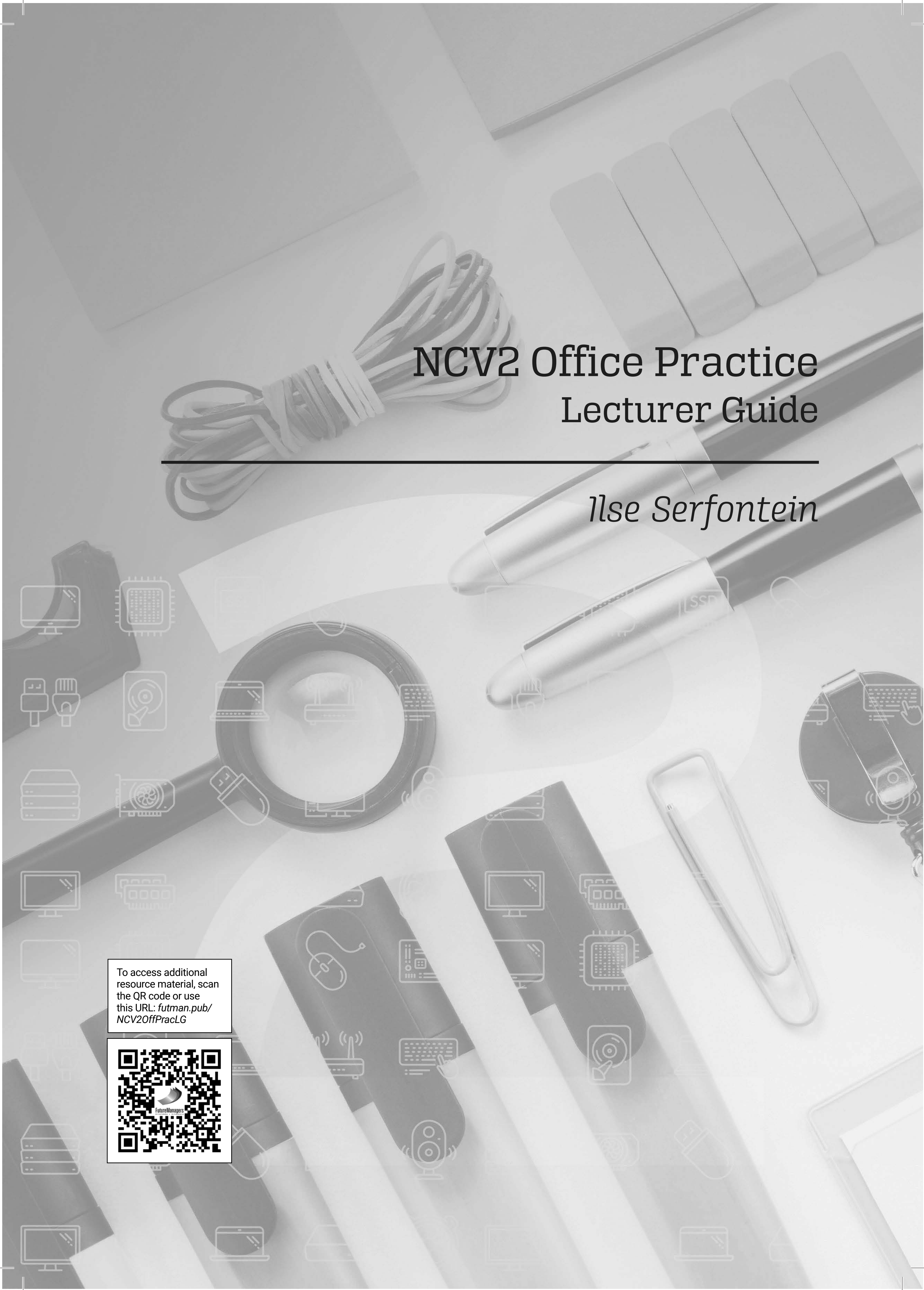

NCV2 Office Practice
Lecturer Guide

Ilse Serfontein

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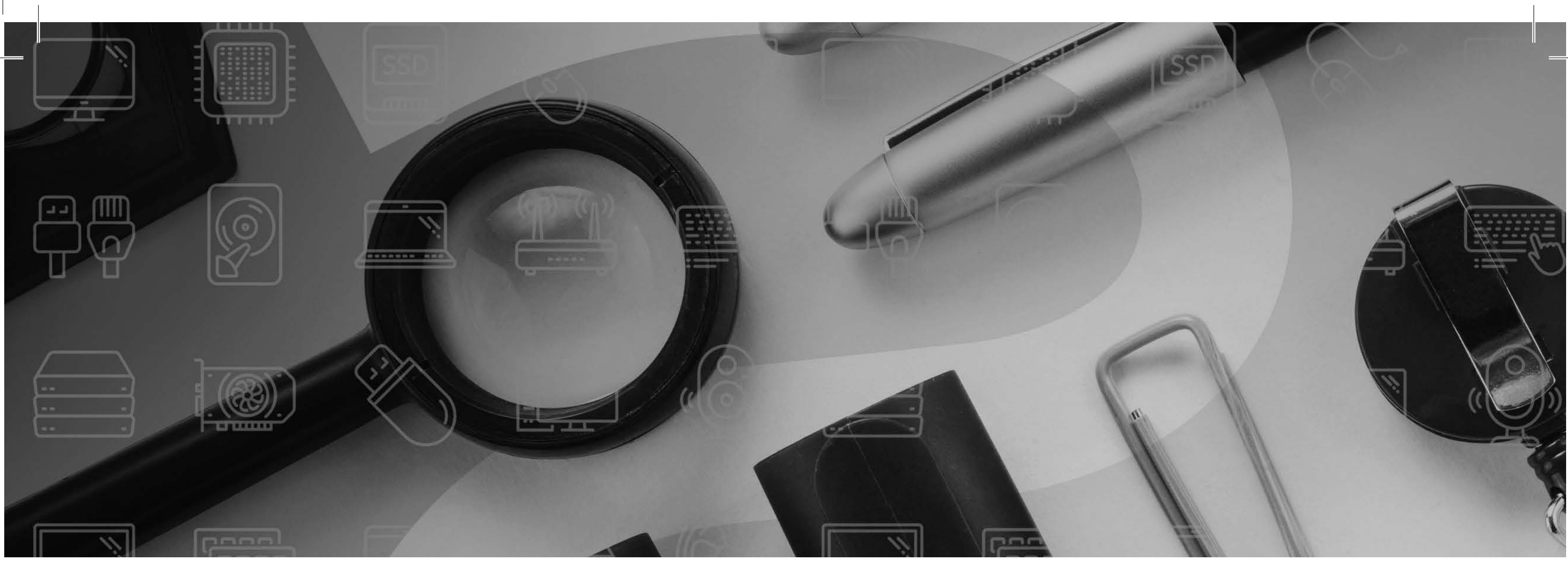


