



KL&S
Kingston Literacy & Skills

Clerical and Office Administration Curriculum

Practitioner Guide



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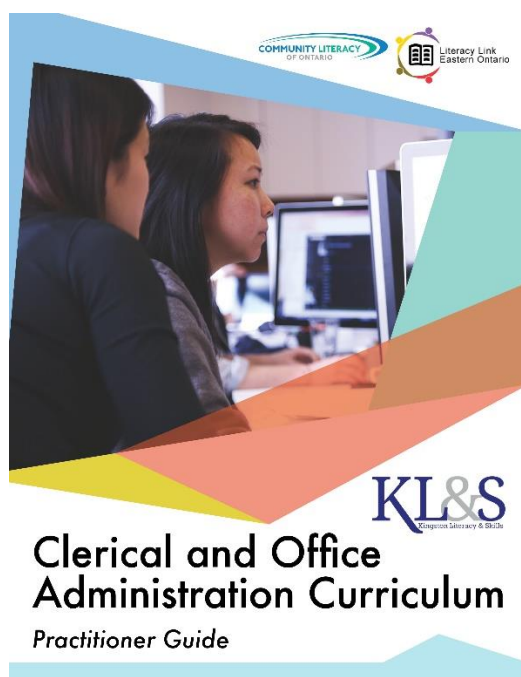
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Introduction

In May 2018, Community Literacy of Ontario received funding from the Ministry of Training, Colleges and Universities to support curriculum enhancements for Literacy and Basic Skills agencies.

Through discussion with the CLO Board of Directors and various program staff, through exploring labour marketing information, and via our experiential learning research, the importance of developing occupational curriculum was strongly identified. Further, this type of curriculum is often highly popular with learners and useful for literacy practitioners.

We researched curriculum gaps and areas of high demand from learners and practitioners. As a result, CLO worked with four community-based LBS agencies, who have extensive experience in developing occupational curricula, and developed the following curricula:

- **Clerical and Office Administration** (Kingston Literacy & Skills)
- **Food Counter Attendants & Kitchen Helpers** (Connections Adult Learning)
- **Health Care Preparation** (Brant Skills Centre)
- **Retail** (Sudbury Vocational Resource Centre, Educational and Workplace Training Program)

These curricula are now freely available on CLO's website at:
www.communityliteracyofontario.ca/resources/publications/#Curriculum

Our curriculum development team members are excited to have this opportunity to support adult learners and LBS programs! We sincerely hope that these curricula are helpful to you in the important work you do.



Health Care Preparation Curriculum
Learner Workbook



Health Care Preparation Curriculum
Instructor Manual



Retail Curriculum



Food Counter Attendant & Kitchen Helper Curriculum



Clerical and Office Administration Curriculum
Practitioner Guide



Clerical and Office Administration Curriculum
Learner Modules

About Community Literacy of Ontario

Community Literacy of Ontario (CLO) is a provincial literacy network of 100 community-based literacy agencies located in communities large and small across Ontario. You can learn about CLO and access our amazing resources at: www.communityliteracyofontario.ca/.



About Kingston Literacy & Skills

Kingston Literacy & Skills (KL&S) is a non-profit community organization. With professional, knowledgeable staff and dedicated volunteers, KL&S delivers literacy upgrading and workforce preparation programming to adults and families in Kingston and surrounding communities. Kingston Literacy & Skills has extensive experience in developing and delivering occupational curriculum to adult learners.



Thank you to Literacy Link Eastern Ontario

Community Literacy of Ontario is honoured to express its deep thanks to Literacy Link Eastern Ontario (LLEO) for allowing its “Clerical” curriculum to be revised, adapted and updated as part of CLO’s curriculum project.

We are immensely grateful to Doug Noyes, LLEO’s Executive Director, for his strong support. Literacy Link Eastern Ontario has in-depth experience with creating occupational curricula and is considered as a strong leader in this area.

Over the past years, LLEO has been involved in developing occupation-specific curricula for adult learners. In fact, Literacy Link Eastern Ontario has developed over 18 different occupational curriculum. As a network and a region, LLEO is proud to have developed valuable curriculum resources for LBS learners across the province.





Clerical & Office Administration
Practitioner Guide
Module 1 – About the Curriculum

Module Overview

The *Practitioner Guide* is the companion resource to the Clerical and Office Administration *Learner Modules*.

The *Practitioner Guide* include responses to specific questions, extended activities and lesson suggestions. Specific instructions and answers will be written in italics.

At the end of each module (with the exception of Module 1), you will find links to suggested OALCF competencies and milestones.

What is the purpose of this curriculum?

Clerical and administrative jobs are diverse. This curriculum will help learners improve their reading, writing, math and digital technology skills while learning more about working in an office. It is not meant as a clerical training program.

Can I put this certificate on my resume?

This can go on a resume as an upgrading certificate, but should not be seen as something that will guarantee them work.

Who should take this curriculum?

This is an introduction to the field of clerical work. People who are interested in learning more about it, are welcome to take the course.

Are my skills strong enough to take this course?

Learners should be nearing an OALCF level 1 in Finding Information and Communicating Information. Some activities are suited to a low level 2 as well. Learners should be comfortable with basic math and computer skills before taking this course.

Learner Rights and Responsibilities

1. You will attend all of your classes and contact the instructor when you are unable to attend.
2. Full participation is expected in this course; however, you will not attend if you are ill or contagious (e.g., you have the flu) or if you are under the influence of drugs or alcohol.
3. You will maintain a calm and mature learning environment at all times.
4. You will be respectful to all staff, learners and volunteers, as they will be to you.
5. You will respect the privacy of all staff, learners and volunteers.
6. You will have your privacy respected as well.
7. You will complete your work in a timely fashion.
8. You will receive feedback in a timely fashion.
9. You will let the instructor know if you have any issues with completing your work, including difficulty with the material, problems with equipment and issues with other learners.
10. You will respect the equipment and classroom space.

Add your own rights and responsibilities:

Learner:

Date:

Instructor:

Date:

Notes on Measuring Progress

Milestones:

Throughout the course, the instructor will ask you to do various tasks called “Milestones”. These are small, set activities that are used to show your level and progress.

At the end of each module there are 1-3 suggested Milestones. They range from levels 1-2. Adjust and change if need be. The activities in each module are similar to the suggested milestones.

Culminating Task:

At the end of the course, you may be asked to write a Culminating Task which reflects the skills you have been learning. This is not an exam!

When you finish:

Before you leave you will discuss next steps with your instructor. Your instructor will help guide you to the most appropriate next step, such as an employment service agency, further training and more.

After you leave, someone from your organization will be in touch with you at 3, 6 and 12 months to check in.



Vocabulary

In each module, the learners will learn and practice new vocabulary. Please write the new vocabulary here after each module.

