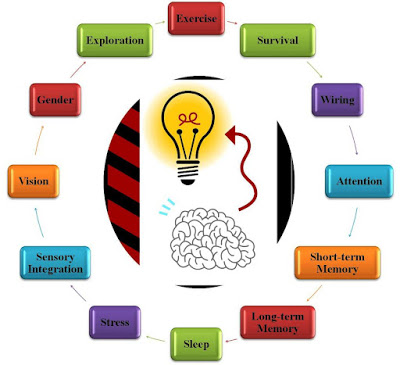
**FUNCTION IN A BUSINESS ENVIRONMENT**

**US 7785**

**NQF LEVEL:** 3

**CREDITS: 4**

**NOTIONAL HOURS: 40**



**LEARNER GUIDE**

|  |  |
| --- | --- |
| **Name** |  |
| **Contact Address** |  |
| **Telephone (H)** |  |
| **Telephone (W)** |  |
| **Facsimile** |  |
| **Cellular** |  |
| **E-mail** |  |

|  |
| --- |
| **Function in a business environment** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SAQA US ID** | **UNIT STANDARD TITLE** | | | |
| 7785 | Function in a business environment | | | |
| **ORIGINATOR** | | **ORIGINATING PROVIDER** | | |
| SGB Hospitality,Tourism,Travel, Leisure and Gaming | |  | | |
| **QUALITY ASSURING BODY** | | | | |
| - | | | | |
| **FIELD** | | | **SUBFIELD** | |
| Field 11 - Services | | | Hospitality, Tourism, Travel, Gaming and Leisure | |
| **ABET BAND** | **UNIT STANDARD TYPE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **CREDITS** |
| Undefined | Regular | Level 3 | NQF Level 03 | 4 |
| **REGISTRATION STATUS** | | **REGISTRATION START DATE** | **REGISTRATION END DATE** | **SAQA DECISION NUMBER** |
| Reregistered | | 2012-07-01 | 2015-06-30 | SAQA 0695/12 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | |
| 2016-06-30 | | 2019-06-30 | | |

|  |
| --- |
| *In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.* |

|  |
| --- |
| This unit standard does not replace any other unit standard and is not replaced by any other unit standard. |

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| --- |
| **PURPOSE OF THE UNIT STANDARD** |

|  |
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| Each person should contribute to the smooth running of the office and as such should help others wherever possible. The right attitudes will lead to more efficient operations with greater respect for others. All staff should be able to do basic maintenance and replenishment of consumables. |

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| **LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING** |

|  |
| --- |
| None. |

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| --- |
| **UNIT STANDARD RANGE** |

|  |
| --- |
| Range statements are included with specific outcomes as necessary. |

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| --- |
| **Specific Outcomes and Assessment Criteria:** |

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| --- |
| **SPECIFIC OUTCOME 1** |

|  |
| --- |
| Develop a strategy for maintaining office equipment in accordance with organisational requirements. |

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| --- |
| **ASSESSMENT CRITERIA** |

|  |
| --- |
| **ASSESSMENT CRITERION 1** |

|  |
| --- |
| Safety principles for the general operation of electrical equipment are described. |

|  |
| --- |
| **ASSESSMENT CRITERION 2** |

|  |
| --- |
| The importance of all personnel understanding the function and the use of office equipment are explained. |

|  |
| --- |
| **ASSESSMENT CRITERION 3** |

|  |
| --- |
| The range of consumables which may be replenished are listed and the reason therefore explained. |

|  |
| --- |
| **ASSESSMENT CRITERION 4** |

|  |
| --- |
| Arrangements to repair equipment that is not in good working order are made. |

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| --- |
| **ASSESSMENT CRITERION 5** |

|  |
| --- |
| Ways of learning how to operate technology are given. |

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| --- |
| **ASSESSMENT CRITERION 6** |

|  |
| --- |
| Office equipment is operated efficiently. |

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| --- |
| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| The range of office equipment is: Fax, Photocopier and Switchboard. |

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| --- |
| **SPECIFIC OUTCOME 2** |

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| Complete the work for which you are responsible in accordance with organisational procedures, requirements and priorities. |

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| --- |
| **ASSESSMENT CRITERIA** |

|  |
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| **ASSESSMENT CRITERION 1** |

|  |
| --- |
| The importance of being sensitive to other people's needs and cultures is explained and ways on how to contribute to the overall effectiveness of the team are given. |

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| --- |
| **ASSESSMENT CRITERION 2** |

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| --- |
| Issues requiring confidentiality are described. |

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| --- |
| **ASSESSMENT CRITERION 3** |

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| --- |
| The extent of one's own responsibility in the office is described. |

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| --- |
| **ASSESSMENT CRITERION 4** |

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| --- |
| Work is being prioritised and the reasons for making this decision are described. |

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| **ASSESSMENT CRITERION 5** |

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| The various filing systems are described and documents are filed by using a recognised filing system. |

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| --- |
| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| The range of filing systems is: Index and alphanumeric. |

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| **ASSESSMENT CRITERION 6** |

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| --- |
| Business information is analysed and distributed, ensuring that individual needs are met. |

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| **ASSESSMENT CRITERION RANGE** |

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| --- |
| The range is: Faxes and messages. |

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| **ASSESSMENT CRITERION 7** |

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| --- |
| Examples of situations where it is acceptable to deviate from organisational procedures are given. |

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| **UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS** |

|  |
| --- |
| 1. Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA.   2. Any institution offering learning that will enable achievement of this unit standard must be registered with the FE/HE Registrar.   3. Any institution wishing to receive skill development grants must be accredited with the relevant ETQA. Such an institution will also be registered with the relevant SETA.   4. Moderation of assessment will be done by the relevant ETQA at its discretion. |

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| **UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE** |

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| --- |
| Essential embedded knowledge is dealt with under the specific outcomes section where "demonstrated knowledge and understanding" is required. |

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## HOW TO USE THIS GUIDE

This workbook belongs to you. It is designed to serve as a guide for the duration of your training programme and as a resource for after the time. It contains readings, activities, and application aids that will assist you in developing the knowledge and skills stipulated in the specific outcomes and assessment criteria. Follow along in the guide as the facilitator takes you through the material, and feel free to make notes and diagrams that will help you to clarify or retain information. Jot down things that work well or ideas that come from the group. Also, note any points you would like to explore further. Participate actively in the skill practice activities, as they will give you an opportunity to gain insights from other people’s experiences and to practice the skills. Do not forget to share your own experiences so that others can learn from you too.

## ICONS

For ease of reference, an icon will indicate different activities. The following icons indicate different activities in the manual.



