2	3	
0	1	2	3	
3	2	1	0	
0	1	2	3	
0	1	2	3	
3	2	1	0	
3	2	1	0	
0	1	2	3	
0	1	2	3	
0	1	2	3	
0	1	2	3	



ARE YOU PHONOGENIC?

WHEN PLACING A CALL, DO YOU -

- | | | |
|--------------------------------------------------------------------------------------------------------------|---|---|
| 26. Look up the number first and have it written down in front of you as you dial? | 0 | 1 |
| 27. Dial information for a number rather than look it up in the phone book? | 3 | 2 |
| 28. Apologize if you get a wrong number? | 0 | 1 |
| 29. Immediately state what the call is about? | 0 | 1 |
| 30. Wait for a dial tone before dialing? | 0 | 1 |
| 31. Plan what you are going to say before you call in order to save time? | 0 | 1 |
| 32. Check what lines are in use and depress correct button before lifting receiver? | 0 | 1 |
| 33. Allow time to answer (about 10 rings) | 0 | 1 |
| 34. Immediately identify yourself and your office when the called person answers? | 0 | 1 |
| 35. Have difficulty terminating the call when the business is completed? | 3 | 2 |
| 36. Give clear and understandable information? | 0 | 1 |
| 37. Request information in such a way as to get the complete story without having to make extra calls? | 0 | 1 |
| 38. Have a frequently-called numbers list for quick reference? | 0 | 1 |

WHEN YOU LEAVE YOUR PHONE UNATTENDED, DO YOU -

- | | | |
|------------------------------------------------------------------------------------|---|---|
| 39. Let it ring unanswered? | 3 | 2 |
| 40. Ask someone to answer it, telling her how long you'll be gone and where? | 0 | 1 |

WHEN THE PERSON CALLED IS NOT PRESENT, DO YOU -

- | | | |
|---------------------------------------------------------------------------------------------------------------------------------|---|---|
| 41. Say, "He's not here" and hang up | 3 | 2 |
| 42. Offer to be of assistance or take a message? | 0 | 1 |
| 43. Transfer the call to someone who may perhaps be of assistance? | 3 | 2 |
| 44. Fill out message form correctly, | | |
| . . .noting date and time of call? | 0 | 1 |
| . . .verifying spelling of caller's name? | 0 | 1 |
| . . .repeating and verifying phone numbers? | 0 | 1 |
| . . .repeating the message orally? | 0 | 1 |
| . . .writing down the message when it is received? | 0 | 1 |
| 45. Place message where it will be sure to be seen? | 0 | 1 |
| 46. Make every effort to be genuinely helpful and courteous, no matter how difficult the caller may be? | 0 | 1 |
| 47. Get complete information before leaving the line? | 0 | 1 |
| 48. Tell the caller, "Wait a minute," and leave the line without any other explanation? | 3 | 2 |
| 49. Let the caller wait, no matter how long it takes you? | 3 | 2 |
| 50. Report back to the waiting caller every 60 seconds to make a progress report? | 0 | 1 |
| 51. Tell them to call you back later if it will take longer than a couple of minutes to find the information they desire? | 3 | 2 |
| 52. Suggest that you call them back if it will take more than two minutes to get the information? | 0 | 1 |

Always	Usually
0	1
3	2
0	1
0	1
0	1
0	1
0	1
0	1
0	1
0	1
3	2
0	1
0	1
3	2
0	1
3	2
0	1
0	1
0	1
0	1
3	2
3	2
0	1
3	2
0	1



ARE YOU PHONOGENIC?

CALL, DO YOU -

- number first and have it written down in front of you as you dial?
- direction for a number rather than look it up in the phone book?
- do you get a wrong number?
- state what the call is about?
- initial tone before dialing?
- what you are going to say before you call in order to save time?
- lines are in use and depress correct button before lifting receiver?
- to answer (about 10 rings)
- identify yourself and your office when the called person answers?
- politeness in terminating the call when the business is completed?
- clear and understandable information?
- information in such a way as to get the complete story without having to
make a second call?
- recently-called numbers list for quick reference?

Always	Usually	Sometimes	Never
0	1	2	3
3	2	1	0
0	1	2	3
0	1	2	3
0	1	2	3
0	1	2	3
0	1	2	3
0	1	2	3
0	1	2	3
3	2	1	0
0	1	2	3
0	1	2	3

YOUR PHONE UNATTENDED, DO YOU -

- call unanswered?
- to answer it, telling her how long you'll be gone and where?

3	2	1	0
0	1	2	3

CALLER IS NOT PRESENT, DO YOU -

- to "stay here" and hang up
- to offer assistance or take a message?
- to call to someone who may perhaps be of assistance?
- to fill out message form correctly,
 - date and time of call?
 - correct spelling of caller's name?
 - correcting and verifying phone numbers?
 - reading the message orally?
 - reading down the message when it is received?
 - to place where it will be sure to be seen?
 - to make effort to be genuinely helpful and courteous, no matter how difficult
it may be?
 - to give information before leaving the line?
 - to tell caller, "Wait a minute," and leave the line without any other explanation?
 - to tell caller to wait, no matter how long it takes you?
 - to call the waiting caller every 60 seconds to make a progress report?
 - to call you back later if it will take longer than a couple of minutes to
give information they desire?
 - to call you back if it will take more than two minutes to get the
information?

3	2	1	0
0	1	2	3
3	2	1	0
0	1	2	3
0	1	2	3
0	1	2	3
0	1	2	3
0	1	2	3
0	1	2	3
3	2	1	0
3	2	1	0
0	1	2	3
3	2	1	0
0	1	2	3

COMMUNICATIONS UNIT - THE SECOND DOOR TO YOUR BUSINESS

WHEN TRANSFERRING A CALL, DO YOU -

53. Make sure that the person to whom you are transferring the call can help the caller? ...
54. Signal the operator with rapid and continuous depressings of receiver button?
55. Explain the reason for transfer?
56. Give the customer the name of the person who will talk with him?

IF THE PERSON YOU ARE CALLING IS NOT IN, DO YOU -

57. Quickly ask to have him call you back, give your name and hang up?
58. Leave a message which is clear, concise and complete?
59. Make sure the person taking the message records your name and number correctly?

SCORING: Add up the circled numbers.

30 or below: you're really phonogenic; 38-80: pretty good, but you need a little sprucing up; above 80: you need a lot of work!

UNIT - THE SECOND DOOR TO YOUR BUSINESS

ON A CALL, DO YOU -

- that the person to whom you are transferring the call can help the caller?
- operator with rapid and continuous depressings of receiver button?
- a reason for transfer?
- customer the name of the person who will talk with him?

YOU ARE CALLING IS NOT IN, DO YOU -

- ask to have him call you back, give your name and hang up?
- message which is clear, concise and complete?
- the person taking the message records your name and number correctly?