Module 2 <ol style="list-style-type: none"> 1. Assistant 2. Productive 3. Responsible 4. Transferable 5. Technology 6. Essential 7. Decisions 8. Irresponsibly 	Module 3 <ol style="list-style-type: none"> 1. Compatible 2. Organize 3. Available 4. Comfortable 5. Function 6. Proceed 7. Flexible 8. Complex
Module 4 <ol style="list-style-type: none"> 1. Tactics 2. Organization 3. Complain/Complaint 4. Interaction 5. Outcome 6. Etiquette 7. Solutions 8. Barrier 	Module 5 <ol style="list-style-type: none"> 1. Productive 2. Appropriate 3. Positive 4. Confident 5. Distracted 6. Impression 7. humour 8. Private
Module 6 <ol style="list-style-type: none"> 1. Miscommunication 2. Unprofessional 3. Explanation 4. Information 5. Personalize 6. Punctuation 7. Emoji 8. Necessary 	Module 7 *Numeracy Module. List your own difficult vocabulary <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8.
Module 8 <ol style="list-style-type: none"> 1. Troubleshooting 2. Properly 3. Document 4. Communicate 5. Specific 6. Product 7. Jargon 8. Research 	Other Hard Vocabulary <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8.

Sample Vocabulary Activities:

T	T	T	J	K	Z	E	O	Y	I	V	E	L	E	D
A	E	F	R	F	Y	T	S	P	E	L	P	G	L	H
A	J	C	L	A	D	F	T	S	B	T	U	Y	O	K
Z	S	C	H	Z	N	D	R	I	E	L	N	V	D	T
U	K	S	Y	N	B	S	S	D	Z	N	H	S	O	X
I	L	G	I	M	O	N	F	W	A	J	T	H	A	T
W	E	M	N	S	O	L	X	E	J	C	Q	I	U	F
P	P	C	D	P	T	F	O	B	R	N	W	X	A	H
P	O	K	S	W	T	A	E	G	G	A	C	X	L	L
J	L	E	V	A	Y	A	N	P	Y	K	B	I	U	L
B	R	T	U	N	T	Q	E	T	O	N	L	L	Y	P
I	R	R	E	S	P	O	N	S	I	B	L	Y	E	Y
T	W	C	N	A	D	E	C	I	S	I	O	N	S	Y
H	D	Y	P	R	O	D	U	C	T	I	V	E	V	X
E	K	D	T	U	K	X	M	O	F	M	C	Q	J	Y

For extra practice try creating Find-a-Word puzzles. This was created using vocabulary from Module 2 through the following website:

www.commoncoresheets.com/SpellingMaker.php

This program also allows you to create crossword puzzles and more.



**Clerical & Office Administration
Practitioner Guide
Module 2 – Essential Skills**

Section A: Difficult Vocabulary

Assistant
Technology

Productive
Essential

Responsible
Decisions

Transferable
Irresponsible

Easily create spelling and vocabulary follow ups using www.commoncore.com or www.discoveryeducation.com.

Section A: Activity 1

Match the synonyms (words with the same meanings)

- | | |
|--|----------------------------|
| A. Assistant (3 – Helper) | 1. Not responsible |
| B. Technology (8 – Equipment) | 2. Choices |
| C. Responsible (7 – In charge) | 3. Helper |
| D. Irresponsible (1 – Not responsible) | 4. Important |
| E. Decisions (2 – Choices) | 5. Helpful/Useful |
| F. Essential (4 – Important) | 6. Changeable/Can be moved |
| G. Productive (5 – Helpful/Useful) | 7. In charge |
| H. Transferable (6 – Changeable) | 8. Equipment |

Section A: Activity 2

Use the vocabulary above to complete the following sentences.

1. I hope to work as an *Administrative Assistant*.
2. We could all be a little more *productive* at work.
3. *Technology* has changed a lot in the past 10 years.
4. *Essential* skills are *transferable* skills that we use every day.
5. Some *decisions* are hard to make.
6. Your employer expects you to be a *productive* person.
7. People who are *irresponsible* have trouble keeping a job.

Section B: Essential Skills

The government defines 9 Essential Skills. Watch this video and list the skills below:

<https://www.canada.ca/en/employment-social-development/programs/essential-skills/video.html>.

**There are several videos in this series. They are all useful in their own way and learners may benefit from them.*

Section B: Activity 1

List the 9 Essential Skills:

- | | |
|------------------------------------|------------------------------|
| 1. <i>Thinking/Problem Solving</i> | 6. <i>Oral Communication</i> |
| 2. <i>Communication</i> | 7. <i>Reading</i> |
| 3. <i>Numeracy</i> | 8. <i>Writing</i> |
| 4. <i>Digital Technology</i> | 9. <i>Document Use</i> |
| 5. <i>Continuous Learning</i> | |

Section B: Activity 2

How would you define each Essential Skill in one sentence?

1. Reading - *Reading material written in full sentences/paragraphs*
2. Writing – *Writing information in sentence/paragraph form*
3. Digital Technology – *Using technology such computers, smart phones and other digital equipment*
4. Working with Others – *Soft skills – working as part of a team*
5. Decision Making/Thinking Skills – *problem solving*
6. Numeracy – *Functional math skills*
7. Continuous Learning – *ability to learn and adapt*
8. Oral Communication – *sharing thoughts and information with others*
9. Document Use – *Finding and sharing information on forms, graphs, posters, etc.*

Section C: Building Your Essential Skills

Section C: Activity 1

List at least three Essential Skills you've used already today with a brief example of how below.

Example: Problem Solving – I had car trouble and had to get my car to the garage and organize a ride to work.

Section C: Activity 2

Which three skills do you see as your strongest? Why?

Example: Digital technology. I find learning new programs easy and feel confident using computers, phones, etc.

Which skill do you see as being your weakest? Why?

Example: Digital technology. I find it hard to keep up with digital technology.

Section C: Activity 3

If you don't know which skills you struggle with, take the online "Self-assessments" for each of the nine Essential Skills. Scroll down to find this assessment at:

<https://www.canada.ca/en/employment-social-development/programs/essential-skills/tools.html>. Answer the questions honestly.

Section C: Activity 4

Check out the Essential Skills "*Tip sheets and practice and learning exercises*" located mid-way down the following web page: <https://www.canada.ca/en/employment-social-development/programs/essential-skills/tools.html>.

Select your weakest skill and list three suggested ways to improve it.

For example, Skill: *Numeracy*

Ways to improve: #1 *Review basic math skills*; #2 _____; #3 _____

Section D: Essential Skills at Work

Section D: Activity 1

Sample responses:

1. Reading: *Policies and procedures; read brochures* (2)
2. Writing: *Write letters to clients and co-workers* (2)
3. Digital Technology: *Enter information into a database* (2)
4. Working with Others: ** not levelled*
5. Decision Making/Thinking: *Notice an error and report it* (1)
6. Numeracy: *Basic bookkeeping* (2)
7. Continuous Learning: **not levelled*
8. Oral Communication: *Sharing information with clients/coworkers* (1)
9. Document Use: *Reading labels or indexes* (2)

Section D: Activity 2

- Theo was 20 minutes late for work. He took the 7:45 local bus instead of the 7:43 express. *Document Reading or Numeracy (time management)*
- Theo had trouble finding his new security pass when he entered the building, and security had to call his supervisor before he could start. *Decision marking/Thinking skills*
- Theo was supposed to answer the phone all morning. He did, but struggled to transfer the calls through the building. *Digital technology*
- In the afternoon, Theo was supposed to learn the filing system, but he struggled to keep up with the training. *Continuous Learning*
- At the end of the day, Theo's supervisor gave him a bunch of forms to fill out to get a new security pass. Theo had trouble responding to the forms. They seemed very complicated to him. *Document use*

Section D: Activity 3

If you were Theo's supervisor, how could you help him be more productive and responsible in his job? What suggestions would you give him? Explore the Essential Skills website for ideas and support.