Module 1

Maintaining the reception area

After completing this module, the student should be able to:

- describe and apply security procedures according to organisational requirements
- maintain a clean and safe reception area according to organisational standards
- create a presentable reception area.

Activity 1.1 **SB page 7**

In groups of four, visit different companies and find out:
- the procedures for security when admitting visitors
- the procedures when a visitor has a firearm
- how permits are issued.

Discuss the difference in procedures between the companies in terms of:
- the kind of business
- the area in which the company is situated.

Answer:
For this activity there are no specific answers, but some guidelines are provided for students on how to approach a project. There are similar tasks throughout the manual that can all be approached in the same way. The main aim of these guidelines is to teach students how to correctly approach businesses. If done correctly, students will get the required information and assistance from the company and will also be introduced to the functioning corporate world.

The guidelines can be handed to the students, after a class discussion.

Tips for dealing with group activities

Change group members often – Groups should be changed around often so that students can work closely with and learn to cooperate with a variety of personalities. Forcing students to work with a variety of personalities is good preparation for the workplace.

Group leader – Depending on the students, the lecturer can appoint a group leader for each group or stipulate that each group choose a leader before they start planning for the project. Each student in class should get a chance to be a group leader.

Allocate different types and sizes of companies to each group – Where activities require that different companies be visited, allocate different types and sizes of businesses/companies to the groups – e.g. a small business in a local shopping centre, a small industrial company in a business park, a medium-sized business, larger companies and some large corporates, such as banks, chain stores or corporate offices. Each group can visit a different type of business. Feedback to the class will then be varied and all the students will benefit from the experience of the different groups.

To start with, students can visit businesses and companies in an area they are familiar with, near to home. As the course progresses they must be encouraged to look beyond the areas they know well.

In planning the activities, the lecturer must decide beforehand on:
- the members of the group
- the type of company that a group is to research
- the areas in which groups must find the companies they will research.

Guidelines for students

(Print out)

A few guidelines to approach a company or business you must interview:
You can use these guidelines whenever you are required to do research at a business for a project or activity for your course.

The professional and correct way to do your research is to always call and make an appointment with a company/business. Do not just arrive announcing your intentions. If you are not shown the door (highly probable), you will probably have a very cool reception and not get the information you require. It is very important that the group prepare well before its first contact with the company. Know and write down exactly what the subject of your research is. Talk only about that subject when you contact the company.

In the group, discuss the project. Make a list of all the required actions and allocate different tasks to group members:

- In a group discussion, write down exactly what it is you need to find out – reread the relevant activity to make sure that all aspects will be addressed.
- The area where the company must be visited – is one of the group members familiar with the area?
- What size company/business must the group use?
- Which companies in the area fit this size?
- Make a list of possible companies.
- Choose three of these companies and look up their telephone numbers.
- Choose a member of the group to make the calls. For each project, it is advisable that the same person always makes the calls.
- Before making the call, write down all the relevant information:
  - Introduce yourself – I am ... (your name) from ... (the college).
  - Ask to speak to the head of the appropriate department for the research you are doing – the security officer, the office manager, the receptionist, etc. Be prepared to answer questions about why you want to speak to the person. Ask the name of person you will be speaking with – write it down.
  - When you have been connected, introduce yourself again, explain where you are from, what you are studying and clearly state the specifics of the research. Ask for an appointment and remember to mention the size of the group.
  - Give the name and a number of the lecturer.
  - Give the names of the group who will be visiting the company. Do not give any contact details of members of the group.
  - The group member that is making the calls must provide contact details – give a name, a cell phone number and, if possible, an e-mail address.

Pitfalls:

- You might have to introduce and explain yourself a few times before you reach the right person. The first person you speak to might not have the authority to invite your group to visit. In this case, you could either ask to speak to the supervisor or offer to call back later to hear if permission for the visit has been granted. Whatever happens, you must always remain calm and friendly – remember that you are asking for a favour. Be nice.
- You might not be welcome to visit that company – if this is the case, thank the person for listening to you and say good-bye. Call the next company on your list – there are companies and businesses that are prepared to offer assistance to students.

On the day of the visit:

- Does each member of the group know when and where to meet the rest of the group? Does everyone have transport?
- Have a group discussion before the appointment:
  - Discuss the research.
  - Make a list of questions that must be asked during the visit.
  - Look at headings in the manual for the study area and draw up a list of questions from the study material. Add any questions you might have, outside of the manual.
- Confirm the appointment a day or two before the date.
- Be professional – arrive a few minutes before the time for the appointment.
- Wait until the whole group has arrived before entering.

Etiquette while visiting the company:

When you are visiting a company or business, you are there on their terms. The group must adhere to the company's code of conduct while they are there. In general this would require that students:

- Are on time
- Are dressed
- Are not rowdy and disruptive while they are on the company premises
- Pay close attention and ask appropriate questions, take notes about the research they are doing
- Don't wander off on their own during the visit
- Are respectful and courteous toward any company staff – especially personnel that are giving of their time to accommodate the students.