	Always	Usually	Sometimes	Never
that the person to whom you are transferring the call can help the caller?	0	1	2	3
operator with rapid and continuous depressings of receiver button?	3	2	1	0
a reason for transfer?	0	1	2	3
customer the name of the person who will talk with him?	0	1	2	3
YOU ARE CALLING IS NOT IN, DO YOU -				
ask to have him call you back, give your name and hang up?	3	2	1	0
message which is clear, concise and complete?	0	1	2	3
the person taking the message records your name and number correctly?	0	1	2	3

up the circled numbers.

below: you're really phonogenic; 38-80: pretty good, but you need
 little sprucing up; above 80: you need a lot of work!



COMMUNICATIONS UNIT - THE SECOND DOOR TO YOUR BUSINESS

SAMPLE TELEPHONE CONVERSATION*

Telephone Rings

Mrs. Hayes: "Good morning, Administrative Office, Mrs. Hayes."

Caller: "Hi, Kathy, this is Tom Rogers from the Training Division."

Mrs. Hayes: "Yes, Mr. Rogers. What can we do for you this morning?"

Caller: "Well, I'd like to set up an appointment with Helen Johnson to discuss her presentation seminar next week."

Mrs. Hayes: "Oh, yes, I know she wanted to discuss that with you. When could you meet with her?"

Caller: "I'm pretty tied up this week . . . I know, maybe we could have a luncheon meeting. Would you see if she could meet me for lunch on Friday."

Mrs. Hayes: "Alright. She's not in her office right now but I'll check her calendar to see if she's scheduled for Friday at lunchtime. Would you like to hold on a minute while I check to see if you rather have me call you back?"

Caller: "Oh, sure, I'll wait."

Mrs. Hayes: "Thank you, Mr. Rogers. I'm going to put you on hold for just a minute while I check to see if you rather have me call you back?"

* * * * *

Mrs. Hayes: "Thank you for waiting, Mr. Rogers. According to Helen's calendar, she is free for lunch on Friday. I've put your name on her calendar with a brief note to call you if she can't make it for lunch."

Caller: "Great. Tell her I'll meet her in her office at 12:00 on Friday and we'll go to lunch."

Mrs. Hayes: "Fine. I'll leave her a note that you will meet her in her office at 12:00 on Friday. If she can't make it, she should call you this afternoon. Your extension is 4587 isn't it?"

Caller: "Right. Thanks, Kathy. Goodby."

Mrs. Hayes: "See you on Friday, Mr. Rogers. Goodby."

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SECOND DOOR TO YOUR BUSINESS

SAMPLE TELEPHONE CONVERSATION*

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Rogers. What can we do for you this morning?"

I like to set up an appointment with Helen Johnson to discuss her presentation for my next week."

I know she wanted to discuss that with you. When could you meet with her?"

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She's not in her office right now but I'll check her calendar to see if she has anything d for Friday at lunchtime. Would you like to hold on a minute while I check that or would er have me call you back?"

, I'll wait."

u, Mr. Rogers. I'm going to put you on hold for just a minute while I check that."

* * * * *

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Thanks, Kathy. Goodby."

on Friday, Mr. Rogers. Goodby."

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COMMUNICATIONS UNIT - THE SECOND DOOR TO YOUR BUSINESS

AFFIRMATIVE COMMENTS EXERCISE - Bad Example*

Jenny: "Personnel, Jenny."

Caller: "Hi, Jenny. This is Barbara in Payroll. I need some information from the files if you can find it for me?"

(Pause)

"Jenny, are you there?"

Jenny: "Sure. Go ahead."

Caller: "O.K., I need the hiring dates for three employees. Their names are Dorothy Jam Fitzgerald, and Jeffrey Schaeffer."

Jenny: "I'll look, I'll call you back."

Hangs up.

IF YOU WERE BARBARA, HOW WOULD YOU FEEL?

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IT - THE SECOND DOOR TO YOUR BUSINESS

AFFIRMATIVE COMMENTS EXERCISE - Bad Example*

"Personnel, Jenny."

"Hi, Jenny. This is Barbara in Payroll. I need some information from the files. Could you see if you can find it for me?"

(Pause)

"Jenny, are you there?"

"Sure. Go ahead."

"O.K., I need the hiring dates for three employees. Their names are Dorothy Jamison, Robert Fitzgerald, and Jeffrey Schaeffer."

"I'll look, I'll call you back."

hangs up.

IF YOU WERE BARBARA, HOW WOULD YOU FEEL?

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COMMUNICATIONS UNIT - THE SECOND DOOR TO YOUR BUSINESS

ANALYZE THE FOLLOWING TELEPHONE CONVERSATION*

Miss Smith: "Mr. Hart's office, Miss Smith speaking."
Caller: "This is Jim Brown. May I speak to Mr. Hart?"
Miss Smith: "I'm sorry, Mr. Hart's not in."
Caller: "When will he be back?"
Miss Smith: "Oh, around three."
Caller: "Would you have him call me please?"
Miss Smith: "Sure, what's your number?"
Caller: "647-0059"
Miss Smith: "O.K., Mr. Brown."
Caller: "Good-bye."
Miss Smith: "Good-bye."
(Waits for Mr. Brown to hang up.)

What did Miss Smith do correctly?

What are some things Miss Smith might have done to improve this conversation?

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SECOND DOOR TO YOUR BUSINESS

ANALYZE THE FOLLOWING TELEPHONE CONVERSATION*

's office, Miss Smith speaking."

Jim Brown. May I speak to Mr. Hart?"

y, Mr. Hart's not in."

l be be back?"

nd three."

u have him call me please?"

at's your number?"

"

r. Brown."

."

."

or Mr. Brown to hang up.)

orrectly?

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se this material was granted by the U.S. Civil Service Commission, Washington, D.C.

COMMUNICATIONS UNIT - THE SECOND DOOR TO YOUR BUSINESS

WHAT WOULD YOU SAY TO THE CALLER?*

How would you improve upon these statements?