Sample: Theo seems overwhelmed and disorganized. If I were his supervisor, I would slow down his training and get him to focus on one responsibility at a time until he had mastered it.

Section D: Activity 4

Think about a job you've had where someone acted irresponsibly or made bad decisions.

Personal Experiences should show an understanding of Essential Skills.

Teachers Notes

After reviewing the Essential Skills, have clients complete a learning styles test.

<https://www.learning-styles-online.com/overview/>.

Module 2: OALCF – Suggested Milestones

Competency	Milestone	Description
E.1	57	Clients to examine their own goals, strengths and learning.

Module 2: Extra Vocabulary Builders

Create extra worksheets like find a word and crosswords using <http://www.commoncoresheets.com/SpellingMaker.php>.

Example:

Which is the correct spelling?

- | | | | |
|-------------------|---------------------|----------------------|------------------------|
| 1) - Responsibel | - Responseble | - <i>Responsible</i> | - Responsibl |
| 2) - Iresponsibly | - Irrisponsibly | - Irressponsibly | - <i>Irresponsibly</i> |
| 3) - Assistant | - Assistaent | - Assistante | - <i>Assistant</i> |
| 4) - Decision | - Dicision | - Decesion | - Decizion |
| 5) - Productiv | - Produhctive | - <i>Productive</i> | - Producteve |
| 6) - Technologye | - <i>Technology</i> | - Teshnology | - Technologie |
| 7) - Essentail | - Ezsential | - Essentiel | - <i>Essential</i> |



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Module 3 – Computers and Technology

Section A: Difficult Vocabulary

Compatible	Organize	Available	Comfortable
Function	Proceed	Flexible	Complex

Section A: Activity 1

Match the synonyms

- | | |
|--------------------|--------------------|
| A. Compatible (6) | 1. Adaptable |
| B. Organize (8) | 2. Open/Obtainable |
| C. Available (2) | 3. Intricate |
| D. Comfortable (7) | 4. Advance |
| E. Function (5) | 5. Job/Purpose |
| F. Complex (3) | 6. Well suited |
| G. Flexible (1) | 7. Confident |
| H. Proceed (4) | 8. Arrange |

Section A: Activity 2

Use the vocabulary above to complete the following sentences.

- A good manager always keeps their employees organized and on task.
- Not all apps are compatible with Apple and Android devices.
- A good manager is flexible with their employees' schedules.
- A computer program usually has several different functions it can perform.
- Some computer programs are complex and difficult to use.
- Some computers do not function the way they should.
- If the work is too hard, it might be difficult to proceed to the next task.
- A manager is always available to speak with his or her employees.

Section B: Computers and Creating Documents

Section B: Activity 1

Being comfortable on computers starts with typing, just as being comfortable with writing by hand starts with grasping a pen. How comfortable are you with typing?

I can....	Yes/No	Details
Find the home row quickly and easily	Y	<i>Typing is easy for me (sample)</i>
Find the question mark and period		
Use the number pad		
Make capital letters		
Make special symbols, like \$ & #		
Underline, bold and italicize words		
Type 25 wps without looking at the keyboard		

Section B: Activity 2

Take a typing test at: www.typingclub.com

Even learners who assess their skills as being high should try this. If a learner scores under 40 wps they should work on their typing skills. Computers are a large part of working in a clerical field.

Have the learners record the results of their typing test and their subsequent progress in the chart provided in the Learner Modules.

Section B: Activity 3

How is your general knowledge of computers?

Have the learners do the self assessment of their digital skills provided in the Learner Modules. Encourage learners to be honest and discuss this as a group or with the instructor.

Section B: Activity 4

When was the first time you remember using a computer? What were you doing? How did it go? *A personal story should be written on this topic.*

Have you ever been frustrated on a computer? Explain what happened. *A personal story should be written on this topic.*

Section C: Building Your Skills

Section C: Activity 1

Any clerical position will require at least basic computer skills. If the learner has demonstrated a comfort in computers this section can be skipped. If they struggled or need improvement in various areas, then work out a digital technology plan with the learner, using the chart below.

Digital skills I need to build	Date completed	Notes:
<i>Recreate this chart and put it at the front of the learner's binder so they can track their progress and get support as needed</i>		

Remember, GCF Learn Free is an extremely helpful website with videos to help learners build their digital skills: <https://edu.qcfglobal.org/en/subjects/tech/>.

Section C – Activity 2

In this activity, learners are asked to create two notices using MS Word or a similar program. This will be a practical test of their skills. If learners need additional support in how to use Word, the Word tutorials from GCF Learn Free will be extremely helpful: <https://edu.qcfglobal.org/en/word/>

Section D: Tablets, Smart Phones and other Touch Screens

Section D: Activity 1

Search these three popular apps that you might use if you were working for a busy company. If you have a smartphone available check “Google Store” or “iTunes”.

App	Price	3 Functions or Features	Other notes:
Dropbox	Free	1. <i>Saves information to a cloud</i> 2. 3.	<i>*great for sharing</i>
LogMeIn		1. 2. 3.	
Wunderlist		1. 2. 3.	

Section D: Activity 2

Imagine your manager asked you to recommend an app for them. They work between offices and are often on the road with meetings. They need something to help keep them informed of what is happening in both spaces. Use the internet, or one of the app stores to research which app might be best for them. Write a short, but appropriate email recommending an app for them.

To: <i>email address</i>
From: <i>email address</i>
Subject: <i>Clear subject line</i>
<p><i>Letter should be written using appropriate tone, formatting and structure.</i></p>

Section E: Essential Skills Addressed – Digital Skills and Continuous Learning

Section E: Activity 1

Review the Essential Skills profile for Administrative Clerks at <https://www.jobbank.gc.ca/essentialskillsresults/5>. Click on “Digital technology” for Administrative Clerks. Which level of digital communications do you need for most clerical work?

Section E: Activity 2

Using the same link to the Essential Skills profiles as above, for Administrative Clerks, find two important Digital Technology and Continuous Learning skills. (Note: Continuous Learning is found under “Additional Information” on this list.)

Module 3: OALCF – Suggested Milestones

Competency	Milestone	Description
B2.1	18	Write a note to a colleague
B3.2b	30	Create a table and compare products



Clerical & Office Administration

Practitioner Guide

Module 4 – Communication Skills - Phone

Section A: Difficult Vocabulary

- Tactics
- Organization
- Complain/Complaint
- Interaction
- Outcome
- Etiquette
- Solution
- Barrier

Section A: Activity 1

Match the synonyms

- | | |
|---------------------|----------------------|
| A. Tactics (6) | 1. Dealings |
| B. Outcome (5) | 2. Group or company |
| C. Organization (2) | 3. Objection/Problem |
| D. Etiquette (7) | 4. Results |
| E. Complaint (3) | 5. Answer/Result |
| F. Solution (4) | 6. Strategy |
| G. Interaction (1) | 7. Manners |
| H. Barrier (8) | 8. Obstacle/Problem |

Section A: Activity 2

Use the vocabulary above to complete the following sentences.