- Remember that the conduct of the group will determine whether students are invited to visit again.
- Keep in mind that if students make a favourable impression, it could lead to employment of one or more of you with that company.

After the visit:

Have another group discussion and write down all the relevant information for the class discussion about the activity:

- The name of the company
- The size of the company
- Physical layout of the premises
- Who you spoke to and what their position with the company is
- Make a summary of the notes taken during the visit. Make sure you address every issue set in the activity.
- Write down the conclusion of the group.

This may seem an extremely complicated and drawn out process, but the more often you do it the easier and quicker it will become!

Activity 1.2 SB page 7

Draw up a visitors' register, create visitors' permits and then role-play the following scenarios (in pairs):
- A visitor arrives at reception and has a gun with them that must be kept safe.
- An unidentified person or an unwelcome guest enters the reception area.

Answer:
For this activity, students can work in pairs.
Print out the visitors' register on the next page and hand a copy to each pair.
In the role-play one student acts as the security guard or receptionist.
Students must ask the visitor the appropriate questions and fill out the register.
Every student must, at least once, be allowed to interact with the visitor and fill out the register.

In the class discussion:
- Ask students to assess the customer service level of the 'security officer' or 'reception personnel'.
- How did the 'personnel' experience the 'clients'?
- Discuss these comments and any problems that were encountered by either side when the visitor register was filled in.
- Discuss solutions to these difficulties, focusing specifically on customer service.

Activity 1.3 SB page 9

Make your own list of different reception areas you have been in.
Divide them into three categories:
- Most welcoming
- Good
- Not acceptable.

Have a brief class discussion and make notes in your portfolio about each category. In each category, how did you react to:
- a clean, tidy environment?
- an untidy, dusty, dirty area?

Discuss in terms of:
- your immediate opinion of the staff at reception
- your immediate opinion of the company.

(We will return to these personal experiences later.)

Answer:
Students do not need to go out and assess different reception areas on company premises. They can just discuss their past experiences at a variety of reception desks. The aim of this Activity is to make students aware of the impression a company reception area and the personnel receiving visitor makes. Looking critically at reception areas will make them more aware of their own work area, once they are employed.

Encourage students to discuss the differences they might have noticed between government or community offices and private businesses. Should there be a difference?

Visitor Register							
Date	**Badge Number**	**Visitor's Name**	**Company**	**Address**	**Person or Department Visiting**	**Time In**	**Time Out**

Stimulate class discussion:
- Describe the attitude of the staff in different reception areas and explain how you reacted each time.
- Was the reception staff outgoing and communicative?
- Did they offer assistance?
- Did they hide behind piles of files or books?
- Did they acknowledge your arrival and/or presence in reception?
- Did they ignore you while speaking on the telephone, working or chatting to a colleague?
- How did that make you feel?
- Depending on the attitude of the staff, what did you think or feel about the company they represented?
- Would you like to go back to that company and do more business with them?
- Why or why not?

Activity 1.4 — SB page 15

Write down:
1. What housekeeping requirements does a reception area generally require?
2. At which times during the day would it be acceptable to clean the reception area?
3. In the Heritage Office cleaning schedule on page 12 (of the Student Book), list the four most important items that must be cleaned regularly in the:
   a) Office area
   b) Washrooms and toilets
   c) Kitchen/caffeteria.
4. Looking back at Activity 1.3 previously, in the reception areas that you have visited, what did you notice that was neglected and not neat and clean? Name four items and/or areas you noticed that needed attention. Next to each one write down how often that item should be put on the roster to be cleaned.

Use the lists in *futman.pub/CleaningChecklist* to help you determine cleaning frequencies.

Answers:

1. **What housekeeping requirements does a reception area generally require?**
   A few basic housekeeping requirements:
   - Dust and vacuum the area regularly – especially if it is a very busy area.
   - Remove all dirty cups and regularly clean ashtrays.
   - Remove old, torn and faded magazines or corporate displays.
   - Clean furniture regularly.
   - Re-arrange furniture that has been moved around.
   - Damaged or broken furniture must be removed, repaired and replaced.
   - Keep carpets neat – frayed carpet edges are a hazard and leave an untidy impression.
   - Plants in the office must be regularly watered and well cared for. Regularly clean out debris that accumulate in the pots.

2. **At which times during the day would it be acceptable to clean the reception area?**
   The best time to clean, is when the reception area is not busy – early in the morning or at the end of the working day. Many companies schedule cleaning after office hours. Cleaning should be done at specified times so that the reception function will not be unduly disrupted.

3. **In the Heritage Office cleaning schedule on page 12 in the student book, list the 4 most important items that must be cleaned regularly in the:**
   (i) Office area
   (ii) Washrooms and toilets
   (iii) Kitchen/cafeteria
   Students' own answers
   a) 1. Empty waste bins regularly.
      2. Dust desks, computer screens and keyboards, electrical equipment and other surfaces regularly.
      3. Vacuum carpets and floors and mop hard floors regularly.
      4. Spot clean glass of internal and external doors and partitions.
   b) 1. Wash and sanitise toilets, urinals and hand basins and wipe streaks with a dry cloth.
      2. Empty waste bins regularly.
      3. Replenish soap products and toilet paper.
      4. Sweep and mop floors.
   c) 1. Sanitise and wet-wipe countertops and fridge fronts.
      2. Vacuum carpets and floors and mop hard floors regularly.
      3. Wet-wipe food dispensing machines.
      4. Clean and dry-wipe sinks and draining boards.

Additional questions

1. How can a regular cleaning routine for the reception area be established.
2. Describe the process you would follow in drawing up a duty roster for housekeeping duties.
3. Highlight five areas that should be addressed when organising cleaning duties.

Answers to additional questions

1. **How can a regular cleaning routine for the reception area be established.**
   To make sure that all aspects are regularly attended to, a duty list and roster, specifying all the required duties must be drawn up.