1. Hold the phone. _____
2. What do you want? _____
3. Who's this? _____
4. Mr. Grant's busy, can I take a message? _____
5. O.K. We'll take care of it. _____
6. Hello. _____
7. Just a minute. _____
8. I can't hear you. _____
9. He's around the office somewhere. _____
10. I guess he's still at lunch. _____
11. What's your name again? _____
12. Mrs. Johnson left word that she's not to be disturbed. _____
13. What do you want to talk with Miss Olson about? _____
14. Spell your name. _____
15. Yeah, she's around here somewhere - hang on. _____
16. Give me that number again. _____
17. Call back around two. _____
18. He's not here. _____

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THE SECOND DOOR TO YOUR BUSINESS

WHAT WOULD YOU SAY TO THE CALLER?*

upon these statements?

can I take a message? _____

are of it. _____

office somewhere. _____

I at lunch. _____

again? _____

word that she's not to be disturbed. _____

to talk with Miss Olson about? _____

and here somewhere - hang on. _____

ear again. _____

two. _____

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COMMUNICATIONS UNIT - THE SECOND DOOR TO YOUR BUSINESS

19. She's talking to somebody else. _____
20. Oh, Miss Montgomery hasn't come in yet. _____
21. Who's calling? _____
22. You have the wrong number. _____
23. What'd you say? _____
24. She's not here. She went to New York to see a contractor. _____
25. I'll put him on. _____
26. I wouldn't know about that. Try 4778. _____
27. I'll have to check. Hang on. _____
28. I don't know where she is or when she'll be back. _____
29. You have the wrong office. We don't handle that here. _____
30. Yeah, what can we do for you? _____
31. Wait a minute, I'll see if I can get the information for you. _____
32. He's not here and I can't help you. _____
33. Mr. Jones is on sick leave today. _____
34. Oh, she's not here. She left early. _____
35. You put Mrs. Jansen on first. _____

SECOND DOOR TO YOUR BUSINESS

body else. _____

asn't come in yet. _____

umber. _____

went to New York to see a contractor. _____

that. Try 4778. _____

Hang on. _____

he is or when she'll be back. _____

ffice. We don't handle that here. _____

for you? _____

see if I can get the information for you. _____

can't help you. _____

leave today. _____

She left early. _____

on first. _____

COMMUNICATIONS UNIT - THE SECOND DOOR TO YOUR BUSINESS

HOW WOULD YOU HANDLE THE SITUATION?*

1. Your boss is on another line when another call comes in for her. She has instructed you that she wants to speak to this second party when he calls.

What would you say to the caller?

How do you tell your boss that you have this important call on another line?

2. You are responsible for handling four lines on your telephone. Many times your boss or some other office may be available to answer another line if you are talking on the telephone. However, you are alone in the office. You are talking on line 3 when both lines 1 and 2 begin to ring.

How would you handle the situation? What would you say to each caller?

3. Your boss, Mr. Lawson, wants to speak with Mr. Stern and has asked you to place the call. When you call Mr. Stern's office, his secretary refuses to put her boss on the line until you put Mr. Lawson on the line.

How should this situation be handled?

4. Your boss, Mrs. Franklin, is out of the office. Mr. Garrison calls and urgently needs to speak with your boss about a quarterly report. You are not certain where your boss is, but you think she may be in the Accounting Office or with Miss Winters in Personnel. Mr. Garrison insists that you put your boss right now.

How would you handle the situation?

5. Mrs. Quincy has called your boss twice each day for the past two days. Each time you have given her a message to return her call. He has not returned any of her calls either because he has been out of the office or just doesn't want to talk to her. This morning Mrs. Quincy called again and asked you why you haven't given your boss the message to call her.

What would you say to this irritated caller?

What would you say to your boss?

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THE SECOND DOOR TO YOUR BUSINESS

HOW WOULD YOU HANDLE THE SITUATION?*

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TELEPHONE SITUATIONS - ROLE PLAYING

All telephone callers are not as helpful as you would like. How would you handle these situations?

1. You receive a call and the caller refuses to identify himself even though your boss wants you to answer his calls. How would you handle the situation?
2. Your boss receives a number of long distance calls each day. He needs to know the name of the caller and the purpose of the call because case folders have to be pulled so he can give the caller the needed information. The long distance operator refuses to tell you who is calling. How would you handle the situation?
3. You have a number of irritated callers telephoning your office with complaints. It is your job to handle these callers as diplomatically as possible. You have to be as calm as possible when dealing with these callers. How would you say to such a caller?
4. Your boss has a habit of not returning calls for several days when he is extremely busy. On a number of occasions recently, the caller has called back asking why "you" have not given your boss the message. This is not the case, what would you say to this irritated caller?
5. You have to place long distance calls for your boss. In most cases, you place the call station to station. One difficulty you have is when you tell the secretary that Mr. Boss is calling to speak to Mr. Boss. The secretary refuses to get her boss on the line until you get Mr. Boss on the line. How would you solve this age-old problem in telephone courtesy?
6. A call comes for your boss at 9:15. He is not in yet and you do not know where he is. How should you handle the situation?

SUGGESTED EVALUATION CHECK LIST FOR ROLE PLAYING

	<u>Very Well</u>	<u>Fairly Well</u>	<u>Needs Improvement</u>
Did Caller			
1. Plan call?			
2. Use list of frequently called numbers?			
3. Use proper identification?			
4. Have a courteous tone?			
5. Develop information?			
6. Terminate call properly?			

COND DOOR TO YOUR BUSINESS

TELEPHONE SITUATIONS - ROLE PLAYING

as helpful as you would like. How would you handle these situations?

he caller refuses to identify himself even though your boss wants you to screen you handle the situation?

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SUGGESTED EVALUATION CHECK LIST FOR ROLE PLAYING

Very Well Fairly Well Needs Improvement

ntly called numbers?

ication?

one?

n?

perly?



APPENDIX C

195

97

THE PLUS FACTORS

TOP TEN CLERICAL TRAITS*

PERFORMANCE

Accuracy

Judgment

Follow-through

Resourcefulness

Initiative

HUMAN RELATIONS

Consideration

Tact

Discretion

Loyalty

Objectivity

Accuracy: Complete each detail of job. Check exactness of each detail, correct errors made, check co

Judgment: Think about what you are doing. See need for action, never ignore need for action, examine accordingly.

Follow-through: Follow tasks to completion. "Enclosed" implies instruction in a dictated letter. Th procure the material and put it in with the letter.

Resourcefulness: Try different solutions until a successful one is found.

Initiative: Doing helpful things without being told.

Consideration: Think of others first. Stay at your desk if you think the executive will be needing y

Tack: Talk and act so that you do not annoy or embarrass others.

Discretion: Avoid discussing office matters.

Loyalty: Always support your boss, your division, and/or your agency. "Loyalty is allegiance, expres

Objectivity: Learning to react only after looking at a situation in an impersonal yet comprehensive m the best in a given situation.

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TOP TEN CLERICAL TRAITS*

HUMAN RELATIONS

Consideration

Tact

Discretion

Loyalty

Objectivity

tail of job. Check exactness of each detail, correct errors made, check corrections made.

you are doing. See need for action, never ignore need for action, examine factors and act

ks to completion. "Enclosed" implies instruction in a dictated letter. The clerk must
ne material and put it in with the letter.

arent solutions until a successful one is found.

things without being told.

thers first. Stay at your desk if you think the executive will be needing you soon.

t you do not annoy or embarrass others.

ing office matters.

our boss, your division, and/or your agency. "Loyalty is allegiance, expressed and implied."

react only after looking at a situation in an impersonal yet comprehensive manner. Look for
a given situation.