1. My grandmother always said it was important to follow *etiquette*.
2. I try not to let *barriers* stop me from reaching my goals.
3. The chef listened to the customer's *complaints*.
4. I always have positive *interactions* at the bank.
5. My boss says whenever I start a task, I need to think about the *outcome*.
6. I want to work for a reasonable and caring *organization*.
7. When you see a problem, instead of whining think of the *solution*.
8. Learning different *tactics* for dealing with tough clients can make your job go more smoothly.

Section B: Answering the Phone

Section B: Activity 1

Read the following interactions and note which soft skill is missing from the interaction.

1. At the Hair Salon

- A. Which soft skills rule(s) of phone etiquette did the receptionist break?
 - *Listening – the client has to repeat her information which is frustrating.*
 - *Empathy – Miranda didn't seem to care that these times didn't work for the client.*
- B. What outcome do you think this phone call had on the caller or the business?
 - *The client may look for a new salon.*
- C. Using a brightly coloured pen, edit the conversation in the Learner Modules to make a positive solution for the caller and the business.
 - *Miranda should look for alternatives such as suggesting a different hair dresser or leaving a message for Hoda. Also, the client should not have to repeat information.*

2. At an Accounting Firm

- A. Which soft skills rule(s) of phone etiquette did the clerk break?
 - *The clerk didn't identify herself and her company.*
 - *The clerk was not polite.*
 - B. What outcome do you think this phone call had on the caller or the business?
 - *The caller might not be comfortable with the accounting firm. The caller may choose to not come to the appointment. The caller probably told other people that the customer service at this firm was not good, and potentially more business could be lost.*
 - C. Using a brightly coloured pen, edit the conversation to make a positive outcome for the caller and the business.
 - *Add a greeting. Have the caller offer the information about bringing tax documents first.*
3. Now that you've seen a few examples, think about a negative interaction you've had over the phone with a clerk or receptionist. What happened? What soft skills did the receptionist lack?
- *Personal response*

4. Reviewing the soft skills discussed, think about your own telephone manners. In which area could you improve?
 - *Personal response*

Section B: Activity 2

How would you rate your memory on a scale of 1 to 10 (1 being terrible and 10 being excellent)?

Share strategies with the learners on how to improve their memory skills. For example, if they struggle to remember details and information, suggest keeping a pad of paper beside them and take good notes. Remind learners to listen carefully and ask for clarification when necessary.

Section B: Activity 3

With a partner or the instructor, use the following conversation cards to role play a phone conversation. Remember the soft skills you've learned.

<p>Card A: Call Center/Clerical At a head office "Dippy's Donuts".</p> <p>Suggested Outcome: Client is calm and plans to return to Dippy's Another time</p> <p>Barrier: The client's phone keeps cutting out/bad reception.</p>	<p>Card A: Caller</p> <p>You are calling Dippy's Donuts head office to complain about customer service in Kingston. You are annoyed at how rude the cashiers were and how bad the food was.</p>
<p>Card B: Receptionist At a school</p> <p>Suggested Outcomes: Book an appointment with the parent and student to see the principal as soon as possible.</p> <p>Barrier: The principal is away at a conference for a week.</p>	<p>Card B: Caller</p> <p>Your son's report card was very bad. You talked to the teacher and he didn't give you any reasons or suggestions on how your son can improve. You are worried and upset. You want to speak with the principal immediately.</p>

<p>Card C: Receptionist At a doctor's office</p> <p>Suggested Outcome: The client comes to the walk-in clinic at your office that evening.</p> <p>Barrier: The client's doctor is unable to see them for two weeks.</p>	<p>Card C: Caller</p> <p>You feel sick. You have had a cold for two weeks and it isn't going away. You think you might need antibiotics. You want to see your doctor right away.</p>
<p>Card D: Receptionist At a law clinic</p> <p>Suggest outcome: The client books an appointment with the support staff or paralegal as soon as possible.</p> <p>Barrier: The lawyers are in trial for at least 4 weeks.</p>	<p>Card D: Caller</p> <p>You are in trouble with your apartment. You don't know how to handle it. You need to talk to someone because your landlord is threatening you and you don't know your rights. You really want to speak with a lawyer.</p>

Section C: Essential Skills Addressed – Decision Making and Communication

Section C: Activity 1

Review the Essential Skills profile for Administrative Clerks at <https://www.jobbank.gc.ca/essentialskillsresults/5>. Which level of decision making and communications are required for clerical/office positions?

Section C: Activity 2

Using the same link to the Essential Skills profiles as above, for Administrative Clerks, find two important Thinking and Communication Skills that are needed for the activities in this section.

- Thinking
- Communication

Module 4: OALCF – Suggested Milestones

Competency	Milestone	Description
B1.1	15	Give clear and simple directions
B3.1b	28	Making a list in order of importance

Module 4 – Additional Activities

Listen and Remember

- Read these three scenarios to learners or pre-record them. Have the learners listen once and then give them the message sheet to fill in.
- Next, read the scenarios again, but this time, let learners take down the information as they are listening.

Script

1. Hi, this is Amanda Rosa on Monday, June 9th and I'm calling to leave a message for Dr. Chester. Please tell her my headache prescription has run out. Can she please send a follow up prescription to my Smart-Health Pharmacy on Princess Street as soon as possible? She can call me at 613-779-1111 if she has any questions.
2. Hi, it's Monday, February 2nd. This is Pierre and Sophia's mother calling to say they are both sick today. Pierre is in Mrs. Smith's class and Sophia is in Mr. Acker's. They both have the flu and will probably be out all week.
3. This is Naomi from Beds & Spreads calling to let Mr. Dent know his shipment of towels will be available for pick up after 11:00 AM this morning. If he is unable to pick them up before the end of the day today, he needs to call and let me know. Our telephone number is 555-111-0099. Thanks.

Date: _____ Message for: _____ Message from: _____ Phone number: _____ Reason for calling: _____ _____ _____ _____ _____



Clerical & Office Administration
Practitioner Guide

Module 5 – Communication Skills – In Person

Section A: Difficult Vocabulary

Productive	Appropriate	Positive	Confident
Distracted	Impression	Humour	Private

Section A: Activity 1

Synonym Match

- | | |
|--------------------|----------------------|
| 1. Distracted (d) | a. Gags or Jokes |
| 2. Impression (e) | b. Confidential |
| 3. Humour (a) | c. Uplifting |
| 4. Confident (g) | d. Unfocused |
| 5. Private (b) | e. A sense or idea |
| 6. Appropriate (h) | f. Helpful or useful |
| 7. Productive (f) | g. Certain |
| 8. Positive (c) | h. Suitable |

Section A: Activity 2

Use the vocabulary above to complete the following sentences.

1. I enjoy a little *humour* in the workplace. Jokes make me laugh.
2. My co-worker is very *positive*. He is always smiling.
3. Sometimes I get *distracted*. It can be hard to focus.
4. We worked so hard today. It was a very *productive* shift.
5. Whenever he talks about his family, I get the *sense* that he is a good Dad.
6. We are careful to speak quietly when something is *confidential*.
7. One of my co-workers never tells *appropriate* jokes in the office. He's always offending someone.
8. I am *certain* that you will get promoted. You always work harder than anyone else.