2. **Describe the process you would follow in drawing up a duty roster for housekeeping:**
   - **When several people share the responsibility**
   - **When only one person is responsible for the whole area.**

   - Start by making a list of all the tasks that need to be attended to. State how frequently each task needs to be done – everyday, once a week, monthly, etc.
     List everyone who will be responsible for the different duties.
     The list must be discussed in detail with the staff at reception so that everyone will know what their specific task(s) is/are as well as when and how often it must be done.
     Once the details have been discussed with all the responsible parties, the details must be filled in on the list. This list will serve as a reference for all concerned and establish a regular cleaning routine for the area.

   - When one specific person is appointed to take care of the whole area, discuss the duty list with the employee so that they will understand every aspect of the job. Days and times when each item on the list must be attended to must be discussed and the day and time of each duty written on the roster.

     When all the details have been finalised, the final roster can be typed and printed. A copy of the roster must be handed to the worker and one kept at reception. Another copy can be posted in the cleaning closet, so that the cleaner or the supervisor can check the roster at any time to see what should be done and when.

3. **Highlight five areas that should be addressed when organising cleaning duties.**
   (any five of the following)
   - Daily, weekly and monthly duties for each area must be listed.
   - If there are several cleaners the specific duties of each cleaner must appear on the list
   - The checklist must be discussed with everyone involved in the cleaning of the office – the supervisor as well as the workers
   - Each one of them must be handed a copy of the list of their specific duties. Each one must also have a copy of the full, weekly roster.
   - A copy of the checklist as well as the timetable for cleaning can be displayed in the cleaning closet and/or kept in the housekeeping book
   - Quality checks on cleaning must be done regularly to ensure that required standards are maintained.
   - If a cleaning company is hired to do the cleaning the duty list must be discussed in detail with the manager of the service and a copy handed to them. A copy must be kept at reception and a copy put in the file of the cleaning company

Activity 1.5 — SB page 15

1. In pairs, find out from the college/SIM:
   a) What the housekeeping requirements for the reception area are
   b) How the college/SIM manages the housekeeping so that it is not disruptive.
2. In groups of 4, role-play how disruptive the housekeeping function can be if it is not managed correctly.
   Role player 1 – housekeeping services
   Role player 2 – manager
   Role player 3 – receptionist
   Role player 4 – customer

Answers:
Send five representatives of the class to find out from the supervisor of the reception area at the SIM or the College how the housekeeping at reception is managed. In a class discussion, before the students go to the meeting, draw up a list of questions the students should get answers to in the interview with the supervisor.

Discuss the answers to the questions in class.

Assess, according to guidelines in the manual, whether the housekeeping management at reception is adequate.

Which areas need improvement?

Make suggestions that would improve the situation.

Role-play
Divide the class into groups of five of six.

Each group must choose three students for the role-play:
A receptionist
One or two cleaners
A customer

Give each group one aspect of disruptive housecleaning to role-play – e.g. bad timing, irritable customer, too much noise, cleaning duties interfering with customer interaction, cleaners chatting while working, etc.

Groups must discuss and practise their specific situation and then present it to the class.

After each scenario, have a class discussion about it. Discuss:
- how the situation could have been prevented
- how the receptionist should deal with the situation when it does arise.

Activity 1.6 SB page 19

1. In magazines, brochures, or on the Internet, find photos of reception and/or corporate display areas.
2. Describe or bring a photo of most effective/interesting/artistic company reception/corporate display area you have recently seen or visited.
3. If you are interested in interior design, construct an 'ideal' reception area from materials such as cardboard, scraps of curtaining, carpets etc. based on the above principles.

Answers:
Ask students to bring photos or descriptions of reception areas to class for a class discussion. Discuss in terms of corporate image and general standards of a good reception area.

Additional questions
Describe:
- Guidelines for a good display area
- Duties in the display area
- Maintenance of the display area.

Guidelines for a good display area:

- All the brochures and information about the organisation neatly arranged in a display case
- Models of products or the manufacturing process
- Comfortable chairs and coffee table for visitors
- Reading material
- Plants/flowers