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THE PLUS FACTORS

OFFICE EMPLOYEES-SUPERVISOR'S QUESTIONNAIRE*

1. Does your secretary project a pleasant, efficient, and enthusiastic image of your office?
2. Are you satisfied with the way she handles your visitors when you are in or away from the office?
3. Does your secretary have a positive attitude?
4. Does she work well and have good rapport with her co-workers?
5. Are you doing some office tasks that you think she could handle for you?
6. Is your secretary accurate and prompt with her work?
7. Does she have a good command of English in her oral and written communication?
8. Does she show initiative in her work?
9. Do outside interests interfere with her office work?
10. Is she dependable and punctual?
11. Does she provide you with the assistance that allows you to work on priority projects while she coordinates other tasks?
12. Do you allow her to handle any written communications?
- If yes, what kind?
 - a.
 - b.
 - c.
13. Is she well organized in handling the work flow?
14. Does she follow through with job assignments?
15. Does she handle telephone calls efficiently and diplomatically?
16. Does she scan the mail and provide you with necessary reference materials?
17. Is she well groomed?
18. Are you well pleased with her ability to supervise other employees?
19. Is she eager to learn new skills that will help her to be a better assistant to you? ..
20. Is her typewritten work prepared neatly and accurately?
21. Does she remain poised and even tempered when job pressures are high?
22. My secretary and I have a good working relationship?
23. Does she keep the office files up to date and have an efficient retrieval system?
24. Does she research materials to assist you with special projects?
25. Are you satisfied with her job performance?

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OFFICE EMPLOYEES-SUPERVISOR'S QUESTIONNAIRE*

Always
Usually
Sometimes
Never
Not applicable

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HUMAN RELATIONS WITH YOUR EMPLOYER

(Role Playing Situations)

1. Your employer is often away from his desk to confer with other executives. When someone telephones times you do not know where he is at the moment or when he will be able to return the call. How would you handle this situation?
2. When correspondence or reports are mislaid, you usually find them on your boss's desk. Frequently, employer schedules visitors and forgets to notify you. These types of situations can be very embarrassing. How would you let outsiders know these errors are not really your fault?
3. Your employer frequently asks you to retype letters having grammatical errors in them which he has corrected. Furthermore, he is irritated if his grammar is corrected if he feels he is right. What can you do to handle this situation?
4. Your employer's memory for details is not always as good as yours. He forgets to write follow-up letters, return telephone calls, attend regular scheduled meetings, etc. How should you remind him to do these things?
5. You have been assigned to work for three men and they all want their work out at the same time. What is the best method of handling the situation?

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THE PLUS FACTORS

DEVELOP YOUR SIXTH SENSE*

(Suggestions for Dealing Effectively With People)

Personality Development

1. Be sincerely interested in people
2. Smile
3. Remember names
4. Be a good listener
5. Talk of things interesting to the other person
6. Give the other person a feeling of importance

Diplomacy

1. Avoid argument
2. Respect the other person's opinion
3. If wrong, admit it quickly and emphatically
4. Begin with a point of agreement
5. Let the other person do the talking
6. Put yourself in the other person's shoes

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THE PLUS FACTORS

Correcting Without Offending

1. Talk about your own mistakes first
2. Call attention to mistakes indirectly
3. Don't back the other person against the wall
4. Praise improvement
5. Encourage
6. Let the other man save his face

THE PLUS FACTORS

WHAT IS A SECRETARY?*

Secretaries are human . . . just like the rest of us. They come in both sexes, mostly female. They are a variety of shapes, sizes, ages, and dispositions. Generally speaking, there are three kinds: the perfect secretary, the secretary who is a consolation prize, and the secretary who is a consolation prize.

They are found everywhere -- in offices, on committees, and in coffee shops. They are always on hand when we don't need them, and usually in the mailroom, print shop, or stockroom when we're desperate. The best place to find them is in Pollyanna's Dress Shop. The hardest place to find them is in employment agencies.

Secretaries like three-day weekends, lunch invitations, erasers, single men, low-calorie salads, late TV movies, and the Panama Beaver salesman. They don't like cigar-chewing dictators, clutter on letters, old jokes, and cleaning out files. They don't like bosses who boss.

They prepare letters, reports, and cover-up excuses for their bosses. They are required to have the wisdom of Job, the wisdom of Solomon, the memory of an elephant, the disposition of a lamb, the experience of a Powers model, and the poise and personality of a Powers model. They are expected to produce on a moment's notice. They are expected to be filed in briefcases, glove compartments, and yesterday's coat pocket. Instinctively they are supposed to know what never happen, and also to conveniently overlook other things that go on.

On television secretaries are glamorous girls who save their bosses from one predicament after another. They are girls whose spelling, punctuation, and paragraphing seldom agree with those of their bosses.

When they do something good, that's their job. When they do something wrong, that's what we have these days. Secretaries dream about homes covered with ivy; the few who don't live in apartments with mortgages. If they enjoy the luxury of driving cars to the company parking lots they're well served. If they need a raise, but if they ride the bus and arrive late they are part of the common herd and not worth anything.

Because of their devoted dedication to duty, they deserve to be executaries in their own right. But to realize this ambition they will continue to serve as their bosses right arm. They will continue to do good, and we will go right on neglecting to tell them how important they are to us . . . a fact we don't admit, every time they go on vacation.

May we forever bless that first day when some overworked boss invented that immortal labor-saving device. Will you bring in your book!"

*The tribute, "What Is a Secretary?" was written by Wilbert L. Scheer especially for meetings of the Secretaries Association. It is not copyrighted and may be reproduced, or adapted, to suit any local needs.

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(Suggestions for Dealing Effectively With People)

PERSONALITY DEVELOPMENT

1. Be sincerely interested in people
2. Smile
3. Remember names
4. Be a good listener
5. Talk of things interesting to the other person
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DIPLOMACY

1. Avoid argument
2. Respect the other person's opinion
3. If wrong, admit it quickly and emphatically
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5. Let the other person do the talking
6. Put yourself in the other person's shoes

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THE PLUS FACTORS

OFFICE DIPLOMACY*

You are the Ambassador for the U.S. Government, your agency, your division, your office, and your responsibility to give each caller the "Red Carpet" treatment. Proper treatment of all callers calls for helpfulness, courtesy and service. Visitors do remember how they are received and executives' personality and they appraise employees on how they meet, greet, and get along with others. Patience is a necessary requirement; service is your motto.

GREETING A CALLER

Greet each person entering your office with a smile and a friendly attitude. A pleasant "Good morning" or "Good afternoon" may also be added. You will set the pace of the visit; the caller will probably judge your manner of approach you use. If the visitor does not offer information about the purpose of his call, ask "Can I help you?" If you are not near the visitor's point of entry, nod your head to acknowledge his presence and immediately join him. Do not shout or run. Never ignore the visitor.