**Learning Activities**

**Outcomes**







**Take note**

**Note!**

**Reflection**

**References**

**Example**

**Summaries**

**Definition**

**Notes (Blank)**

**Course Material**

**Assessment Criteria**



**Stop and Think!**

## PROGRAMME OVERVIEW

# 

## PURPOSE

Each person should contribute to the smooth running of the office and as such should help others wherever possible. The right attitudes will lead to more efficient operations with greater respect for others. All staff should be able to do basic maintenance and replenishment of consumables.

## LEARNING ASSUMPTIONS

None

## HOW YOU WILL LEARN

The programme methodology includes facilitator presentations, readings, individual activities, group discussions, and skill application exercises.

## HOW YOU WILL BE ASSESSED

This programme has been aligned to registered unit standards. You will be assessed against the outcomes of the unit standards by completing a knowledge assignment that covers the essential embedded knowledge stipulated in the unit standards. When you are assessed as competent against the unit standards, you will receive a certificate of competence and be awarded 6 credits towards a National Qualification.

## 

## FORMATIVE ASSESSMENT

In each Learner Guide, several activities are spaced within the content to assist you in understanding the material through application. Activities in the learner manual are not for assessments. Formative assessments are in a separate module written formative assessment. Please make sure that you complete ALL activities in the Formative Assessment Guide, Formative activities must be completed at the end of each section.

## SUMMATIVE ASSESSMENT

You will be required to complete a Portfolio of Evidence for summative assessment purposes. A portfolio is a collection of different types of evidence relating to the work being assessed. It can include a variety of work samples.

The Portfolio Guide will assist you in identifying the portfolio and evidence requirements for final assessment purposes. You will be required to complete Portfolio activities on your own time, using real life projects in your workplace environment in preparing evidence towards your portfolio.

Being Declared Competent Entails:

Competence is the ability to perform whole work roles, to the standards expected in employment, in a real working environment.

There are three levels of competence:

* Foundational competence: an understanding of what you do and why.
* Practical competence: the ability to perform a set of tasks in an authentic context.
* Reflexive competence: the ability to adapt to changed circumstances appropriately and responsibly, and to explain the reason behind the action.

To receive a certificate of competence and be awarded credits, you are required to provide evidence of your competence by compiling a portfolio of evidence, which will be assessed by a Services SETA accredited assessor.

You Have to Submit a Portfolio of Evidence

A portfolio of evidence is a structured collection of evidence that reflects your efforts, progress and achievement in a specific learning area, and demonstrates your competence.

The Assessment of Your Competence

Assessment of competence is a process of making judgments about an individual's competence through matching evidence collected to the appropriate national standards. The evidence in your portfolio should closely reflect the outcomes and assessment criteria of the unit standards of the learning programme for which you are being assessed.

To determine a candidate’s knowledge and ability to apply the skills before and during the learning programme, formative assessments are done to determine the learner’s progress towards full competence. This normally guides the learner towards a successful summative (final) assessment to which both the assessor and the candidate only agree when they both feel the candidate is ready.

Should it happen that a candidate is deemed not yet competent upon a summative assessment, that candidate will be allowed to be re-assessed. The candidate can, however, only be allowed two reassessments.

When learners have to undergo re-assessment, the following conditions will apply:

Specific feedback will be given so that candidates can concentrate on only those areas in which they were assessed as not yet competent.

Re-assessment will take place in the same situation or context and under the same conditions as the original assessment.

Only the specific outcomes that were not achieved will be re-assessed.

Candidates who are repeatedly unsuccessful will be given guidance on other possible and more suitable learning avenues.

In order for your assessor to assess your competence, your portfolio should provide evidence of both your knowledge and skills, and of how you applied your knowledge and skills in a variety of contexts.

This Candidate’s Assessment Portfolio directs you in the activities that need to be completed so that your competence can be assessed and so that you can be awarded the credits attached to the programme.

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| NOTE YOUR POE GUIDE HAS MORE INFORMATION ON THE ASSESSMENT PROCESS |

# SECTION 1: STRATEGY FOR MAINTAINING OFFICE EQUIPMENT

**Specific Outcome**

On completion of this section you will be able to develop a strategy for maintaining office equipment in accordance with organisational requirements.



**Assessment Criteria**

On completion of this section you will be able to:

* Safety principles for the general operation of electrical equipment are described. . (SO 1, AC 1)
* The importance of all personnel understanding the function and the use of office equipment are explained.  (SO 1, AC 2)
* The range of consumables which may be replenished are listed and the reason therefore explained. (SO 1, AC 3)
* Arrangements to repair equipment that is not in good working order are made. (SO 1, AC 4)
* Ways of learning how to operate technology are given. (SO 1, AC 5)
* Office equipment is operated efficiently. (SO 1, AC 6)



## 1.1 INTRODUCTION

In an office workspace the office equipment helps to keep everyone on task and it plays an essential role in keeping an office going as long as they are working in the proper fashion. Below are some essential pieces of office equipment, what they do, and why they are so important to an office workspace.

The first office equipment that is essential to a workplace is the printer. A printer is good for printing off reports, receipts, forms, and even just about any type of information that might be needed. If problems with the printer arises then it could lead to malfunctions around the office. By finding a printer repairs Sydney located company, they would be able to come out, repair the printer, and help to get the normal day in the office back.

The fax machine is another essential piece of office equipment. The fax machine allows an employee or even the office as a whole to send paperwork to other higher ups or to a different office location. If the fax machine is currently not working then the communication between offices can begin to hinder. As technology advances, fax machines have become obsolete.

Even though a copier might not seem like such an important office machine but when it is needed an office cannot do without a copier. Whether it is to copy some information for a meeting, an office function, or even for a different reason a fully functioning copier can come in handy.

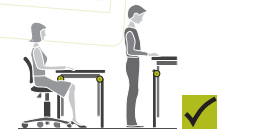
It does not matter what type of office equipment an office has they all work together to help bring the office together. If one of those parts are not working then an office would want to get them working properly as soon as possible to ensure that their office and business runs smoothly.

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| **LEARNING ACTIVITY**  Discuss the importance of office equipment in an organisation. |

## 1.2 SAFETY PRINCIPLES FOR GENERAL OPERATION OF OFFICE EQUIPMENT

Many people think health and safety principles apply only to factory workers and work environments where heavy equipment is used. But what about the office? It’s a workplace, too. Workplace health and safety issues don’t stop at the office door.

Employees working in office environments may be exposed to many potential hazards, which can be eliminated by following good safety practices to identify and manage the risks.