Section B: Socializing at Work

Section B: Activity 1

Scenarios

Read the following scenarios and decide how you would deal with the situation:

1. Your work friend invites you out for a drink after work. You've been working really hard and could use a little break. Do you:
 - a. Say no, because you never mix personal and professional
 - b. Say yes, but just go for one drink or dinner
 - c. Say yes, and have a night out venting about the office
 - d. Suggest going for lunch the next day instead

Explain your response:

Either A, B or D are acceptable depending on the rational.

2. You go shopping on your lunch hour with some work friends. You are a little longer than you should be, and it looks like you are going to be 15 minutes late getting back to work. Your friends seem unconcerned. Do you:
 - a. Leave without your friends, so you can be on time
 - b. Let your boss know when you get back to work that you were late and that you will make up the time
 - c. Keep shopping and hope no one notices when you get back
 - d. Call your boss and turn in your tardy co-workers

Explain your response:

Either A or B are fine. C should not be selected as it can pit the employee against their co-workers.

3. During a meeting, your friend suggests a policy that you strongly disagree with. You know it's something they think is important, but you believe it would not be a good change for the company. How do you respond when your boss asks your opinion?
 - a. Back your friend up because it's important to them
 - b. Choose not to give an opinion and talk to your friend privately about it
 - c. Give your opinion on the topic because that is your job

Explain your response:

C is the best response, but it should note that you should give your opinion in a way that is respectful to your friend.

4. A co-worker's mother recently died. Do you:
- Call the friend at home to express your condolences
 - Send a text or message on social media
 - Send a card around the office and take a collection towards flowers
 - Sit with the family at the hospital

Explain your response:

C is the most appropriate response, but A, and perhaps B, are also okay depending on your relationship with the friend.

Section B: Activity 2

Can you think of a time when you had a positive friendship at work? How did it impact your work? Explain.

Personal response

Section C: Greeting Customers and Clients

Section C: Activity 1

Do you make a good first impression?

Do you:	Always	Sometimes	Never
Greet people when they first arrive?			
Look people in the eye when you are talking to them?			
Shake hands?			
Try to make a connection with them?			
Maintain confidence and poise?			

Section C: Activity 2

Read the following scenarios and decide what the person could have done better.

Scenario I

Question: This was Sandra's first time at the salon. How do you think she felt, and what do you think Arnold could have done differently?

Arnold should have greeted Sandra immediately and told her that someone would be with her in about 10 minutes. He could have also asked her what she needed done, so she didn't feel ignored.

Scenario II

Question: What kind of a first impression do you think Marie made on her interviewers? *Arriving late for an interview is always bad. Marie gave the impression of being generally disorganized and unprofessional.*

Scenario III

Question: What could Graeme have done differently to have balanced his client and his new boss?

He could have waved or nodded in a friendly way, and written a short note so she knew what was happened. Alternatively, he could have stopped by her office after and apologized for being awkward.

Scenario IV

Question: Have you ever made a BAD first impression on someone? What happened? Were you able to "fix it" later?

Personal response.

Section C: Activity 3

First Impressions and The Handshake

Are you interested in improving your handshake? Google "Top 10 Bad Business Handshakes" and select the video by "BusinessGovAU".

- Are you guilty of any of these awkward handshake styles? *Personal*
- Write about a time when you had a "bad handshake" with someone, either during a job interview, at work or perhaps meeting a family friend for the first time.
Personal response.

- Next Google” How to Give a Proper Handshake”. Find a video under 10 minutes long that gives hints for handshakes and first impressions. Take notes on the information given in the video. *Responses will vary depending upon the video selected.*

Section C: Activity 4

After all you have read and watched, how would you describe a good handshake in one sentence? *It is firm, without being hard, and short with no more than three pumps.*

Section C: Activity 5

Appropriate or Inappropriate?

Think of a time when you heard an inappropriate joke in the office/school/work. How did you react? What was done about the joke? *Personal response.*

Section D: Keeping Focused at Work

Section D: Activity 1

How easily do you focus in the workplace? Take the quiz:

Do you:	Always	Sometimes	Never
Have trouble concentrating when there is a lot of noise?			
Join in every conversation?			
Chat with everyone who walks by?			
Check your social media feed frequently?			
Have trouble doing one task at a time?			
Have your email open constantly?			
Make personal phone calls at work?			

Depending upon how the learners score, encourage them to review and follow the strategies for staying focused and organized at work that were shared in the learner modules.

Section D: Activity 2

Do you think you are a good multitasker?

Pull out your phone and set it to “timer”. Then grab a piece of paper and a pencil, and time yourself writing the following sentences.

- *I like to read a good book in the winter.*
- *1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20.*

Do it again, but this time write a word from the top line, and then underneath it, write two numbers from the bottom line. It should look the same as above when you are done. Don't forget to time yourself!

TIME 1

TIME 2

Which was faster? Why do you think?

Usually writing the lines alone is much faster. This is because your brain doesn't actually multi-task, instead it flips from one exercise to another very quickly.

Section E: Essential Skills Addressed – Oral Communication and Working with Others

Section E: Activity 1

Review the Essential Skills profile for Administrative Clerks at <https://www.jobbank.gc.ca/essentialskillsresults/5>. Which level of Working with Others and Oral Communication is required for clerical/office positions?

Section E: Activity 2

On the Essential Skills Profiles, find one important Working with Others and Communication skill that is needed for the activities in this section.

- Working with others
- Communication

Module 5: OALCF – Suggested Milestones

Competency	Milestone	Description
A3	14	Take notes/answer questions



Clerical & Office Administration
Practitioner Guide
Module 6 – Email

Section A: Difficult Vocabulary

- Miscommunication
- Unprofessional
- Explanation
- Information
- Personalize
- Punctuation
- Emoji
- Necessary

Section A: Activity 1

Match the synonyms

- | | |
|-------------------------|---------------------------------------|
| A. Miscommunication (4) | 1. Improper |
| B. Unprofessional (1) | 2. Punctuation expressing emotion 😊 😞 |
| C. Explanation (7) | 3. Made individual |
| D. Information (5) | 4. Unclear message |
| E. Personalize (3) | 5. Facts or news |
| F. Punctuation (8) | 6. Required/important |
| G. Emoji (2) | 7. Reason |
| H. Necessary (6) | 8. . , ! , ‘ “ |