FIND OUT THE PURPOSE OF THE CALL

Tactfully ask the visitor why he wants to see your boss, and what service or agency he represents. If you can volunteer this information, you may say, "May I tell Mr. Boss what it is you wish to see him about?"

Learn and study names that are important to your office. When a person comes into your office, first learn the name which corresponds with the face. Everyone likes to be known. The clerical staff who want to climb to the top of the success ladder will start by learning and remembering the names of the important people.

MAKE THE CALLER FEEL COMFORTABLE

Help free the visitor from coats, hats, umbrellas, and packages. Hang up his coat and place his things where they will not be disturbed.

If the visitor has to wait for any length of time to see your boss, see that he has a comfortable chair, a newspaper or magazine, perhaps a cup of coffee, and ash tray and matches if he smokes. Sometimes it is necessary to have a bit of small talk to make the caller feel relaxed. Appropriate "small talk" could be about the weather, current events, or a forthcoming holiday. If the visitor has a point of view that does not agree with yours, do not even indicate that you differ with him. Smile, as if in agreement, and casually refer to a relative.

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OFFICE DIPLOMACY*

for the U.S. Government, your agency, your division, your office, and your boss. It is your duty to give each caller the "Red Carpet" treatment. Proper treatment of all callers can win a reputation for efficiency and service. Visitors do remember how they are received and executives value a good appraisal of employees on how they meet, greet, and get along with others. Patience is the necessary virtue. Courtesy is your motto.

Bring your office with a smile and a friendly attitude. A pleasant "Good morning" or "Good afternoon" is a good start. You will set the pace of the visit; the caller will probably judge the office by the way you use. If the visitor does not offer information about the purpose of his call, ask him, "May I be of any help?" Do not be near the visitor's point of entry, nod your head to acknowledge his presence and do not shout or run. Never ignore the visitor.

OF THE CALL

Ask the visitor why he wants to see your boss, and what service or agency he represents. If he fails to give you the information, you may say, "May I tell Mr. Boss what it is you wish to see him about?"

Remember names that are important to your office. When a person comes into your office, study his face and the expression which corresponds with the face. Everyone likes to be known. The clerical assistant who wants to climb the success ladder will start by learning and remembering the names of the office callers.

COMFORTABLE

Remove coats, hats, umbrellas, and packages. Hang up his coat and place his hat and/or packages in a designated area so he is not disturbed.

Do not wait for any length of time to see your boss, see that he has a comfortable chair, a newspaper, a cup of coffee, and ash tray and matches if he smokes. Sometimes it is necessary to offer a cigarette to make the caller feel relaxed. Appropriate "small talk" could be about the weather, local sports, or an upcoming holiday. If the visitor has a point of view that does not agree with yours, don't argue or disagree with him. Smile, as if in agreement, and casually refer to a related, noncontroversial subject.

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topic. Never discuss agency business or personal problems. A small amount of "small talk" is good; do it. The visitor will realize that you have other duties to perform. After you have settled the visitor, excuse yourself and go on with your duties. At this point, you should stay in the room, and busy yourself with your formal tasks.

ESCORTING A VISITOR INTO YOUR BOSS' OFFICE

If your boss has not met Mr. Visitor, it is your duty to escort him into your boss' office and perform introductions. If you are not sure, ask him -- "Have you met Mr. Boss before?" If he says yes, then you may go into the office without making any formal introduction between the two gentlemen. (Sometimes it is helpful to let the boss know if you casually drop the name of the visitor such as -- "If I can be of further assistance, Mr. Visitor, let me know," or "Mr. Visitor, go right in.")

When making introductions, use the boss' name first. "Mr. Boss, this is Mr. Visitor." Say the names distinctly. There are exceptions to this rule. When introducing a congressional person or a minister, use their names first. Your boss also might have his own preferred way. In this case, always follow your boss' wishes. After making the proper introduction, leave quickly.

REFERRING THE CALLER

If the visitor has the wrong office, politely tell him so, write on a small sheet of paper the number of the office and the name of the party he should see. Help give him directions.

THE CALLER WITH AN APPOINTMENT

When a caller with an appointment arrives, greet him properly, and notify your boss (in the manner he has indicated).

THE CALLER WITHOUT AN APPOINTMENT

Many visitors do not have appointments. Treat them courteously while you tactfully find out if the boss has time. Always make each visitor, with or without an appointment, feel welcome.

INTERRUPTING A CONFERENCE

Try to avoid interrupting a conference; but if you have an understanding with your boss that it is to be expected, for certain visitors, do so quietly and unobtrusively. Enter the room without knocking and hand your business card to the boss and leave unless he signals you to wait.

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YOUR BOSS' OFFICE

When a visitor, it is your duty to escort him into your boss' office and perform the introduction. Before you do, ask him -- "Have you met Mr. Boss before?" If he says yes, then you may escort him without making any formal introduction between the two gentlemen. (Sometimes it is helpful to the visitor to mention the name of the visitor such as -- "If I can be of further assistance, Mr. Visitor, please go right in.")

Always use the boss' name first. "Mr. Boss, this is Mr. Visitor." Say the names slowly and clearly. There are exceptions to this rule. When introducing a congressional person or a minister of a church, your boss also might have his own preferred way. In this case, always follow your boss' lead. After a proper introduction, leave quickly.

If you are in your boss' office, politely tell him so, write on a small sheet of paper the number of the office where he should see. Help give him directions.

APPOINTMENT

When an appointment arrives, greet him properly, and notify your boss (in the manner he has requested).

NO APPOINTMENT

When you have no appointments. Treat them courteously while you tactfully find out if the boss can see him. Whether with or without an appointment, feel welcome.

When you are in a conference; but if you have an understanding with your boss that it is to be interrupted, do so quietly and unobtrusively. Enter the room without knocking and hand your boss a note saying you to wait.

WHEN THE CALLER LEAVES

Both your greeting and farewell should be accompanied with a smile. Try to use the name again. "Goodby Mr. Visitor." Using his name will flatter him and also help you remember his name. Always of service. Remember you are an Ambassador representing your office.

farewell should be accompanied with a smile. Try to use the name again. You could say, Using his name will flatter him and also help you remember his name. Always be pleasant and you are an Ambassador representing your office.

THE PLUS FACTORS

TIME TO REORGANIZE MY CLERICAL RESPONSIBILITIES*

Below are listed some of the major and minor responsibilities held by clerical assistants. How many of them are directly under your line of responsibility? Place a check mark (✓) by those duties relating to your job. If you have other duties, please add them to the list. When you have completed your list, rank them in your own order of importance. The importance of the duties will vary with each clerical assistant and with each individual's responsibilities. Tomorrow, please bring to class, your typed list of your duties and responsibilities ranked in order of importance.