* Make sure machines with moving parts have appropriate guards in place, and only operate machinery for which you have adequate training.
* Keep your attention on the task you are performing. Seemingly commonplace office tools and equipment can be potential hazards if you do not treat them thoughtfully with alertness and respect.
* Keep wiring organised and out of the way to prevent tripping or entanglement. Avoid putting carpet over wiring, as it may conceal frayed cords and increase the risk of fires.
* Only use extension cords for temporary power supply – i.e., less than 30 days. Otherwise, it’s best to install permanent wiring where possible.
* Power strips or multiple plug adapters should not be used in multiple combinations, as you may overload the circuit, causing overheating and blown fuses, and increasing the risk of fire. Never plug a power strip into another power strip or into an extension cord.
* Always use the right type of socket for the plug. If using equipment designed for another country’s power system, always check that you can safely use it with the existing electricity system, and use the correct adapter.
* Any office equipment or machines which are in unsafe condition – i.e., broken, guard missing, etc should not be used. Label the equipment “unsafe” and notify a manager or supervisor to have it taken care of. Watch out for any protruding nails, sharp edges, splinters, burrs, etc on furniture or equipment always report them to maintenance personnel to be fixed. Move away from your desk if work is being carried out overhead.
* Joints should be in relaxed and comfortable positions. This makes the work of muscles, ligaments and tendons around joints more efficient. Where extreme positions must be used, they should be held for as little time as possible and not repeated often.

## 1.3 IMPORTANCE OF UNDERSTANDING THE FUNCTION AND USE OF AN EQUIPMENT

It is important for all personnel in the office to understand the function and use of each office equipment. The following are the reasons;

* **Minimises time wastages:** If people do not understand the use of an equipment, they might waste productive time trying to study and understand the use of the equipment before use.
* **Breakdown due to wrong usages:** if an equipment is used for the wrong purpose it might be damaged.



* **Injury to the user:** Using the wrong equipment to carry out a task can result in the user being injured.



* **Helps to identify malfunctioning:** If people understand the function of an equipment, they can easily spot malfunctioning and report it for repair.

## 1.4 CONSUMABLES THAT MUST BE REPLENISHED

Most office equipments use consumables inorder for them to perform their functions. These consumables must be replenished as they get finished due to continued use. The following is a list of consumables that must be replenished;

1. Toner



2. Cartridge



3. Computer paper



4. Disks



## 1.5 REPAIRING EQUIPMENT THAT IS NOT IN GOOD WORKING CONDITION

Whenever an office equipment is not working properly, it must be send for repair. Most organisations have their own service providers who repair and service their office equipment. Let us look at the process of selecting a maintenance service provider.

**1. IDENTIFYING POTENTIAL SERVICE PROVIDERS**

You can find service providers through a variety of channels. It's best to build up a **shortlist** of possible service providers through a combination of sources to give you a broader base to choose from.

1. Recommendations

Ask friends and business acquaintances. You're more likely to get an honest assessment of a business' strengths and weaknesses from someone who has used its services.

1. Directories

If you're looking for a service provider in your local area, it's worth trying directories such as Yellow Pages.

1. Trade associations

If your needs are specific to a particular trade or industry, there will probably be a trade association that can match you with suitable service providers.

1. Business advisors

Local business-support organisations, such as chambers of commerce, can often point you in the direction of potential service providers.

1. Trade press

Trade magazines feature advertisements from potential service providers.

**2. DRAWING UP A SHORTLIST OF SERVICE PROVIDERS**

Once you’ve identified some potential service providers, you can build a shortlist of sources that meet your needs. When considering the firms on your shortlist, ask yourself the following questions:

* Can these service providers deliver what you want, when you want it?
* Are they financially secure?
* How long have they been established?
* Do you know anyone who has used and can recommend them?
* Are they on any approved service provider lists from trade associations or government?

Do some research and try to slim your list down to no more than four or five candidates. It's a waste of time for you and the potential service provider if you approach them when there's little chance of them fulfilling your requirements.

**3. CHOOSING A SERVICE PROVIDER**

Once you have a manageable shortlist, you can approach the potential service providers and ask for a **written quotation**. It's best to provide them with a clear brief summarising what you require, how frequently you'll require it and what level of business you hope to place.

Get a quotation

It's worth asking potential service providers to give you a firm price in writing for, say, three months. You can also ask about discounts for long-term or high-volume contracts.

Compare potential service providers

When you've got the quotation, compare the potential service providers in terms of what matters most to you. For example, the quality of their service may be most important, while their location may not matter.

Price is important, but it shouldn't be the only reason you choose a service provider. Lower prices may reflect poorer quality goods and services which, in the long run, may not be the most cost effective option. Be confident that your service provider can make a sufficient margin at the price quoted for the business to be commercially viable.

Check that the service provider you employ is the one that will be doing the work. Some service providers may outsource work to subcontractors, in which case you should also investigate the subcontractor to determine if you are happy with this arrangement.

Wherever possible it is always a good idea to meet a potential service provider face to face and see how their business operates. Understanding how your service provider works will give you a better sense of how it can benefit your business.

And remember that your business' reputation may be judged on the labour practices of your service providers. It makes good business sense to consider the ethical dimensions of your supply chain.

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| **WHAT YOU SHOULD LOOK FOR IN A SERVICE PROVIDER**  **Reliability**  Remember - if they let you down, you may let your customer down.  **Quality**  The quality of your supplies needs to be consistent - your customers associate poor quality with you, not your service providers.  **Value for money**  The lowest price is not always the best value for money. If you want reliability and quality from your service providers, you'll have to decide how much you're willing to pay for your supplies and the balance you want to strike between cost, reliability, quality and service.  **Strong service and clear communication**  You need your service providers to deliver on time, or to be honest and give you plenty of warning if they can't. The best service providers will want to talk with you regularly to find out what needs you have and how they can serve you better.  **Financial security**  It's always worth making sure your service provider has sufficiently strong cash flow to deliver what you want, when you need it. A credit check will help reassure you that they won't go out of business when you need them most.  **A partnership approach**  A strong relationship will benefit both sides. You want your service providers to acknowledge how important your business is to them, so they make every effort to provide the best service possible. And you're more likely to create this response by showing your service provider how important they are to your business. |

**CONTACTING SERVICE PROVIDERS**

Whenever there is a need to repair and maintain office equipment, the organisation must get in touch with the selected service provider. The service provider can be contacted in the following ways;

**1. Email**

The person in charge of the maintenance must send an email to the service provider.