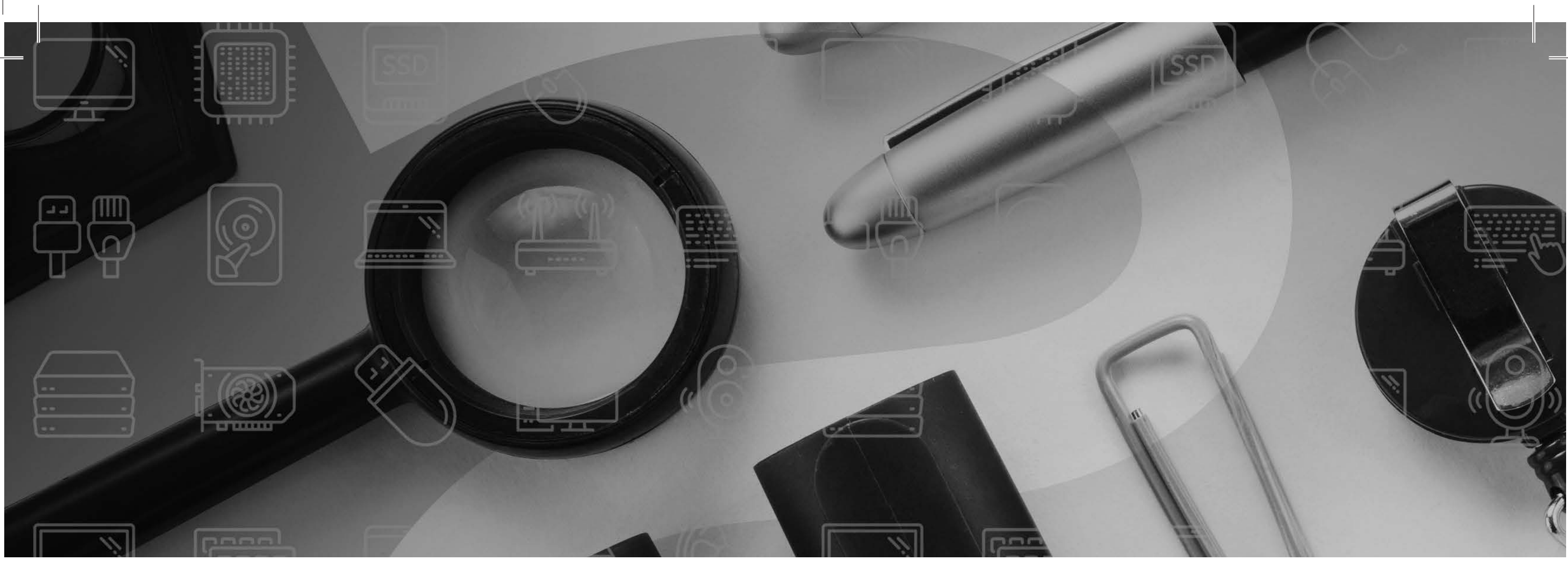
Duties in the display area

Housekeeping requirements in the reception area are also applicable to the display area. Be sure to include housekeeping activities for this area on the daily office housekeeping schedule. The following items can never be neglected:

- Flowers must always look fresh – replace water regularly, never allow flowers to droop or the water to become cloudy.
- Plants must be watered and fed regularly – cut out dead leaves.
- Remove any used cups/glasses/ashtrays immediately and wipe down to remove watermarks or spills.
- Chairs and tables must be neatly lined up and the reading materials attractively arranged on the table.

Maintenance of the display area

- The display must be checked every day. Enough of all the available pamphlets and brochures must be available for visitors.
- Arrange all current brochures and information about the organisation, neatly in the display area. All company brochures must be up-to-date and neat. Throw out any dated, scuffed, tattered or damaged brochures and pamphlets.
- Models of products or the manufacturing process can be on display.
- There must be sufficient comfortable chairs and a coffee table for visitors.



Module 2

Customer enquiries in an office setting

After completing this module, the student should be able to:

- greet a customer and identify their need or problem
- attend to customer telephone, facsimile and electronic requests
- refer a customer's request
- respond to customers face-to-face and on the telephone.

Activity 2.1 SB page 24

1. Do some spontaneous research at any company you might be visiting. As you enter and approach the reception desk, assess the attitude of the personnel at reception:
   - Are they helpful?
   - Can they answer all your questions?
   - Do you feel welcome – is it easy to place your request?
2. Use the opportunity to talk to the person behind the desk.
   a) How did the business train them for the position?
   b) How do they see their role in the company?
   (Don't only speak to the friendly ones!)
3. Talk to your local shop assistant or till-point person about customer service. What do they say their job is about?
4. Make an enquiry at the customer services desk of a large retailer. Will you be reluctant, or will it be easy to return the next time you need their assistance?
   a) Discuss your experiences in small groups.
   b) Discuss your personal reaction to the attitudes of the front-line person – whether good or bad.
   c) Remember you are the customer – is this how you want to be treated when you visit/ phone a company?
   d) Share a few of your group's experiences with the whole class.
5. Starting in a new job and having to face and deal with the public all day, can be very stressful. If you suffer from anxiety, this will be even harder for you. Read this article: *futman.pub/CustomerServiceStress*, then list five tips that will help you overcome the anxiety and stress of addressing strangers at reception.

Answers:

In doing this practical exercise, students will begin to understand that they, as employees, have a responsibility to inspire customers to return to the company for business. They have to understand that it depends, to a large extent, on the personnel whether a client returns or not.

Encourage a lively discussion about how the students want to be treated as customers and how they feel about a company when they have had a bad experience.

From the class discussion the students must make a list (on the black board) of their top ten customer service priorities – How do they as customers want to be treated?

What must the frontline person at a company do to make sure that these 10 customer priorities are fulfilled?

Activity 2.2 SB page 25

Read this article online: *futman.pub/RightQuestionsGainClarity*

With the information in the article and your own experience, write down at least five reasons why you think clarifying questions are important.

In class, list and discuss the different reasons students have written down.
Then make a final list of the five most important reasons to ask clarifying questions.

Answer:
- To find out exactly what the customer requires
- To make sure that you have correctly understood the customer request
- To narrow the enquiry from the general to the specific
- With specific details from the client, you will be able to direct them to the correct person and/or department.
- Asking questions shows you are listening to the client – he is more than just a number you are trying to move along a conveyor belt!
- While communicating with the client you establish a rapport with them, which could encourage the client to return to do business with your company again.

Activity 2.3 SB page 29

1. In groups, list examples of routine and semi-routine queries.
2. Role-play in groups of four – one person acts as reception, one as visitor. The two remaining members must observe, list and then discuss good points and areas for improvement for the receptionist.
3. From the list compiled in the previous question, choose two routine and two semi-routine enquiries to role-play.
4. Each one in the group must have a chance to be the receptionist.
5. When it is your turn to be the receptionist, try to adhere to and apply all the best practices discussed thus far in the module.

Note to 'visitors' in above role-play: *Be creative in your style of visitorship. 'Reception' must work hard to maintain a positive , friendly attitude!*

Answers:

1. **In groups, list examples of routine and semi-routine queries.**
   Routine questions:
   - Requests to see company personnel, with or without an appointment
   - Regular visitors that always see the same personnel, e.g. a sales representative
   - Customers requesting product information
   - Collecting items left at reception
   - Delivering items
   - Receiving payments
   - Making appointments

   Semi-routine queries are about regular, but not daily events, such as:
   - The annual board meeting
   - Guests enquiring about a function at the company
   - Sister company executives/customers touring your facility
   - Maintenance teams arriving for scheduled maintenance
   - An unexpected visitor arriving to see someone at the company

2. **Role-play in groups of four – one is the person at reception, the other, a visitor.**
   As the person at reception you must keep in mind and apply all the best practices discussed in the module such as:
   - Greeting correctly
   - Asking clarifying questions
   - Identifying the client's need

- Answering routine and semi-routine enquiries
- Adhering to general guidelines for:
  - Visitors at reception
  - Visitors with an appointment
  - Visitors without an appointment

Activity 2.4 SB page 34

Group or class discussion.