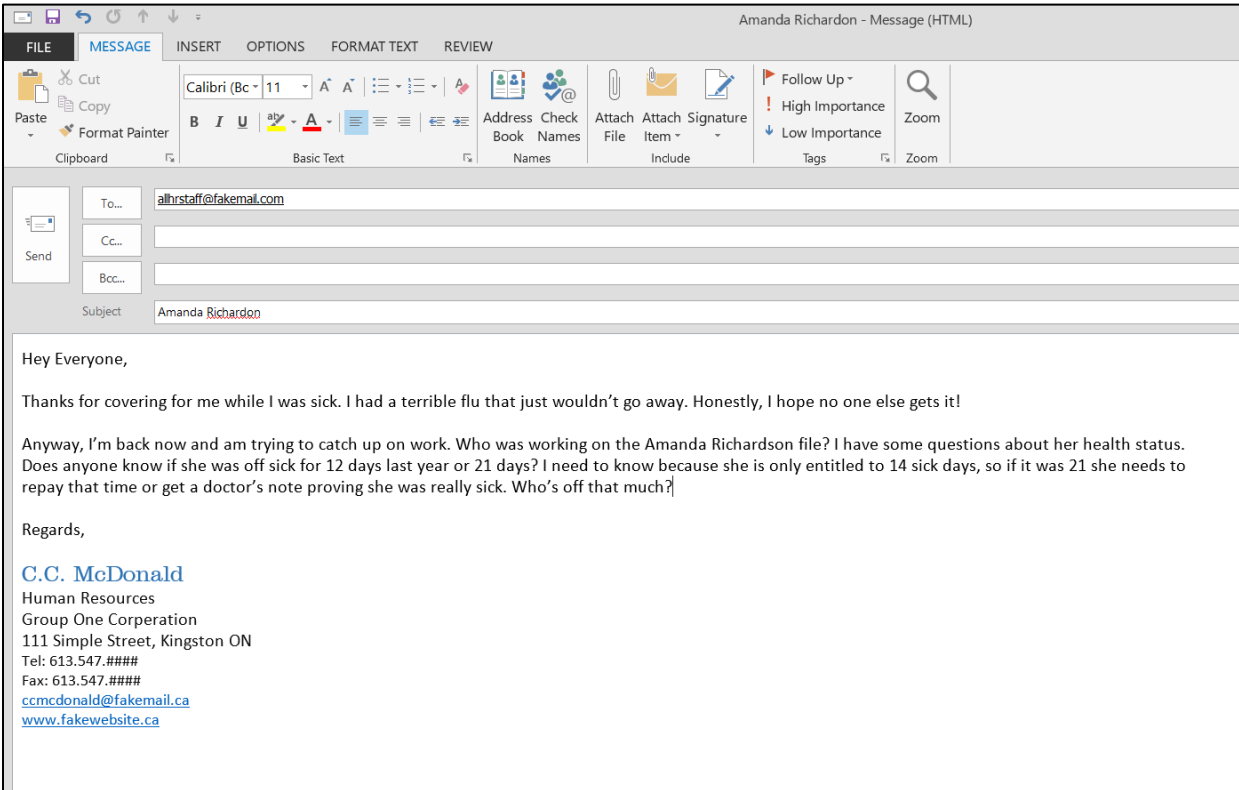
Section A: Activity 2

Use the vocabulary above to complete the following sentences.

1. My daughter always emails me with *emojis*.
2. It's important to get the right *information* before making a decision.
3. Proper *punctuation* helps make your letter look professional.
4. Strong writing skills are *necessary* at work.
5. It's *unprofessional* to use emojis at work.
6. My boss asked me for an *explanation* after I sent the wrong file.
7. I use pictures to *personalize* my work space.
8. I lost my job because of a *miscommunication*. I missed my shift.

Section B: Tips for Effective Email Communication

Section B: Activity 1



1. Who was the email to?
Other coworkers
2. What is C.C. McDonald's job title?
Human Resources
3. This email has several inappropriate things in it. Can you name three?
Personal information about a co-worker
Gossiping about a co-worker
Overly informal tone
Using the whole name in the subject line
4. Rewrite this email so it contains the important information, but is appropriate for work.
The revised letter should include less personal information and respect confidentiality.

Section B: Activity 2

Email your instructor a quick note about why you missed class last week. Make sure to thank your teacher for understanding and set up a date to start classes again.

Watch for appropriate tone. The email should be written in full sentences and clearly explain the reasons for being gone.

Section C - Personal Email and Finding a Job

Section C: Activity 1

Are these email addresses appropriate for work or a job search?

Give a reason why or why not.

Email Address	Appropriate/Inappropriate	Why/Why Not
<u>happylover@.....com</u>	<i>Inappropriate</i>	<i>Flirty</i>
<u>Singh f.t!22.4-5@.....com</u>	<i>Inappropriate</i>	<i>Too many characters</i>
<u>SinghF.12@.....com</u>	<i>Appropriate</i>	<i>Simple adaptation of name</i>
<u>bubblegumgirl@.....com</u>	<i>Inappropriate</i>	<i>Too informal</i>
<u>Amelia.j.Watson2@.....com</u>	<i>Appropriate</i>	<i>Simple adaptation of name</i>
<u>NDP supporter@.....com</u>	<i>Inappropriate</i>	<i>Political</i>
<u>Tories for the win@.....com</u>	<i>Inappropriate</i>	<i>Political</i>
Your email address:		

Section D: Essential Skills Addressed – Writing, Communications and Digital Technology

Section D: Activity 1

Review the Essential Skills profile for Administrative Clerks at <https://www.jobbank.gc.ca/essentialskillsresults/5>. Which level of writing is required for clerical roles?

Section D: Activity 2

Under the above Essential Skills profile, find one important skill for Digital Technology, Communication and Writing that **you are already strong in**.

- Digital Technology
- Communication
- Writing

Module 6: OALCF – Suggested Milestones

Competency	Milestone	Description
D1	54	Logging into email
A1	1	Reading a communication and responding to questions about the content

Additional Activity

Setting up an email account

It is not uncommon for people to have two different email addresses; one for work or other professional communications, and one for personal email.

To set up an email account, first you need to choose the email server you want. Don't just go with the one you've always used. Look around. Some email accounts like Gmail and Outlook offer other services such as word processing programs and more. Some email accounts are free or low cost, while others are expensive.

Research your options and pick the one that is best suited for you.

Fill in the comparison chart below with information you researched:

Email Server	Positive features	Negative Features
<i>(i.e. Gmail)</i>	<i>(i.e. newsfeed, free of charge, easy to use, etc.)</i>	<i>(i.e. awkward email organization, it's too expensive, etc.)</i>

Once you've select the email server you want to use, it's time to set up your account.

GCF Learn Free offers modules on how to set up an email account. They are clearly laid out and user-friendly: <https://edu.gcfglobal.org/en/topics/emailbasics/>.



Clerical & Office Administration
Practitioner Guide
Module 7 – Numeracy at Work

Section A: Math Self-Assessment

Section A: Activity 1

Think about your own math skills.

Can you:

<input type="checkbox"/> Add	<input type="checkbox"/> Subtract
<input type="checkbox"/> Understand decimals	<input type="checkbox"/> Do fractions
<input type="checkbox"/> Multiply	<input type="checkbox"/> Divide
<input type="checkbox"/> Read a traditional (analog) clock	<input type="checkbox"/> Read a bus schedule
<input type="checkbox"/> Make change	<input type="checkbox"/> Balance a cash drawer/till
<input type="checkbox"/> Tell Time	<input type="checkbox"/> Estimate costs
<input type="checkbox"/> Use a spreadsheet to track purchases	<input type="checkbox"/> Read charts and understand data

If you struggle with basic math skills, now is the time to improve. You will see that it helps you feel more confident in your daily life. If you are taking this program through a literacy centre, ask your instructor about joining a math class. If you are working on your own, consider upgrading your skills online through <https://edu.gcfglobal.org/en/subjects/reading-and-math/>.

Section A: Activity 2

Think about what types of math you regularly use. Which math skill would you use to figure out each of the following? List addition, subtraction, multiplication, division, percentage or fractions below.