1. Typing
2. Filing
3. Answering the telephone
4. Acting as the receptionist
5. Taking shorthand
6. Transcribing shorthand
7. Transcribing from a dictating machine
8. Handling the mail - includes distribution for the office
9. Duplicating and reproducing office material
10. Controlling office supplies
11. Running errands (includes getting coffee)

The clerical employee needs many personal qualities to perform her job competently. Think of the qualities you need as you perform your daily tasks. Please type and bring to class twenty (20) or more personal qualities which you feel you should have and utilize to help you handle your clerical role more competently.

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THE PLUS FACTORS

ORGANIZE YOUR WORK (PLANNING)*

Because of the very nature of a secretary's job -- unforeseen interruptions, special rush work, and contingencies which cannot be planned for -- trying to set up and adhere to an hour-by-hour schedule is a waste of time. However, for most efficient performance of her various duties, the secretary should plan, insofar as possible.

Her daily duties consist of jobs which may be classified as regular, occasional, and special. If she can handle these duties satisfactorily and still save out time for creative work, where she can be of most help, she is well on her way to making herself an invaluable aid to her boss.

What is meant by "planning?" It can be summarized as:

Anticipating jobs to be done

Organizing work

Thinking ahead and thinking through -- deciding ways of doing jobs

Consulting with others where this is required

Getting ready for jobs

It goes without saying that every duty must be performed either today, tomorrow, or in the future. On a daily basis, it becomes necessary for the secretary to decide:

1. What is to be done first (items that must go out today, rush matters, teletypes, letters and reports).
2. What should be done next (the day's ordinary work, getting it taken care of in good time).
3. What can be postponed until later (using and clearing the pending or follow-up file, setting a definite date for things to be done, using the spare minutes when the boss is out of the office, and making reference lists).

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THE PLUS FACTORS

ESSENTIALS OF PLANNING*

Two top requirements for good planning are (1) getting a picture of the job to be planned and (2) finding out Who, What, When, Where, How, and Why. These two requirements naturally overlap, and might well be under the latter heading, as follows:

- Who is involved; administrative and supervisory channels; the boss's, your own, and other personnel's relationship to the job
- WHAT is the job; what is to be accomplished, and what is required to do it
- WHEN is the job to be done; day and hour deadlines for you, other personnel, and the boss
- WHERE is the job to be done; provisions for space
- HOW shall the job be accomplished; best methods and tools
- WHY is the job being done; its purposes, values, scope and objectives

TO SUMMARIZE, the main principles of planning are:

1. Do first things first.
2. Bring into the planning those who are affected.
3. Make provisions for interruptions, delays, unforeseen developments, and emergencies, as far as possible.
4. Try to set up procedures for routine matters or to improve procedures already in use.
5. Finish what you start.
6. Make a record -- put it in writing if necessary.

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What is to be accomplished, and what is required to do it

When to be done; day and hour deadlines for you, other personnel, and the boss

Where to be done; provisions for space

How to be accomplished; best methods and tools

Why to be done; its purposes, values, scope and objectives

Principles of planning are:

First.

Planning those who are affected.

Allowing for interruptions, delays, unforeseen developments, and emergencies, as far as possible.

Establishing procedures for routine matters or to improve procedures already in use.

Second.

Put it in writing if necessary.

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THE PLUS FACTORS

ALWAYS MAKE SENSE*

Never write anything or go ahead with any work which does not make sense.

Make a special point of clearness, avoiding all vagueness. First, listen to all instructions given them through as far as possible while you are receiving them. Then do not be afraid to ask questions you may not understand. Learn the "reason why." Things which do not make sense to you may nevertheless be important. Asking questions will teach you the "Why's and Wherefore's" and enable you to go ahead intelligently. You may be responsible for the accuracy, completeness, clearness, and tone of the material he gives you. In other processing, your value to him is increased when you can correct obvious errors yourself or bring attention to any inconsistencies or incorrect statements.

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THE PLUS FACTORS

CULTIVATE A GOOD SENSE OF TIME*

Be prompt and regular in attendance. This is the first prerequisite for overall dependability.

Know the value of your time.

1. Don't spend more time on details than they are worth. If other clerical help is available, ask for delegate routine jobs.
2. Rush no faster than you can accurately. Realize how much each error costs in both time and material to think! Don't do any job unthinkingly.
3. On the other hand, don't dawdle over ordinary work. Speedy action on routine things can well go a long way in freeing you for more interesting work.
4. Finish each task as you go, constantly endeavoring to get everything flowing over and away from your desk. Material up, reading it, and setting it aside for future action is not only wasteful of motion and of thinking time, but also often creates a mental drag which will slow down your performance of other tasks until you realize it. This general slow-down is due to the knowledge in the back of your mind that the task set aside is still there on your desk demanding a decision and action. If you had taken care of it at the first pick-up, the mental lift of a job completed would be helping you on the next.

Be willing to give a little more time than you are paid for. For example, many executives put a high value on their secretary's habit of always arriving for work 15 minutes ahead of time. That extra 15 minutes gives the secretary an opportunity to attend to her housekeeping duties and organize her own work so that she will not be found around filling his pen, arranging flowers, or attending to other duties at his desk after the boss arrives all ready if he buzzes for her to come in for dictation right on the stroke of 8 a.m. or to take care of something he would like to have done before an early caller arrives.

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CULTIVATE A GOOD SENSE OF TIME*

Dependability. This is the first prerequisite for overall dependability.

details than they are worth. If other clerical help is available, ask for assistance or

an accurately. Realize how much each error costs in both time and materials. Take time
job unthinkingly.

lawdle over ordinary work. Speedy action on routine things can well go a long way toward
resting work.

, constantly endeavoring to get everything flowing over and away from your desk. Picking
and setting it aside for future action is not only wasteful of motion and of reading and
often creates a mental drag which will slow down your performance of other tasks without
general slow-down is due to the knowledge in the back of your mind that the material
on your desk demanding a decision and action. If you had taken care of it on that
lift of a job completed would be helping you on the next.

More time than you are paid for. For example, many executives put a high value on a
arriving for work 15 minutes ahead of time. That extra 15 minutes gives the secretary
er housekeeping duties and organize her own work so that she will not be flurrying
ing flowers, or attending to other duties at his desk after the boss arrives. She is
to come in for dictation right on the stroke of 8 a.m. or to take care of anything
fore an early caller arrives.

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THE PLUS FACTORS

EXAMPLE OF AN IN-BASKET EXERCISE

Job Description:

Student is a secretary for a management consultant firm which has one chief, Mr. Q and three Ms. Y, and Mr. Z.

Chief and assistants depend on the secretary to finish their work. On the morning of Monday the following items are in the in-basket. Establish work priorities.