1. Name a company that sells motor spare parts.
2. Name a company that offers IT services only.
3. List types of:
   - routine enquiries
   - information not immediately available, to be forwarded later
   - information that will be confidential

   for each of the two types of companies.

Answers:

The aim of Activity 2.4 is to make students understand that each type of company will have specific types of questions that concern that kind of business. They will also realise that the same kind of questions are asked over and over again.

Examples of routine enquires:

- Hours of business
- Location
- Type of stock
- Enquiry about a specific stock item or service
- Whether they are competitively priced

Information not immediately available:

- Availability of stock items
- New stock arrival
- The time it will take to have a certain kind of repair done
- When the next sale starts

Confidential information:

- Personal contact details of staff
- Staff movement on and off the premises
- Official pricing policy
- Where stock is sourced from
- Personnel salaries

Activity 2.5 SB page 37

1. List and explain the three main pillars of answering a query correctly.
2. To deal with a variety of queries successfully, you need sound background information of your company. List at least 5 items of information you must have knowledge of.

3. Using the call log spreadsheet on the previous page, design a call log with the same 10 headings/fields. Copy and paste this URL into your web browser to open it online: *futman.pub/CallLog*
   Zoom in to see the details on the spreadsheet clearly.
   Use the scenarios below to fill in a call report for each of the customers.

4. In groups of 4/5 students discuss how each of the situations below should be approached:
   a) Which queries can the receptionist deal with?
   b) Which queries must be referred? Suggest departments that would be responsible. Write down appropriate responses.
5. Now role-play the following scenarios – a customer and receptionist with the rest of the group taking note of correct and incorrect responses of the receptionist.
   a) E-mail from Mrs Thabeko. She has been buying regularly from the company and is now applying for credit. Please forward a credit application form and include conditions.
   b) A messenger has come to collect an order placed the previous day. He has a cheque payment for the invoice.
   c) A customer calls to complain about the service of the technician that fixed an appliance at his home four days ago. The appliance is still not functioning properly.

Answers:

1. **List and explain the three main pillars of answering a query correctly.**
   - Request and record customer details.
   - Check details for accuracy with the caller.
   - Conclude the call correctly – give correct information, reassure the client that the call will be returned, etc. and end with a friendly greeting and encouragement to call again.

2. **To deal with a variety of queries successfully you need sound background information of your company. List at least 5 items of information you must have knowledge of:**
   - A good knowledge of what the specific business of the company is
   - List of the different departments at the company and what aspect of the business they deal with
   - Contact numbers of heads of departments
   - Price list of products and services
   - List of emergency numbers
   - Name and number of head of Security
   - Know how to reach your supervisor at any time

3. **Customer service log**
   Use some or all of the following headings:
   - Date
   - Customer details – name and telephone number
   - Company name
   - A query reference number
   - Details of the request or query
   - Request lodged personally, via fax, telephone, e-mail or letter
   - Where the query is referred to – staff member or department

   Role-play
   Receptionist responses must be assessed in terms of:
   - Getting all the necessary information from the client – asking appropriate questions
   - Receptionist's attitude – friendly, efficient, sympathetic, willing to help, etc.

Activity 2.6 SB page 40

Discuss the case study on page 40 of the student book, in class or in smaller groups. Write down all the ways each of you would deal with this kind of customer behaviour.

Now read the articles in the e-links:
futman.pub/HandleInappropriateCustomers
futman.pub/DealingWorkplaceHarassment
futman.pub/WorkplaceBullying

With the class list and the suggestions in the article, compile a list of the eight actions you consider the best to take when you yourself experience harassment of any kind.

1. Under which circumstances would you not be able to supply the information a customer requires?
2. Find out from the company you work for, or any other company, how customer complaints are dealt with. Discuss in class how effective some of these procedures are in terms of the client.

Answers:

1. **Under which circumstances would you not be able to supply the information a customer requires?**
   - The required information is confidential and not available to the general public.
   - The query could be about an item, service or subject that your company does not deal with.
   - Personnel who can provide the information are not available.

2. **Find out from the company you work for, or any other company, how customer complaints are dealt with. Discuss in class how effective some of these procedures are in terms of the client's expectations.**
   This activity precedes the section in the manual that discusses the topic. Students must first find out how different businesses deal with customer complaints.
   - What is the company's attitude to customer complaints?
   - Does the company pay any attention to customer complaints?
   - Are they interested to find solutions?
   - Do they listen but do nothing?
   - How do they react?
   - Do they just want to soothe the client or are they serious about addressing the problem and finding the correct solution.
   - Is it important to them to retain a happy, satisfied customer?

   In light of the discussion, compare these small businesses' attitude with some of the big corporates like Woolworths, Pick n Pay, MTN, Home Affairs.

   Encourage students to share some of the best and the worst customer experiences they have had with the class.

   After this class discussion the class should have a very good idea of how NOT to deal with customer complaints!

Activity 2.7 SB page 41

In groups, compile a list of complaints you have lodged, or would like to lodge, with a business.

First make a list of specific complaints such as: “I returned my new razor to the shop because it was blunt”.

Then group all the complaints together under types of complaints, eg. Product complaints, service complaints, staff inefficiencies, etc.

Answers:

- What kind of complaints occur most often? Why? Discuss.
- What is the most effective way to solve the problems in each of the categories the students have divided their complaints into?
- What should a company do if it has a recurring complaint in one specific area?
- How did staff react when the customer(student) complained? Was the problem resolved. Did the client (student) leave the company satisfied that the problem had been properly addressed?

Activity 2.8 SB page 45

1. How will you effectively deal with a customer that has a complaint?
2. Discuss referring complaints in the company. How do you keep the customer satisfied during the process?
3. Why is a complaints log necessary?