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| **TIPS WHEN EMAILING**   * Always include a subject line and make sure it tells the recipient what the email is about, e.g. "Maintenance of Printer 0012" or "Plans for the weekend". * Be very clear and specific in your email (without being too waffly). Tell the person who you are and why you are contacting them. Don't just send an attachment and hope they will figure it out for themselves. * Only send attachments if they are necessary, e.g. don't use a MS Word document to send text which could have been typed into the email instead. * Resist the temptation to use pretty stationery or unnecessary graphics. They annoy a lot of people and some email programs have trouble displaying them. |

**2. Telephone**

The person in charge of the maintenance can make phone calls to the service provider.

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| **Tips when speaking on the phone**   * Always identify yourself at the beginning of all calls. * Speak slowly and clearly * Be sensitive to the tone of your voice.  Do not sound overly anxious, aggressive or pushy. * Think through exactly what you plan to say and discuss BEFORE you place a call.   Tip:  Jot down the items you want to discuss and questions you want answered.   * Do not allow interruptions to occur during conversations. Do not carry on side conversations with other people around you.  The person on the telephone takes precedence over someone who happens to walk in your office or passes by while you are on the phone. * Especially when leaving messages, speak clearly and slowly. Do not use broken phrases, slang or idioms. Always, always leave your return telephone number as part of your message, including the area code * Always speak into the telephone receiver with an even and low tone of voice.  Especially when speaking on a cell phone out in public, be sure to monitor how loud you may be. |

**3. Letter**

The service provider can be contacted via post.

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| **General Rules**  The following are the key rules to be followed when writing a business letter  Rule 1 – The sender’s address  The sender’s address must be written:   * On the top left-hand side * Without punctuation * In block form * Use Box 122, not PO Box 122 * Include a postal code * Do not write the address if you are printing the letter on a pre-printed company letterhead.   Rule 2 – The date  The date can be written:   * On the right-hand side or the left-hand side * Without punctuation * In the form “day month year”- the month is never written as a number   Rule 3 – The receiver’s designation  The receiver’s designation (position) in the company may be written:   * On the left-hand side * Above his address * Example: The personnel manager * Note a rule – only used if needed   Rule 4 – The receiver’s address  The receiver’s address must be written:   * On the left-hand side * Without punctuation * In block form * Use Box 122, not PO Box 122 * Include a postal code   Rule 5 – Addressing the receiver  The receiver should be addressed:   * Address the letter to a specific individual using his/her name or title * If you have an informal relationship with the receiver: * Dear Mike * Only use Dear if you have established a good relationship with the person * If you have a formal relationship with the receiver: * Ms Bell or Mr Jones * Use this if you are unacquainted * If you do not know the name of the receiver: * Sir is used to address a letter to an individual * Madam is used only if you are sure that the receiver is female * Sir is used if you are writing to a company or a partnership * If you are writing to a group of people: * Use a title that describes how they are connected to the content of the letter. * Examples: Board of Directors, Investors, Students * Note that these words must start with a capital letter   Rule 6 – The subject line  The letter must have a subject line (heading):   * Describe the subject of the letter * Must be underlined * Must not have “Re” (no longer used in modern letter writing)   Rule 7 – Signing off  The words that you use to sign off a letter depend on how formal the letter is and how you have addressed the receiver.   * An informal letter should be signed off informally = Regards * If you have addressed the receiver by name = Yours sincerely * Receiver addressed with the words Sir / Ms Smith = Yours faithfully   Rule 8 – The sender’s signature   * The sender signs his/her name below the closing phrase * The sender’s name is typed under the signature * Include (Ms) for a female sender * If applicable, the sender’s position in the company should be printed under the name |

## 1.7 LEARNING HOW TO OPERATE TECHNOLOGY

There are different ways of learning how to use new technology in the office. Let us look at some of the ways;

* Attending training workshops



* Coaching by a friend, colleague or manager



* Studying and following user manuals and other resources



## 1.8 OPERATING OFFICE EQUIPMENT

In this section we shall learn how to operate a fax, photocopier and the switchboard.

**Operating a fax machine**

Here are some basic instructions for sending and receiving a fax.



Sending a fax:

1. Make sure the fax machine is plugged into a power source and also plugged into a working phone jack.
2. Turn the fax machine on.
3. Obtain the fax number of the destination fax machine.
4. Gather the documents you want to send and put them in the order you want them to be received.
5. Fill out a separate piece of paper called a **coversheet** with the recipient's name, fax number/phone number, your name, your phone number, a short message and number of pages (including coversheet).
6. Lay the documents face-up in the fax machine feeder tray with the coversheet on top
7. Dial the recipient's fax number (dialling instructions for international calls)
8. Press the "fax" or "send" button, depending on the particular fax machine model

Now the fax machine will scan each of the document pages into its memory. After all of the pages have been scanned, you'll hear a series of fax tones. These tones signal the "handshake" between the sending and receiving fax machines, establishing a communications link. Wait for a few minutes as the fax is sent. If the fax machine has a small display screen, look for a confirmation that the fax went through. Some fax machines will also print out a short confirmation report.

Here's how to receive a fax:

1. Make sure the fax machine is plugged in, powered on and connected to a working phone jack. This phone jack can either be your regular phone line or a dedicated fax line. The important thing is that the sender has the right number.
2. Make sure that the fax machine has enough ink in its toner cartridge. Toner cartridges usually have some sort of indicator when toner is low. Most modern fax machines will also alert you when toner is low.
3. Make sure that there's enough printer paper loaded in the fax machine's paper tray. Fan the paper (run your thumb along the bottom, separating the individual pages) to avoid paper jams in the machine.
4. If there's a phone on the fax machine, the phone will ring. Don't pick it up.
5. Wait for the "handshake" tones indicating that the fax machine is talking with the sender's machine.
6. The fax machine will automatically begin to print each page of the fax.
7. Check the coversheet to make sure you received as many pages as were sent.
8. If it's an important document, it's office etiquette to call or e-mail the sender to confirm that you received the fax.