1. Unopened mail
2. Note that Mr. Q who is taking a trip to Russia next week and wishes to change his plane
3. Three phone messages for Mr. Q, one of which is from his wife labeled URGENT.
4. Three rough drafts to be typed for Mr. Z.
5. Carbon copies of letters typed Friday to be filed.
6. Notice that Ms. Y's luncheon appointment for Monday has been canceled.
7. Manuscript due next week to be typed for Mr. X.
8. Report due next week to be typed for Mr. Q.
9. Shorthand notes of last week's meeting to be transcribed.

EXAMPLE OF AN IN-BASKET EXERCISE

secretary for a management consultant firm which has one chief, Mr. Q and three assistants, Mr. X, Mr. Y and Mr. Z. Mr. X, Mr. Y and Mr. Z depend on the secretary to finish their work. On the morning of Monday, February 21, 1974, the following messages are in the in-basket. Establish work priorities.

Mr. Q who is taking a trip to Russia next week and wishes to change his plane reservations.

Messages for Mr. Q, one of which is from his wife labeled URGENT.

Drafts to be typed for Mr. Z.

Letters of letters typed Friday to be filed.

Mr. Y's luncheon appointment for Monday has been canceled.

Messages next week to be typed for Mr. X.

Messages next week to be typed for Mr. Q.

Minutes of last week's meeting to be transcribed.

THE PLUS FACTORS

ORGANIZATION OF OFFICE DUTIES*

Place these items in a list of priority. Base your solution on judgment and present job position. What you do first? Make every minute count and organize your time.

- _____ 1. File materials typed yesterday
- _____ 2. Take meeting agenda for next week to the Xerox room
- _____ 3. Type a letter (a "rewrite" from yesterday)
- _____ 4. Go for office coffee
- _____ 5. Distribute the incoming mail
- _____ 6. Update and check your boss' calendar
- _____ 7. Clean desk
- _____ 8. Take dictation
- _____ 9. Telephone Mary in Mr. Nolan's office and tell her Mr. Ruben (your boss) will need the estimate figures before his 11 o'clock committee meeting
- _____ 10. Call electrician about flickering light

PREFERENCE ORDER

- | | |
|----------|-----------|
| _____ 1. | _____ 6. |
| _____ 2. | _____ 7. |
| _____ 3. | _____ 8. |
| _____ 4. | _____ 9. |
| _____ 5. | _____ 10. |

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ORGANIZATION OF OFFICE DUTIES*

of priority. Base your solution on judgment and present job position. What would
minute count and organize your time.

typed yesterday

enda for next week to the Xerox room

a "rewrite" from yesterday)

offee

incomming mail

your boss' calendar

in Mr. Nolan's office and tell her Mr. Ruben (your boss) will need the estimated budget
his 11 o'clock committee meeting

about flickering light

- _____ 6.
- _____ 7.
- _____ 8.
- _____ 9.
- _____ 10.

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THE PLUS FACTORS

DAILY WORK PLANNER

TO BE DONE	DETAILS	TIME

ORGANIZE YOUR MATERIALS*

Personal desk efficiency has a great deal to do with overall work efficiency, and is thus deserving of careful thought. Placing the emphasis on the desk as a piece of work-processing equipment, and not as a storage place for anything except regularly used material, will help you organize it for the greatest possible economy of motion:

- a. Keep all necessary supplies and equipment in good condition and readily available.

When the boss calls on you for dictation or some other instructions, there is no excuse for keeping waiting while you sharpen pencils, fill your pen, or look for your notebook.

- (1) Arrange the material which it is necessary to keep in your desk drawers with an eye toward accessibility and convenient handling.
 - (2) Keep the top of your desk clear for action, with no accumulation of unnecessary odds and ends of material needed at the time in evidence. This facilitates concentration on the work in hand.
 - (3) Use other files, not your desk for permanent or semi-permanent material.
- b. Keep any unfinished work in a certain place or in some certain order, so that you, or anyone who fills in for you, will know just where each job stands.

This applies, as well, to the placement or segregation of any work which may have to pile up for your boss while you are out of the office. You may already have your own favorite procedure for this, but if not, you may be how grateful your boss will be for such a simple help. The type of material handled may permit many different classifications, or the simple practice of breaking the accumulation down into three folders with such as "as soon as possible," and "at your convenience" may be practical.

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ORGANIZE YOUR MATERIALS*

a great deal to do with overall work efficiency, and is thus deserving of careful attention on the desk as a piece of work-processing equipment, and not as a storage place for miscellaneous material, will help you organize it for the greatest possible economy of time and effort. Supplies and equipment in good condition and readily available.

When you are called on for dictation or some other instructions, there is no excuse for keeping him waiting. Sharpen pencils, fill your pen, or look for your notebook.

Material which it is necessary to keep in your desk drawers with an eye toward easy access and convenient handling.

Keep your desk clear for action, with no accumulation of unnecessary odds and ends and only what is needed at the time in evidence. This facilitates concentration on the work in hand.

Do not use your desk for permanent or semi-permanent material.

Organize your work in a certain place or in some certain order, so that you, or anyone who may have to do the work, will know just where each job stands.

The placement or segregation of any work which may have to pile up for your boss while he is away may already have your own favorite procedure for this, but if not, you may be surprised to find it to be for such a simple help. The type of material handled may permit many different methods. The practice of breaking the accumulation down into three folders with such as "rush," "urgent," and "at your convenience" may be practical.

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THE PLUS FACTORS

SOURCES OF INFORMATION*

It has been said that the next best thing to knowing everything about a given subject is knowing where the information when you need it.

In the first place, you should have at your fingertips all the information to which you need to make reference. This may be in the form of various publications or may be compilations of your own -- in loose-leaf binders, or files -- depending on the nature of the necessary material.

Most secretaries will need only a few of the following publications at their desks for personal use. They should be familiar with them and know where copies are available, whether on someone else's desk, in a file, or in a public library:

1. Dictionary
2. Thesaurus, book of synonyms and antonyms
3. Grammar book
4. Agency telephone directory
5. Telephone books, local and other, and area codes
6. Secretarial handbook
7. Shorthand Dictionary
8. Statutes governing functions of your agency and any related agencies
9. World Almanac
10. Hotel Guide

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SOURCES OF INFORMATION*

The next best thing to knowing everything about a given subject is knowing where to look for it when you need it.

You should have at your fingertips all the information to which you need to make frequent reference in the form of various publications or may be compilations of your own -- in notebooks, files -- depending on the nature of the necessary material.