Answers:

1. **How will you effectively deal with a customer that has a complaint?**
   - The customer is always right.
   - You must, under all circumstances, be courteous, polite and friendly.
   - Have a positive, friendly attitude.
   - Acknowledge the customer with a friendly greeting and listen attentively and patiently to the problem – get the correct details from the client.
   - Make notes and check details with the client so that your report about the problem will be accurate.
   - Apologise on behalf of the company for the problem the client is experiencing.
   - Always remain calm even if the client is irritated and excited – even if he does become abusive.

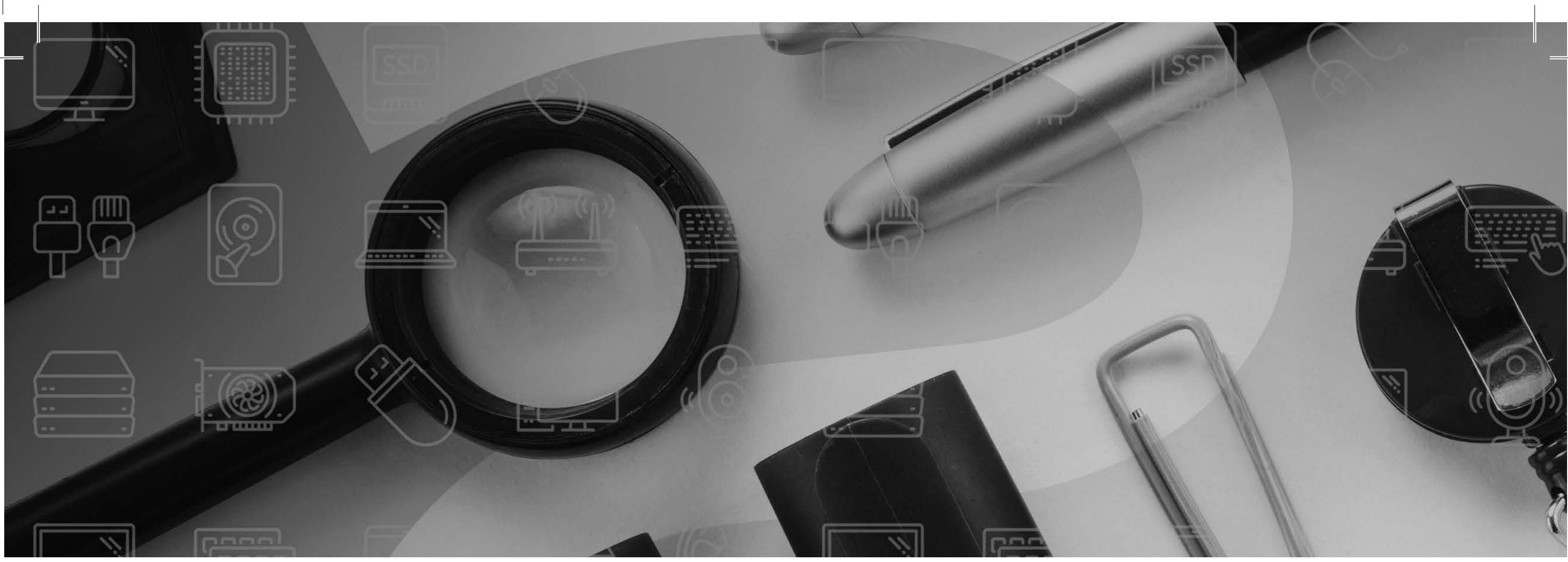
2. **Discuss referring complaints in the company. How do you keep the customer satisfied during the process?**
   You must know the customer complaints policy of the company you work for. The policy will determine how you refer complaints:
   - Refer the complaint to the customer service department, where appropriate.
   - If there is no customer service department refer the client to the appropriate department.
   - It is often the more experienced senior employee that will know how a complaint should be dealt with effectively.

- If it is a complex issue or you are unsure of the correct procedure it is always better to get as many details and facts from the client as possible. Tell him that the problem has to be discussed with senior staff and that someone from the company will be in contact to resolve the issue. If at all possible, the date and time of the follow-up call must be arranged with the customer.
- Discuss the matter with a senior staff member as soon as possible.
- Inform the senior person of the deadline you have agreed on with the customer. This deadline must be met either by yourself or the appointed person.

With a delay in solving the problem, the customer must be informed of the process. Discuss the follow-up procedure with the customer. Make sure the customers agree with your suggestions. Keep customers updated on the progress of their complaint. When the situation has been resolved, call the client and ask whether they are satisfied with the results.

Always end the call or visit on a positive note – do your best to retain a loyal customer. Thank the customer for bringing the problem to your attention and reassure them that the same problem will not occur again. Make sure you have the correct contact details for the customer, especially if there are any follow-up steps still outstanding.

3. **Why is a complaints log necessary?**
   - The log will show which complaints often recur. Bring regularly recurring complaints to the attention of management.
   - Entries on the log must be discussed at daily, weekly or monthly meetings so that everybody will know how to address complaints they are confronted with.
   - Solutions must be found for recurring complaints.
   - All calls, faxes, e-mails and face-to face customer complaints can be classified into categories once they have been entered into the log. The log will show where service is inadequate, products faulty or of poor quality.
   - Analysing the entries on the log will help the company improve their customer service and satisfaction. This in turn will boost sales, which will increase company profits and, ultimately, your salary.



Module 3

Receive, consult and direct visitors in a reception area

After completing this module, the student should be able to:

- receive visitors according to organisational requirements
- process visitors’ requirements according to organisational procedures
- direct visitors according to organisational requirements.

Activity 3.1 SB page 49

In small groups, discuss the type of clients the following companies wish to attract with their television or radio advertising. Use your favourite advertisement of the following companies:

1. KFC
2. Audi or BMW
3. MyWay or ABSA insurance.

Preparation for the group discussion:

- Give a descriptive summary of the advert you have chosen.
- What is the profile of the actor/s?
- Consider the language used.
- What is the message?
- Which market sector is the advert focused on?
- How would you describe the company's personality?
- Why would you do, or not do, business with the company?