**Operating a photocopier**

1. Turn on the photocopier. Locate the power switch, usually on the top of the photocopier on the control panel. Some photocopiers have a power switch on the side. Many photocopiers have a “sleep” mode that reduces power consumption while the copier is still on. Pressing the “Copy” button on the control panel will usually cause the copier to “wake up.”
2. Lift the cover of the photocopier and place your document on the glass surface underneath, called the platen. At the edges of the glass you'll see guide marks that indicate where to position your document. Once the document is in place, lower the cover. If the photocopier has a document feeder instead of a cover over the platen, do not lift the document feeder off the platen. Instead place your document in the document feeder. Usually you will insert the document face up. Look at your document feeder. “Place document face up” or “Place document face down” will often be noted directly on the document feeder.
3. Select the number of copies to be made. The control panel of the photocopier will have a display that shows the number of copies that will be produced. The photocopier may have a number key pad for selecting the number of copies, or it may have arrows, or a plus and minus sign, for changing the number incrementally.
4. Select the copier's Colour button or Black and White button if the photocopier is a colour copier.
5. Select the appropriate size paper on the control panel. Most photocopiers will have at least two paper trays. The letter tray contains 8 1/2-inch by 11-inch paper, and the legal paper tray contains 8 1/2-inch by 14-inch paper. Most photocopiers also have a “paper bypass” feed that allows you to insert a single sheet of special-sized paper. If you need to make multiple copies on a special size or special color paper, you'll need to place the special paper directly in one of the main paper trays.
6. Reduce or enlarge the original image, if necessary. Many photocopiers have preset buttons for 50 percent, 150 percent or 200 percent enlargements. You may need to set the reduction or enlargement percentage using a number key pad. Consult the photocopier user manual for specific instructions.
7. Set other image editing features or functions on the photocopier, if necessary. Many photocopiers will produce two-sided copies, copy two original documents on one page, collate, punch holes or staple. Consult the photocopier user manual for specific instructions on these options.
8. Press the “Copy” button, which is usually the largest button on the control panel. It may also be labeled “Start.” Often the button will be green, or have green markings. If the copier has been idle, it may take a minute or more to warm up first. Your copies will be produced.

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| **TIPS & WARNINGS**   * If the copier has a document feeder and you only want to copy one piece of paper, you can usually lift the document feeder and place a document directly on the platen. The document feeder will not be activated during copying. * When using a photocopier that functions as document center, or as a network printer, always make sure you are not interrupting somebody else's copy job. Or, if you need to interrupt a copy job, get permission before doing so. * When performing basic user maintenance, like adding toner, notice that internal parts of the copier meant to be operated or manipulated by the user are brightly colored, often florescent green or orange. Do not touch any internal parts of the copier without permission and training. |

**OPERATING A SWITCHBOARD**

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1. Familiarize yourself with the extensions of the employees in your office. This will help you transfer calls faster.
2. Answer ringing phones by picking up the headset and saying your company's greeting. Some switchboards require you to push the button indicated by the ringing line to answer the phone, particularly if you are already on a separate line.
3. Call company employees by simply dialing their extensions. Many switchboards, however, require you to dial a number before calling out, such as "9." Consult your switchboard manual or another employee about how to dial out.
4. Place the call on hold by pressing the "Hold" button, if necessary. Retrieve the call by pressing the "Hold" button for a second time. While calls are on hold you can complete internal or external phone calls, answer other ringing lines or address face-to-face customers. Just don't forget to retrieve the call on hold.
5. Transfer a call by pressing the "Transfer" button, then waiting to hear a dial tone. Dial the extension of the person to whom you are transferring the call, then press "Transfer" again. Press the "Release" button to transfer the call, or just hang up the phone.
6. Start a conference call by answering an incoming call or dialing a number. Press the "Conference" button, then wait for a dial tone. Dial the number or extension of the person receiving the conference call. Once she answers, alert her of the conference call, then press the "Conference" button again to connect the parties. Repeat this process with all the parties involved in the conference call, then press "Release," or hang up, to remove yourself from the call.
7. Place a call on speakerphone by pushing down on the "Speaker" button. Take a call off of speakerphone by pressing down on "Speaker" again.
8. Consult your switchboard manual for additional information about the specifics of your switchboard system.

# SECTION 2: COMPLETING OFFICE RESPONSIBILITIES

**Specific Outcome**

On completion of this section you will be able to complete the work for which you are responsible in accordance with organisational procedures, requirements and priorities.



**Assessment Criteria**

On completion of this section you will be able to:

* The importance of being sensitive to other people's needs and cultures is explained and ways on how to contribute to the overall effectiveness of the team are given.(SO 2, AC 1)
* Issues requiring confidentiality are described.  (SO 2, AC 2)
* The extent of one's own responsibility in the office is described. . (SO 2, AC 3)
* Work is being prioritised and the reasons for making this decision are described.  (SO 2, AC 4)
* The various filing systems are described and documents are filed by using a recognised filing system.  (SO 2, AC 5)
* Business information is analysed and distributed, ensuring that individual needs are met. (SO 2, AC 6)
* Examples of situations where it is acceptable to deviate from organisational procedures are given. (SO 2, AC 7)



## 2.1 INTRODUCTION

Once an employee has been recruited, he or she must complete certain work responsibilities in line with the organisations’ procedures and policies.

Work responsibility refers to duties that people in certain positions should claim. This can refer to both laborious and social tasks. Recognizing and fulfilling one’s responsibilities at work is generally regarded as an essential part of a strong work ethic.

When a person is hired, the bargain generally is that she will receive a certain amount of compensation for completing certain tasks. In addition to those tasks, other things may be required of her. For example, if she is dealing with the public, she may need to display friendly and compassionate mannerisms. She may also be required to restrain from the use of drugs or intimate relationships with co-workers. The combination of these things is her work responsibility.

In some instances, work responsibility cannot be wholly outlined in an interview or during training. Managers, for example, commonly find that it is necessary for them to engage in tasks not directly outlined in their job descriptions. Acknowledging this responsibility and effectively performing such tasks is often essential to the continuity of business.

Those who are looking to advance within a company may want to look at their approach to their work responsibility. In many instances, superiors are not only looking to see if a person does the job, but they also consider the quality of the job. If work is marred by errors he/she may be deemed unsuitable for promotion or raises.

## 2.2 SENSITIVITY TO PEOPLE – DIVERSITY

The world's increasing globalization requires more interaction among people from diverse cultures, beliefs, and backgrounds than ever before. People no longer live and work in an insular marketplace; they are now part of a worldwide economy with competition coming from nearly every continent. To this end, every employee must be sensitive to others.