Keep only a few of the following publications at their desks for personal use, but all secretaries should know them and know where copies are available, whether on someone else's desk, in an office library,

Book of synonyms and antonyms

Phone directory

Area codes, local and other, and area codes

Handbook

Dictionary

Organizational chart showing functions of your agency and any related agencies

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THE PLUS FACTORS

11. City Directory
12. Zip Code Directory
13. Official Air Line Guide

The material each of you will compile for yourself will vary with the requirements of your job, the diversity of your interests, and the amount of time you can devote to collecting information. One useful information source should be your own notebook collection, consisting of:

- Part I -- Vocabulary -- words which you looked up more than once for spelling, pronunciation, and meaning.
- Part II -- English language rules of grammar and punctuation which meet frequent needs and about which you are usually unsure. Try to include examples to illustrate the correct usage.
- Part III -- Collection of handy hints -- everyday hints for secretarial work, whether devised by yourself or by others.
- Part IV -- Reflections on secretarial experience -- clippings from periodicals, copies of practical suggestions, additional extracts from books, which appeal as strengthening or as adding to efficiency; humorous cartoons ... notes from lectures and courses of study about business procedure, personal experiences, and ways of improving.

Your manual may contain all of these things or few of them. The object is to fit it to your own needs and interests.

How-to-do-its and Hints

A desk manual -- service book, memory book, or whatever you wish to call it -- will be helpful to you from the day you start it, and practically invaluable to anyone who has to take over your job on short notice. It might contain samples of forms, letters, minutes, contract reports, or any other special material which you need, and directions for particularly detailed jobs. If kept in loose-leaf form, such a book is the logical place for the information the secretary needs from day to day, such as:

Mail schedules -- office pick-ups, building pick-ups, post office handling, and air mail closing times
as a schedule of rates and classes of mail

uide

compile for yourself will vary with the requirements of your job, the diversity of
of time you can devote to collecting information. One useful information source will
on, consisting of:

-- words which you looked up more than once for spelling, pronunciation, division, or

guage rules of grammar and punctuation which meet frequent needs and about which you are
re. Try to include examples to illustrate the correct usage.

of handy hints -- everyday hints for secretarial work, whether devised by the secretary
y others.

on secretarial experience -- clippings from periodicals, copies of practical or inspira-
cts from books, which appeal as strengthening or as adding to efficiency; humor ...
notes from lectures and courses of study about business procedure, personal appearance,
oving.

f these things or few of them. The object is to fit it to your own needs and interests.

How-to-do-its and Hints

, memory book, or whatever you wish to call it -- will be helpful to you from the time
invaluable to anyone who has to take over your job on short notice. It might include
minutes, contract reports, or any other special material which you need, and step-by-step
etailed jobs. If kept in loose-leaf form, such a book is the logical place for the bulk
ary needs from day to day, such as:

e pick-ups, building pick-ups, post office handling, and air mail closing times -- as well
and classes of mail

THE PLUS FACTORS

Teletype, and telegraphic services and rates

Any special codes used:

Proofreaders' marks

Soundex code if used in any files to which you may need access at odd times

Verify code for use in clarifying spelling of names and initials over the telephone or in

Office Who's Who, listing the names, titles, addresses, and telephone numbers of agency office executives of your agency, together with information about their preferences in any matters which you have to take care of from time to time

Organization chart

Reports, forms, or charts on which you need to make entries periodically

Salary scales

Schedules for trains, buses, and planes

Special decisions on how material is to be handled, whether determinations of policy or small capitalization and punctuation

Special address book with telephone numbers of persons outside the agency with whom employer frequently

telegraphic services and rates

as used:

marks

to be used in any files to which you may need access at odd times

to be used for use in clarifying spelling of names and initials over the telephone or in dictating

to be used for listing the names, titles, addresses, and telephone numbers of agency officials, and main
for our agency, together with information about their preferences in any matters which you may need
from time to time

part

to be used for charts on which you need to make entries periodically

to be used for trains, buses, and planes

to be used for instructions on how material is to be handled, whether determinations of policy or small details like uniform
and punctuation

to be used for a book with telephone numbers of persons outside the agency with whom employer communicates

APPENDIX D

238

121

ONE HUNDRED MOST COMMONLY MISPELLED WORDS

1. accrued
2. collateral
3. accommodate
4. discipline
5. unmanageable
6. especially
7. athletics
8. separate
9. referring
10. occasion
11. seize
12. supersede
13. dissatisfied
14. noticeable
15. eligible
16. incredible
17. concession
18. procedure
19. occurrence
20. omitted
21. embarrass
22. all right
23. prejudice
24. recommend
25. inoculate
26. misspell
27. consensus
28. yield
29. mail chute
30. transient
31. dissimilar
32. enervate
33. disappoint
34. preferring
35. audible
36. occurred
37. auxiliary
38. bookkeeper
39. accessible
40. license
41. benefited
42. besiege
43. counterfeit
44. intercede
45. extension
46. dictionary
47. calendar
48. tragedy
49. superintendent
50. cite (quote)
51. pronunciation
52. oftentimes
53. loneliness
54. precede
55. pamphlet
56. restaurant
57. questionnaire
58. sentinel
59. harass
60. develop
61. hypocrisy
62. Niagara
63. exorbitant
64. ninth -- ninety
65. whose (possessive pronoun)
66. site (location)
67. across
68. acquitted
69. disappear
70. irresistible
71. serviceable
72. legitimate
73. illegible
74. mileage
75. penitentiary
76. omission
77. apparel
78. typing
79. allotted
80. equipped
81. exhilarate
82. grammar
83. height
84. maintenance
85. momentous
86. optimistic
87. personnel
88. persuade
89. profession
90. repetition
91. strictly
92. welfare
93. sergeant
94. laboratory
95. allege
96. Cincinnati
97. management
98. mucilage
99. existence
100. principal (money)

ONE HUNDRED MOST COMMONLY MISSPELLED WORDS

- | | |
|--------------------------------|------------------------|
| 35. audible | 68. acquitted |
| 36. occurred | 69. disappear |
| 37. auxiliary | 70. irresistible |
| 38. bookkeeper | 71. serviceable |
| 39. accessible | 72. legitimate |
| 40. license | 73. illegible |
| 41. benefited | 74. mileage |
| 42. besiege | 75. penitentiary |
| 43. counterfeit | 76. omission |
| 44. intercede | 77. apparel |
| 45. extension | 78. typing |
| 46. dictionary | 79. allotted |
| 47. calendar | 80. equipped |
| 48. tragedy | 81. exhilarate |
| 49. superintendent | 82. grammar |
| 50. cite (quote) | 83. height |
| 51. pronunciation | 84. maintenance |
| 52. oftentimes | 85. momentous |
| 53. loneliness | 86. optimistic |
| 54. precede | 87. personnel |
| 55. pamphlet | 88. persuade |
| 56. restaurant | 89. profession |
| 57. questionnaire | 90. repetition |
| 58. sentinel | 91. strictly |
| 59. harass | 92. welfare |
| 60. develop | 93. sergeant |
| 61. hypocrisy | 94. laboratory |
| 62. Niagara | 95. allege |
| 63. exorbitant | 96. Cincinnati |
| 64. ninth -- ninety | 97. management |
| 65. whose (possessive pronoun) | 98. mutilage |
| 66. site (location) | 99. existence |
| 67. across | 100. principal (money) |