**THE ADMINISTRATIVE PROFESSIONAL**

**Technology and Procedures, 4th Canadian Edition**

**Introduction**

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

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

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

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

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

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

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

**Production Exercises:** Simulatedprojects and exercises that prepare students to become virtual assistants.

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

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

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

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

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

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

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

**Chapter 1**

**Entering the Workforce and Becoming a Professional**

**Learning Outcomes**

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

**Chapter Overview**

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

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

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

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

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

CanAsian Airlines

Located at:

2300–888 3rd Street SW

Calgary, AB T2P 4C4

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

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

**Chapter Outline**

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**What Can I Do in Class?**

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

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

# Team Ground Rules

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

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

***Teaching with Technology***

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

|  |  |
| --- | --- |
| **Name of Technology** | **Description** |
| [Kahoot](https://kahoot.com/) | Game-based learning and trivia platform |
| [Quizalize](https://www.quizalize.com/) | Game-based learning and quizzing |
| [Tricider](https://www.tricider.com/home;jsessionid=zoiIKnG7_hRdEWpmYzeBHQ) | Questions and polls |
| [Quizziz](https://quizizz.com/) | Quizzes |
| [Poll Everywhere](https://www.polleverywhere.com/) | Interactive audience participation and polls |
| [Nearpod](https://nearpod.com/s/market/init) | Interactive audience participation and polls |
| [Mentimeter](https://www.mentimeter.com/) | Interactive audience participation and polls |
| [ClassFlow](https://classflow.com/) | Collaboration and assessment tool |
| [ClassKick](https://classkick.com/) | Collaboration and assessment tool |
| [Socrative](https://www.socrative.com/) | Engagement and assessment tool |
| [Formative](https://goformative.com/) | Engagement and assessment tool |
| [Padlet](https://padlet.com/) | Create collaborative boards, webpages, and dashboards |
| [Bubbl](https://bubbl.us/) | Collaborative mind mapping tool |
| [Coggle](https://coggle.it/) | Collaborative mind maps and flow charts |
| [MindMeister Mind Mapping](https://www.mindmeister.com/?utm_source=gadb&utm_medium=search&utm_campaign=-ca_en-&utm_content=mm&gclid=CjwKCAjwx7DeBRBJEiwA9MeX_Jr7c5TEhTOzPIWtd_tQuwEHDTCY8lhudn2pEKr743FQlSCqZwSZWBoCZUkQAvD_BwE) | Mind mapping tool |
| [Wordle](http://www.wordle.net/) | Create word clouds |

**Key to Discussion Items**

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

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

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

1. **How is our current work environment changing? How is the administrative professional’s role changing?**

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

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

1. **Identify the three basic types of business organizations. Brainstorm what you consider to be the advantages and disadvantages of working in each of these types of environments.**  
     
   Students should identify the three main types of business organizations: sole proprietorship, partnership, and corporation. Some advantages and disadvantages for each may include:

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

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

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

1. **Describe the qualities that make a worker a professional.**  
   A professional looks, speaks, writes, and behaves in a manner that reflects well on the employer as well as on the employee. A professional sets an example for others through a strong work ethic, positive attitude, and dedication to continuing improvement.
2. **Explain why critical-thinking, decision-making, and problem-solving skills are essential to an administrative assistant.**  
   Problems both large and small will arise every day, and decisions must be made. Critical thinking requires us to analyze situations, to look at the bigger picture, to see things from perspectives other than our own, and to consider the possible consequences of the positions we take. A valuable employee is a person who uses critical-thinking skills to think issues through—to anticipate and possibly prevent problems from arising—and who can help solve problems that cannot be prevented. These abilities—to think critically, make decisions, and solve problems—are valuable skills that can be practised and improved.
3. **Describe a professional appearance, and give examples of clothing or grooming that are inappropriate in the workplace.**   
     
   Solutions will vary. Generally, you should come to work every day looking clean, tidy, and well groomed. Hair should be combed and trimmed. Men should be clean-shaven and/or keep their moustache or beard neatly trimmed. Women should use makeup sparingly, and perfumes or colognes sparingly or not at all. Fingernails should be neat, clean, and trimmed. Teeth should be brushed and breath fresh. People should be freshly bathed and use deodorant. Typically, inappropriate attire includes T-shirts; tank, halter, or midriff-baring tops; shirts or blouses with words on them; tops with bare shoulders or revealing necklines; and sweatshirts and sweatpants.

**Additional Discussion Questions**

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

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

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

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

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

**4. What are the five components of emotional intelligence?**

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

**Suggested Responses to the Critical-Thinking Activity**

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

* **What is the problem?**

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

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

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

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

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

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

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

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

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

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

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

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

**Solutions to Projects**

**Project 1-1 (Learning Outcomes 1 and 3)**

**Online Project**

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

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

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

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

**Project 1-2 (Learning Outcomes 1 and 3)**

**Collaborative Project**

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

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

Students are to report their findings verbally to the class.

**Project 1-3 (Learning Outcome 2)**

**Business Organization**

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

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

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

**Project 1-4 (Learning Outcomes 6 and 7)**

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

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

**Project 1-5 (Learning Outcomes 5 and 8)**

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

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

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

**Project 1-6 (Learning Outcome 3)**

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

**Project 1-7 (Learning Outcome 1)**

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

**Solutions to Alternate Projects**

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

**Alternate Project 1-1**

Solutions will vary.

**Alternate Project 1-2**

ENGLISH COMPETENCY

Subject and Verb Agreement

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

Choosing the Right Word

1. The auditor is confident that profits this year will exceed those of last year.
2. Active competition among the many companies in the industry has already resulted in price decreases.
3. Mr. Dunlop, our legal counsel, will present our case before the judges.
4. As Mr. Edwards became more adept in his work, he won many compliments from his superiors.
5. Whenever a person exceeds the limits of good taste, I become angry.

Commas

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

The Semicolon and Colon

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

The Quotation Mark and the Dash

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

The Question Mark and the Exclamation Point

1. Will you be able to come on December 24?
2. “How can that statement be reconciled with the report?” asked a member of the committee.
3. Was it Mr. Marks who stated, “These are the dates of the convention”?
4. Stop littering!
5. “What a fine piece of work you have done!” exclaimed Mrs. Kinoshita.

Capitals

1. This is an Eastman Kodak copier.
2. Pattern No. 82B is the one I want.
3. The Columbia River runs through British Columbia.
4. The Supreme Court is in session.
5. Sincerely yours

Numbers

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

SPELLING COMPETENCY

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

HUMAN RELATIONS COMPETENCY

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

**Additional Resources**

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

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

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**Assignment Title: [Career Goals]**

**Author: Rankin**

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

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