1. %
2. -
3. +
4. $\frac{1}{2}$
5. %
6. /

Section B: Math at Work and in Life

Section B: Activity 1

Math skills, such as adding, subtracting, multiplying and dividing, are the building blocks for how we use numbers. Think about ways in which you have used math this week? List them below.

1. Reading a cellphone bill
2. Checking the temperature
3. *Scheduling appointments*
4. *Buying groceries*
5. *Reading the gas gauge in the car*
6. *Budgeting for monthly expenses*
7. Etc...
- 8.
- 9.
- 10.

Section C: Numeracy in the Clerical Field

Section C: Activity 1

Go to the Essential Skills profile for Administrative Clerks at <https://www.jobbank.gc.ca/essentialskillsresults/5>. Click on “Numeracy”.

List two ways that money, measurement and data are used in a clerical position. Remember to add the Essential Skill levels. (They are noted in brackets after each task.)

Below are sample responses to this activity. Actual learner responses will vary.

Money

Handling petty cash

Tracking invoices

Time

Scheduling

Room-booking

Measurement

Weighing postage

Preparing complex documents

Data

Preparing monthly reports

Reading report

Section C: Activity 2

You were asked to change the monthly swimming schedule. You want to add an extra hour to the popular “Seniors Swim” one day a week. Read the survey and answer the questions below.

Day	Amount of Seniors Swimming 7–8 AM	Amount of Seniors Swimming 4–6 PM
Monday	87	52
Tuesday	77	56
Wednesday	45	61
Thursday	56	65
Friday	36	46
Saturday	91	62
Sunday	66	36

Using the information above, answer the questions below.

1. Why do you need to change the swim schedule? *Senior swim is very popular*
2. How many people total swam in the mornings? *458*
3. How many people total swam in the afternoons? *378*
4. How many people swam in total throughout the week? *836*
5. Which day and time had the least amount of seniors? *Friday AM*
6. Which day has the highest total amount of seniors? *Saturday*
7. The next week was a holiday and the pool was closed for two days. Only half the total amount of seniors swam. How many people swam the week after? *418*
8. Which day and time would you add an extra hour of swimming and why? *There are a few options, but client should give rational. SAT AM is the best option.*
9. Enter the times from the calendar in the schedule on the following page. Remember, that in order to add the extra hour per week, you will have to decide which program to shift.

Section C: Activity 3

- A. Seniors swim – M, T, W, Th, F, S, Su 7:00 – 8:00 AM and 4:00 – 5:00 PM
 B. Seniors swim – 1 extra hour per week
 C. Free Swim – M, T, W, TH, F, S, Su 8:00 – 9:00 AM
 D. Parent and Tot Swim – M, T, W, Th, F 9:00 – 11:00 AM and S, Su 9:00 – 11:30 AM
 E. Lessons – M, T, W, Th, F 11:00 AM – 4:00 PM S, Su 11:30 AM – 4:00 PM
 F. Swim Yoga – M, T, W, Th, F, S, Su 5:00 – 7:00 AM

Times	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5:00 AM							
6:00 AM							
7:00 AM							
8:00 AM							
9:00 AM							
10:00 AM							
11:00 AM							
12:00 PM							
1:00 PM							
2:00 PM							
3:00 PM							
4:00 PM							
5:00 PM	Adult Free Swim	Private Lessons	Adult Free Swim	Children's lessons	Party Rentals	Party Rentals	Party Rentals
6:00 PM							
7:00 PM							
8:00 PM							

Section C: Activity 4

Using the chart above, answer the following questions:

- How many hours per week are available for party rentals? *8 hours*
- How many hours per week are available for private lessons? *4 hours*
- If each private lesson takes 30 minutes, how many private lessons can be given per week? *8 hours*
- If you are closed Monday for a holiday, how much Swim yoga will you lose that week? *2 hours*

Section C: Activity 5

Using the internet, find the closest YMCA to your school or learning centre.

The responses to these questions will depend upon the prices at their YMCA. Learners should always try to do as much of the math as possible without a calculator.

Section D: Essential Skills Addressed – Numeracy and Problem Solving

Section D: Activity 1

Review the Essential Skills profile for Administrative Clerks at <https://www.jobbank.gc.ca/essentialskillsresults/5>. Which level of math skills is required for clerical roles?

Section D: Activity 2

Under the above Essential Skills profile for Administrative Clerks, find one important skill for Thinking/Problem Solving and Numeracy that **you are already strong in**.

- Problem Solving
- Numeracy

Module 7: OALCF – Suggested Milestones

Competency	Milestone	Description
C4.1	48	Find information on a data chart



**Clerical & Office Administration
Practitioner Guide
Module 8 – Document Use**

Section A: Difficult Vocabulary

Troubleshooting
Specific

Properly
Product

Document
Jargon

Communicate
Research

Section A: Activity 1

Match the synonyms

- | | |
|---------------------|----------------------|
| A. Troubleshoot (7) | 1. Form |
| B. Properly (3) | 2. Vocabulary |
| C. Document (1) | 3. Correctly |
| D. Communicate (8) | 4. Definite |
| E. Specific (4) | 5. Review |
| F. Product (6) | 6. The result of |
| G. Jargon (2) | 7. Find solutions |
| H. Research (5) | 8. Share information |

Section A: Activity 2

Use the vocabulary above to complete the following sentences.

1. The company *communicates* well with its employees.
2. The *document* from my lawyer has too much *jargon* to understand.
3. You need to do a lot of *research* before buying a new *product*.
4. You should always know the *specific* thing you want to buy.
5. If you do your research *properly* you will get the right product.
6. Any good manual has a *troubleshooting* section to help you find answers.

Section B: Finding and Using Information

Section B: Activity 1

Read the steps below on buying and ordering a new printer. Are you finding or communicating information?

Step	Finding Information (reading)	Communicating Information (writing)
1. Requesting a new printer at work		x
2. Researching new printers	x	
3. Making a spreadsheet comparing utilities and prices	x	x
4. Ordering the printer		x
5. Signing for the new printer when it arrives		x
6. Reading the manual	x	
7. Troubleshooting	x	
8. Emailing staff to let them know the new printer is up and running		x

Section B: Activity 2

Table of Contents

Pamela's 4 in 1 Printer, Scanner, Photocopier and Fax Machine

Topic	Section	
1 – Warranty	1.2 – Refunds 1.3 – Policies	Pages 2-9
2 – Safety & Legal	2.1 – Liability 2.2 – Copyright	Pages 10-14
3 – Setup	3.1 – Parts 3.2 – Plugs & Cords 3.3 – Troubleshooting	Pages 15-23
4 – Networking	4.1 – WiFi 4.2 – Networking with computers 4.3 – Remote Connection	Pages 24-31
5 – Faxing	5.1 – Sending 5.2 – Receiving	Pages 31-32
6 – Scanning	6.1 – Colour/Black and White 6.2 – Sending	Pages 33-35
7 – Printing	7.1 – Colour/Black and White 7.2 – Connecting 7.3 – Private Printing 7.4 – Paper/Page Setup 7.5 – Documents	Pages 36-42
8 – Troubleshooting	8.1 – FAQ	Pages 43-49
9 – Contact	9.1 – Distributors 9.2 – Manufacturer	Pages 50-53

Answer the following questions by skimming and scanning the table of contents for “*Pamela's 4 in 1 Printer, Scanner, Photocopier and Fax Machine*”.