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| **Diversity:** is the demographic characteristic of populations attributable to perceptible ethnic, linguistic, cultural, visible or social variation among groups of individuals in the workplace. Generally, diversity is defined as acknowledging, understanding, accepting, valuing, and celebrating differences among people with respect to age, class, ethnicity, gender, physical and mental ability, race, sexual orientation, spiritual practice, and public assistance status. |

We can all work together more effectively by following these four easy steps:

1. Understand and respect individual differences. Keep an open mind toward others who are different from you. Remember that not everyone sees things the same way you do.
2. Be assertive. Let other people know how you want to be treated, and don't be afraid to speak up if another's actions make you uncomfortable. How will people know that you find a particular expression or behaviour offensive unless you tell them? And, if someone has the courage and sensitivity to tell you how you've offended them, don't get defensive - be thankful. The only way you can correct the situation is through honest communication. Don't say, "That's not what I meant! What's the matter with you?" Say, "I'm sorry you heard it that way. That's really not what I meant. Can I clarify and tell you what I did mean?"
3. Learn how others want you to treat them. Use the New Golden Rule (sometimes called the Platinum Rule): Treat others the way they would like to be treated. If you're confused about how to pronounce an unfamiliar name, or whether a person would rather be called black or African, Zulu boy, ASK. Your question will not only help you learn how to avoid misunderstandings and conflict but also will communicate a respect that will strengthen your relationships.
4. Act as a force for change. Everyone is responsible for workplace behaviour. If you encounter an example of discrimination or prejudice, speak up. Tell the people involved why you think- the behaviour was inappropriate. You may not be able to change attitudes overnight, but you can change behaviour, and that's the first step.

**Showing sensitivity**

In diverse workplaces, every employee must treat the next employee with sensitivity. Here is how an employee can become sensitive to others.

* Before you judge them, step into their shoes. This is especially important. Maybe this person is constantly sitting by his/her self and doesn't like to talk to others. Maybe this person is cold to you when you talk to them or says things that might seem a little rude. Before you judge them and label them, think about how he/she feels—"Maybe s/he is always by him/her self because s/he doesn't feel comfortable around others. Maybe s/he isn't used to talking to people so s/he is a little cold. Maybe s/he wasn't feeling well on the day I talked to him/her and that's why s/he seemed to be in a bad mood." Before you allow yourself to label this person, imagine why they act or say the things they do.
* Think about how you'd feel if you were treated the way you may treat this other person. It is necessary to think about this before you say something to another person. How would you feel if someone you weren't familiar with came up to you and said something mean to you, just because you looked/sounded/acted differently from what they expected or thought you should have? You would be pretty hurt, wouldn't you? Don't put someone through that kind of pain if you wouldn't want to be put through it yourself.
* Don't let one encounter ruin your perception of that person. Just because someone seemed to be in a bad mood when you talked to them doesn't mean they are constantly angry and depressed. Maybe they were having a bad day when you talked to them, or they weren't feeling well. Try to speak to them more often and see how they act; don't let one time ruin how you see that person. You have to be around them frequently to see how they really are.
* When you talk to them, don't let your insecurities or beliefs get in the way. It's very common to meet people with different beliefs, likes and dislikes than you, so don't be put-off if the person you're talking to doesn't like something you do, or likes something you do not. Don't let their belief in God (or no God) make you feel any different about them. Remember, being sensitive to their feelings means accepting what they like/dislike and who/what they believe in. It's how they feel for a reason, and you should respect that.

## 2.3 CONFIDENTIALITY AT WORK

Not all information kept by an organisation can be disclosed to everyone. Some of the information is regarded as confidential and must not be disclosed to other people. Confidentiality is determined by the following factors:

* + the existence of a statement or agreement of confidentiality
  + evidence of an understanding of confidentiality
  + past practices of the organisation in regard to keeping this type of information and records confidential
  + the type of personal information being supplied

**What kinds of records could be considered confidential?**

The following are the different kinds of information that can be considered confidential;

* 1. **(a)**  **Information relating to the business of a third party which is**
* A trade secret or scientific, technical, commercial, financial or labour relations information, and
* Supplied in confidence, implicitly or explicitly, and
* Result in harm:
* to competitive or negotiating position;
* result in information no longer being supplied;
* result in undue loss or gain, or
  1. **(b) Personal Information**

Personal information (information about an identifiable individual) should be treated as confidential unless it is public information or unless there is consent for disclosure from the individual.

* 1. **(c) Solicitor-client privilege**

Information that is subject to solicitor-client privilege or that is prepared by legal counsel for use in giving legal advice or in contemplation of or for use in litigation.

* 1. **(d) Other types of confidential records**

Other types of records might need to be treated as confidential, depending on the content and circumstances. These include but are not limited to:

* 1. • Law enforcement information/proceedings (may include administrative tribunals, disciplinary proceedings, etc.)

• Government relations information

• Information related to economic interests

• Organisational plans

• Closed meetings

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| 1. **Working with confidential records**   The following must be considered when working with confidential records;   * Ensure that confidential information is not inadvertently disclosed: * Position your computer screen so that no unauthorized persons can read it. * Close down the program or use password protection on your computer when you leave your desk. * Turn off your computer when leaving your desk for a long period of time. * Place paper copies of drafts and final versions in locked file cabinets when you are not working on them. * Shred drafts when they are no longer useful, and delete drafts from your computer * If you have confidential records on a notebook or laptop computer, ensure that the documents themselves or the system is password protected. Don’t leave your laptop in an easily accessible area where it could be stolen. * When travelling with confidential records, don’t leave them unattended in vehicles, hotel or meeting rooms. Don’t work with confidential records where others can see them. * When faxing confidential records, include a fax transmittal page with a confidentiality statement. Verify that the number on the screen is accurate before proceeding with the transmission, and confirm receipt of the documents. |

## 2.4 SCOPE OF RESPONSIBILITY

Every employee must know the scope or extend of their responsibilities in the organisation. The extent of one’s responsibility in the office is specified in the job description. Job descriptions are written statements that describe the:

* duties,
* responsibilities,
* most important contributions and outcomes needed from a position,
* required qualifications of candidates, and
* Reporting relationship and coworkers of a particular job.

Job descriptions are based on objective information obtained through [job analysis](http://humanresources.about.com/od/jobdescriptions/g/job_analysis.htm), an understanding of the competencies and skills required to accomplish needed tasks, and the needs of the organization to produce work.

They clearly identify and spell out the responsibilities of a specific job. Job descriptions also include information about working conditions, tools, equipment used, knowledge and skills needed, and relationships with other positions.

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| **DESCRIPTION: ADMINISTRATIVE ASSISTANT**   Administrative Assistant Job Purpose: Provides office services by implementing administrative systems, procedures, and policies, and monitoring administrative projects.  Administrative Assistant Job Duties:   * Maintains workflow by studying methods; implementing cost reductions; and developing reporting procedures. * Creates and revises systems and procedures by analyzing operating practices, recordkeeping systems, forms control, office layout, and budgetary and personnel requirements; implementing changes. * Develops administrative staff by providing information, educational opportunities, and experiential growth opportunities. * Resolves administrative problems by coordinating preparation of reports, analyzing data, and identifying solutions. * Ensures operation of equipment by completing preventive maintenance requirements; calling for repairs; maintaining equipment inventories; evaluating new equipment and techniques. * Provides information by answering questions and requests. * Maintains supplies inventory by checking stock to determine inventory level; anticipating needed supplies; placing and expediting orders for supplies; verifying receipt of supplies. * Completes operational requirements by scheduling and assigning administrative projects; expediting work results. * Maintains professional and technical knowledge by attending educational workshops; reviewing professional publications; establishing personal networks; participating in professional societies.   Contributes to team effort by accomplishing related results as needed.  **Skills/Qualifications:** Reporting Skills, Administrative Writing Skills, Microsoft Office Skills, Managing Processes, Organization, Analyzing Information , Professionalism, Problem Solving, Supply Management, Inventory Control, Verbal Communication |

## 2.5 WORK PRIORITISATION

Inorder for an office worker to effectively utilise time, he or she must be able to prioritise his or her work. A useful tool that can be used to prioritise work activities is the Time management matrix designed by S. Convey (1994). The Urgent/Important Matrix is a powerful way of thinking about priorities. Using it helps one to overcome the natural tendency to focus on urgent activities, so that one can keep clear enough time to focus on what's really important. Figure below shows the time management matrix.

FIGURE 1: Time management matrix

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| Time Management Matrix |

**Source**: <http://www.iainsmithcoaching.co.uk/coveys-quadrants/>

For us to understand the above quadrant we need to understand the meaning of important and urgency.

* Important activities have an outcome that leads to the achievement of your goals.
* Urgent activities demand immediate attention, and are often associated with the achievement of someone else's goals.

**Quadrant 1** – Urgent & Important, this quadrant refers to critical emergencies, crises, last-minute deadlines that arrive because of unforeseen circumstances and lack of attention to important things before they turn critical. *Perform these duties now.*

**Quadrant 2** – Not Urgent but Important, this quadrant refers to regular activity needed to achieve future goals but also prevent disasters from showing up in Quadrant 1. *Plan to do these tasks next.*

**Quadrant 3** – Urgent but Not Important, this quadrant refers to interruptions and distractions throughout the day that take our attention away from more important matters. *Postpone these chores.*

**Quadrant 4 –** Not Urgent and Not Important, this quadrant refers to absolute time-wasting activities that do little to achieve goals or address important matters at hand. *Avoid these distractions altogether*

The most effective people spend their entire day in Quadrant 2 whereas ineffective people spend most of their day in Quadrants 1 & 3. (Lazy people seem to spend their time in Quadrant 4.) The only way to have more time in Quadrant 2 is to stop doing things in Quadrants 3 & 4 (after all, you can’t ignore the urgent important matters in Quadrant 1).

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| **LEARNING ACTIVITY**   1. List your daily tasks below. Do not place them in any particular order just list them below. 2. Now sort and prioritise these tasks according to type and deadlines. Use the Urgency and importance zone classification  |  |  | | --- | --- | | Urgent but not important tasks | Urgent and important tasks | | Not urgent and not important tasks | Important and not urgent tasks |  1. List your daily maintenance tasks below: 2. Identify the time required to complete these tasks (Time yourself a few days and write down an average time). 3. Sam had to cut off 3 huge trees in one day. He knew that it was an enormous task, but started working as quick and fast as possible. After an hour’s desperate work, a man walked past who advised him to sharpen his axe. Sam ignored and carried on with the job. After lunch time, Sam had only cut down one tree. Another man walked past who gave him the same advice of sharpening his axe. Angrily Sam carried on with his work. Sam probably thought that to sharpen his axe was an important but not urgent job (Quadrant 2). In which quadrant do you think it should be? |

## 2.6 FILING

If a job or task involves paperwork, filing must be done. Filing means keeping documents in a safe place and being able to find them easily and quickly. Documents that are cared for will not easily tear, get lost or dirty. It is always a pleasure when someone looks for something and is able to find it without difficulties. In our organisations we work in groups. We receive and send out documents on different subjects. We need to keep these documents for future reference. If these documents are not cared for, we cannot account for all our organisational activities. Everyone who needs to use documents should know where to get them.

#### What do we file?

We file documents that are sent to us by other people or organisations. We also file records of all our organisational activities. These can be letters, memos, reports, financial records, policy documents, etc.

#### When do we file?

This depends on how busy your office is. In very busy organisations filing is done at least every day and usually first thing in the morning. In a small or less busy office you could file once or twice a week.

#### Equipment used for filing

**Filing Cabinet** - It is used to keep flat files and suspension or hanging files  
**Steel Cabinet** - It is used to keep big files that need to be locked up  
**Date Stamp** - It is used to date stamp documents that are received on daily basis so that they are filed in chronological order and so we have a record of when we received the document  
**Register** - It is used to record files taken out and files returned  
**Filing shelves** - It is used to file box files  
**Box file** - This is a big file that is used to keep big documents that cannot go into a filing cabinet. They are kept in shelves.

#### What files are used and how are they used?

**Clip folders** - they are used for documents that need to be taken out very often; they hold documents tightly so that they do not fall out.  
**Folders** - paper or cardboard folders are used to keep loose documents together. The folders are placed inside suspension or box files.  
**Suspension file** -the suspension files are used to keep documents in filing cabinets. The files are put into the drawers upright. The suspension files hangs down from the cradle. These files always remain in the cabinets but folders inside them can be taken out.  
**Box files** - they are used to keep big documents including magazines and books.  
**Lever arch files** -documents are kept firm in these files and allow one to look at documents without taking them out of the file.

#### Methods of filing

There are 5 methods of filing:

* Filing by Subject/Category
* Filing in Alphabetical order
* Filing by Numbers/Numerical order
* Filing by Places/Geographical order
* Filing by Dates/Chronological order

These ways of filing is called classification and means organising things that are alike, together. You can, however, combine some of these methods. For example, files that are kept together according to what they are about we say are subject filing but, inside each file the documents could be filed according to date order.

**How to set up a filing system**

#### Filing Categories

To make a filing system more useful, we can group files into CATEGORIES. A category is a group/collection of things that belong together.

eg. PPWAWU, SARHWU, NUM and NUMSA all belong to the category Unions.

When we file by categories, we try to file in a logical way; we put files together because they belong together; we don't put them together just because they start with the same letter.