1. What is the table of contents for? *A printer*
2. What is the name of the company? *Pamela's 4 in 1 Printer, Scanner, Photocopier & Fax Machine*
3. In which section would you find information on returning the printer? *Section 1: Warranty*
4. In which section would you find help with connecting to your office network? *Section 4: Networking*
5. Where would you look if you were offline? *Section 8: Troubleshooting*
6. Where would you find contact information? *Section 9: Contact*

Section C: Sharing Information

Section C: Activity 1

Imagine you've been asked to order a new printer for the office. You've done your research and you had over to the store to look at it in person. Please fill in the form below to order it.

Answers will vary depending on which printer they choose.

Section C: Activity 2

Now that you've ordered your printer, please send an email to your boss and let her know which printer you've selected and why. List a few features and remember to add the price.

Answers will vary but the letter should be supported by the information above. It should be written with an appropriate tone and grammar as well.

Section D: Essential Skills Addressed – Reading and Document Use

Section D: Activity 1

Review the Essential Skills profile for Administrative Clerks at <https://www.jobbank.gc.ca/essentialskillsresults/5>. Which level of Document Use is required for clerical roles?

Section D: Activity 2

Under the Essential Skills profile for Administrative Clerks, find one important skill for Communication and Writing that you could improve on.

- Communication
- Writing

Module 8: OALCF – Suggested Milestones

Competency	Milestone	Description
B3.2	29	Entries into a somewhat complex form
B2.2	21, 22 or 23	Write an email to request information

Additional Activity

Filling in forms neatly can be difficult if you don't have clear printing or writing skills. This would be a good time to take a time to look at the hand writing skills of the learners. Do they need more practice to make it more legible?

There are several handwriting worksheets available online including:
<https://handwritingpractice.net/>



Clerical & Office Administration
Practitioner Guide

Module 9 – Filing and Document Management

Section A: Difficult Vocabulary

Media	System	Accuracy	Record
Consistent	Request	Management	Ignore

Section A: Activity 1

Match the synonyms

- | | |
|-------------------|------------------------------------|
| A. Media (2) | 1. Ask for |
| B. System (4) | 2. Magazines, Newspapers, CDs, etc |
| C. Request (1) | 3. Disregard |
| D. Record (8) | 4. Organization |
| E. Consistent (6) | 5. Administration |
| F. Management (5) | 6. Reliable |
| G. Ignore (3) | 7. Precise |
| H. Accuracy (7) | 8. Evidence |

Section A: Activity 2

Use the vocabulary above to complete the following sentences.

1. My father keeps *records* of all his purchases.
2. A good clerk keeps *consistent* files.
3. Never *ignore* a small problem as it could turn into a bigger one later.
4. I called the office to *request* a day off.
5. We store documents in different forms of *media*.
6. *Accuracy* is important when filing documents.
7. Different offices have different *systems* for filing.
8. If you have a problem you can't figure out, call *management*.

Section B: File Management

Section B: Activity 1

What are the three key aspects of proper file management?

1. *Consistency*
2. *Accuracy*
3. *Documentation*

Section B: Activity 2

Put the following names in Alphabetical order:

First Names:

Evelyn, Pierre, Rolland, Terry, Vanessa, Wallid

Full Names:

Beausoleil, Pierre; Bernard, Vanessa; Hamel, Rolland; Maracle, Wallid; Maynard, Evelyn; Roseland, Terry

Section B: Activity 3

Break each of these businesses down into units and then file alphabetically below.

NAME	UNIT 1	UNIT 2	UNIT 3	UNIT 4
Watson and Son Furniture	<i>WATSON</i>	<i>AND</i>	<i>SON</i>	<i>FURNITURE</i>
Hair by Harry	<i>HAIR</i>	<i>BY</i>	<i>HARRY</i>	
Smart Repairs	<i>SMART</i>	<i>REPAIRS</i>		
To Fruit and Beyond	<i>TO</i>	<i>FRUIT</i>	<i>AND</i>	<i>Beyond</i>
Pierre's Papillion	<i>PIERRE'S</i>	<i>PAPILLION</i>		

Section B: Activity 4

1. When filing personal names, which name is the first filing unit?

Last name

2. In the following names, circle the prefix.

a) McPherson

b) St. Jacques

c) Van Kleiff

d) de la Roche

3. Number the following from one to ten to show the correct filing order. If file folders are available for you to use at your learning centre, you could label them by printing the names on labels for the folders. Then you could place them in correct filing order.

2 R. T Sampson

3 Captain R. T. Sampson

7 Robert T. Sampson

6 Dr. Robert Sampson

10 Robert T. Sampson, Sr.

9 Robert T. Sampson Jr.

5 Robert Sampson

8 Robert T. Sampson, C.P.A.

1 Dr. Sampson

4 Father R. T. Sampson

Section B: Activity 5

Break down the business names into units in the table below. Remember “nothing before something”, punctuation is ignored, and symbols are given a name.

NAME	UNIT 1	UNIT 2	UNIT 3	UNIT 4
Happy Accident Insurance	<i>HAPPY</i>	<i>ACCIDENT</i>	<i>INSURANCE</i>	
The Elm Pub	<i>ELM</i>	<i>PUB</i>	<i>THE</i>	
CKTV	<i>CKTV</i>			
J.A. Massage	<i>J</i>	<i>A</i>	<i>MASSAGE</i>	
Mechanic’s Choice	<i>MECHANICS</i>	<i>CHOICE</i>		
Paul’s Pizza & Pasta	<i>PAULS</i>	<i>PIZZA</i>	<i>AND</i>	<i>PASTA</i>
24 – 7 Phone Service	<i>247</i>	<i>PHONE</i>	<i>SERVICE</i>	
Internet @ Home	<i>INTERNET</i>	<i>AT</i>	<i>HOME</i>	
B-4 You Go	<i>B4</i>	<i>YOU</i>	<i>GO</i>	
#1 Used Cars	<i>NUMBER1</i>	<i>USED</i>	<i>CARS</i>	
A + + Towing	<i>APLUSPLUS</i>	<i>TOWING</i>		

Section B: Activity 6

Using Google Maps, look up your five closest Tim Hortons and fill in the chart below. If you have the computer skills, recreate this chart in MS Word or Google Docs.

Answers will vary, depending upon the geographic location of the learners.

Section C: Why Filing?

Section C: Activity 1

1. Why do we file in such a specific way? *So all files are easy to find.*
2. What problems could occur if we don't keep our files accurate? *Information will be missing and harder to find.*
3. Why should each file be standard? *So all information can be found easily and so that all employees have a common understanding of filing practices.*

Section D: Essential Skills Addressed – Reading, Document Use and Digital Technology

Section D: Activity 1

Review the Essential Skills profile for Administrative Clerks at <https://www.jobbank.gc.ca/essentialskillsresults/5>. Which level of reading is required for clerical roles?

Section D: Activity 2

Under the Essential Skills profile for Administrative Clerks, find one important skill for Digital Technology, Communication and Writing that **you are already strong in**.

- Communication
- Writing
- Digital Technology

Module 9: OALCF – Suggested Milestones

Competency	Milestone	Description
A2.1	9	Enroll in a course