For example, we could put all our files into categories. Correspondence could be one category that takes up a whole drawer of our filing cabinet. Inside that drawer we could have sub-categories. Sub categories could be things like:

* Fundraising correspondence
* Correspondence with other organisations
* Correspondence with members
* Correspondence with members of the public
* Correspondence with Board  
  …and so on.

Some documents may have to filed in two places to make it easier to access the information. For example you may have a category for "funders" and for "correspondence". In your funders category you will have a sub-category for each major funder and you will sometimes have to file a letter from a funder in that funder's file as well as in your fundraising correspondence file.

#### How to form categories

* Sort all your documents out into piles that you think belong together.
* Give each pile a category name.
* Make a list of categories.
* Look at your list critically: Ask yourself: Can we combine any categories?. Should we break up a category into two categories? What sub-categories do we need? Do we need to have alphabetical files within a category?

Make sure you don't have too many categories. It should not be difficult for anyone to decide in which category they are likely to find the information they need.

#### Filing key

Once you have decided on your categories, you will have to draw up a filing index so that everyone can understand the system you used and find the information they want. This index is called a filing key.

Write up a filing key by listing all the categories and sub-categories in the order they are filed in. Make sure it is laid out so that everyone can understand it. Put it on the filing cabinet and also put a key for each drawer on the front of the drawers. Give everyone a copy of the whole filing key.

Make sure that everyone who does filing understands the key and uses it for filing.

#### New files

Don't create new files unless you are absolutely sure the information does not logically fit into an existing file. Put the new file in the correct category and write it in the filing key immediately. Give everyone a copy of the new categories as soon as possible.

#### Filing Correspondence

All letters must be filed in 2 places

*Incoming mail*

1. The original letter together with a copy of your answer goes into the SUBJECT FILE.  
2. A second copy of the letter goes into the CORRESPONDENCE IN file.

*Outgoing mail*

1. One copy of the letter goes into the SUBJECT FILE. Any letters in answer to your letter must go into this file; and all future correspondence about the subject.  
2. One copy goes into the CORRESPONDENCE OUT file.

#### Filing Rules

There are two basic rules underlying filing:

ALPHABETICAL FILING - filing according to the letter of the alphabet  
DATE FILING - most recent files on top

These rules are basic because they apply to all filing systems. When we file by name, subject and area we should always file alphabetically and by date.

Alphabetical filing rules

**Rule 1: File by name in terms of the first letter**  
Example:  **A**frican Eagle  
                **B**ecker  
                **D**uncan & Co  
                **G**reenfield

**Rule 2: If the first letters are the same, file in terms of the second letter.**  
Example:  Clarence  
                C**o**etzee  
                C**u**rnow  
                C**y**ril

**Rule 3: File in terms of surnames**  
Example:  **D**onkor, SJ  
                **N**komo PS  
                **S**hongwe RO  
                **Y**esufu ED

**Rule 4: If surnames are the same, file in terms of the initial**  
Example:  Cato, **JS**  
                Cato, **JU**  
                Cato, **RS**  
                Cato, **TM**

**Rule 5: Some surnames have prefixes and are filed in terms of the first letter of the prefix**  
Example:  **d**e Gruchy, JR  
                **d**e la Rey, OP  
                **v**an der Linden, MN  
                **v**an Rensburg, MJ

**Rule 6: When there are two surnames, file under the first surname.**  
Example:  **M**okoena & Khumalo  
                **N**xumalo & Abrahams  
                **S**aloojee & Cassim  
                **V**erachi & Ntuli

**Rule 7: Mac Mc & M' all files as Mac; St and Saint all filed as Saint**  
Example:  MacDonald  
                McNair  
                M'Namara  
                Saint Christopher's  
                St Margaret's

**Rule 8: When the file does not have the name of a person we file by the MOST IMPORTANT WORD in the name or by the name of the PLACE**  
Example:  **A**ctive Wheel Co  
               The **S**tar  
               The City of **J**ohannesburg  
               **N**orthcliff Printers

## 2.7 ANALYSING AND DISTRIBUTING BUSINESS INFORMATION

During their day to day operations, organisations receive information from outside. This information once received must be analysed and distributed to the right people in the organisation. The following are ways in which information is received;

* Email
* Letters
* Faxes

**Distribution of email messages**

Lets us understand how emails are distributed. For instance, when you dress up an e-mail message and send it out into the cold, cruel world of the Internet, it actually goes on quite a journey. The route it takes, the places it visits, and the sights it sees vary from message to message, but the basic itinerary is easy to spell out:

1. A special e-mail computer on your network (or on your access provider's network) wraps up the message in a electronic "envelope" (that has, like a regular envelope, the recipient's address and your return address, among other things) and sends it out. The Internet mechanism involved here is called SMTP (Simple Mail Transport Protocol), which is a member of the TCP/IP family. The provider's computer that handles outgoing mail is usually called an *SMTP server*.
2. Because there will only rarely be a direct connection between your network and the recipient's network, the mail will make a number of stops at intermediate networks along the way. At each stop, another e-mail computer temporarily stores the message while it figures out the best way to relay the message toward its ultimate destination. When that's done, the message is sent on its merry way, and the whole thing repeats at the next digital roadside rest stop.
3. Eventually, the message finds its way to the recipient's network, where an e-mail computer routes it to the person's mailbox. (If the recipient uses a networked e-mail program that doesn't understand Netspeak—such as Microsoft Mail or cc:Mail—the message will have to go through another computer called a *gateway* that converts the message into something the program can make sense of.)

**Distribution of letters and fax**

Once a letter has been received, it must follow the steps below;

1. The letter or fax must be recorded in the register.
2. The letter or fax is stamped.
3. The letter is sent to the specific person or department.
4. Upon receipt of the fax or letter the receiver must sign the register.

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| **NB**  Where a letter or fax does not identify the specific receiver in the organisation, the office administrator must open it and analyse it. Once it has been analysed, the appropriate person or department who can deal with its contains can be identified. |

## 2.8 DEVIATION FROM ORGANISATIONAL PROCEDURES

Every organisation has a set of procedures that must be followed when conducting any kind of work. These procedures must be followed all the time and failure to do so can result in punishment.

There are certain instances where, an employee can deviate with the organisational procedures and go unpunished.

* For safety purposes. In an emergency situation, an employee can deviate from a procedure inorder to save the equipment, his life or that of other people. For example, during a fire caused by electrical fault the office administrator switches the printer from the plugs. In the procedure, the printer must be switched off first before switching off the plug.
* Instruction from superiors. A worker can deviate from procedures under the instruction of his or her superior.
* Procedures are not available. A worker can deviate from a procedure if the procedures have not been made available by the superior.
* Procedures are not correct or out of date.