Answer:

The aim of the activity is to make students aware of how the corporate identity of a company addresses the specific sector of the public it wishes to generate sales from.

Activity 3.2 SB page 51

1. Provide a definition of rapport.
2. Describe how, once established, you can maintain rapport with visitors.
3. Describe a personal experience, in your personal or business life, where you established rapport with another person during your first meeting with him or her. Which of the steps in the process described above were applicable?

Answers:

1. **Provide a definition of *rapport*.**
   The process of building a relationship of mutual trust and respect with another person and encourage mutual sympathy and understanding. When establishing this relationship you are considering the other party as a person and not just an item or number.

2. **Describe how, once established, you can maintain rapport with visitors.**
   - Make meeting the people at reception the most exciting part of your day. You will have a more interesting day and people will look forward to seeing you again.
   - Treat each client as an individual and give them your full attention while listening or speaking to them.
   - Remember names and faces:
     – Write down some details about the individuals who come to reception – their name, the name of their firm, their specific area of interests in your company, etc.
     – Associate the visitor with something that happened at the time of their arrival or associate their visit with other people who were present when they were there.

Activity 3.3 SB page 54

From magazines, newspapers and the Internet find pictures showing appropriate working clothes. Get examples of different professions.
Make short notes next to each picture to explain why that dress code is appropriate for that profession.

Answer:
This activity can be taken further:
Organise a dresscode fashion parade for the class. Students can dress in the dress code of different professions.
The audience can make notes of what is appropriate or not.

Activity 3.4 SB page 55

1. Describe two personal experiences, one good and one bad, you have had in any reception area you have visited. Describe the two different experiences in terms of:
   - how you were greeted
   - the attitude of the receptionist
   - personal appearance
   - establishing rapport with the customer.
2. From your 'bad' experience choose one of the above and explain how you would have done it differently.

Answer:
Students are once again learning from their own experiences what the customer likes and dislikes. In this way, they will learn how to treat customers when they are the personnel trying to enhance the profile of the company they work for.

Activity 3.5 SB page 59

1. Describe a 'professional approach' to the visitor.
2. Describe the best way to approach clients who must wait.
3. Communicating with your audience is important. Read this article online: *futman.pub/TreveorNoahConnectB4USpeak*
   a) List at least 7 of the ways Trevor says he uses to reach/interact with his audience.
   b) Assess the interview with Trevor Noah according to the criteria above under 'Professionally consulting clients'. Tick off the guidelines he adheres to.
   c) Name one thing Trevor does that you admire and will also apply when interacting with others.

Answer:
1. Describe a 'professional approach' to the visitor
   - Your attitude to any visitor determines your level of professionalism:
     – Be passionate about your job.
     – Be honest and act with integrity.
     – Be assertive not domineering.
     – Be willing to take on a challenge and see it through.

  - Use good judgment and common sense.
  - Treat all visitors courteously and with respect, helping in whatever way you can.
  - Always acknowledge a visitor. If you are busy when they approach you, indicate that you will be with them shortly.
  - Don't' be afraid to say you don't know.
  - If you don't have the required information, ask a supervisor or a colleague to help you.
  - Be prepared to be accountable for commitments, results and quality to customers.
- Be friendly, courteous and respectful to each person who enters.
- After greeting them, ask how you can help.
- Listen carefully so that you will fully understand the requirements of the visitor.
- While you are listening, you will also notice non-verbal and non-audible factors, such as body language, facial expressions and the visitor's reactions to you and the circumstances. If you react positively to all these signs and listen attentively, reflecting back to the visitor with your words and body language, the visitor will trust you. You will then be able to work with the visitor to help him quickly and efficiently.

2. **Describe the best way to approach clients who must wait.**
   - Apologise for the delay, acknowledge that you understand how valuable their time is.
   - Give reasons for the delay and tell them how long they will be expected to wait.
   - The client should always be given the option of rescheduling the appointment or returning to complete the business at a more suitable time.
   - If the client chooses to wait, encourage them to take a seat in the waiting area and offer refreshments and something to read.
   - If it is an extended waiting period, check on them every now and again and update them on how long they will still have to wait.
   - When you see that appointments are running late, contact the client and reschedule the appointment before they arrive at the office.

3. **Communicating with your audience is important.**
   a) Seven ways Trevor reaches and interacts with his audience:
      - *Connect* with them personally, makes them feel connected.
      - *Interact* with people to bridge the difference between yourself and your listener.
      - *Communicate* effectively.
      - Use *words* people understand.
      - Speak to people as if they *matter*.
      - When your listener *understands* your expectations, it's easier for them to get involved.
      - Stay on *message* – address only one subject at a time.
      - Incorporate what they said in your *feedback* to them.

   b) The guidelines Trevor adheres to:
      - Acknowledge visitors, listen attentively = connect personally, they matter.
      - Remain positive, listen attentively = communicate effectively
      - Reflect back to visitor with words and body language = feedback to them
      - Listen carefully to fully understand = understand expectations
      - Positive rapport creates trust = bridging differences
      - Be accountable, act with integrity = people matter

   c) Student's own answer.

Extra questions:
Assess Trevor Noah in terms of the 'Professionally consulting clients' criteria under 2.1 in the text. (Trevor Noah can be replaced or compared with any other TV talk show host, good or bad!)
- Which of these guidelines does he follow in his interview?
- Is he effective to transmit his message, even if he does not adhere to the above criteria?
- Why does he succeed in spite of not following the 'rules'.
- Practise and apply!

Activity 3.6 SB page 62

1. Find out and write down what the organisational procedures for the handling of deliveries at the college is. Note the headings of the delivery and dispatch register.
2. Design a delivery register.
3. Role-play the following activities in pairs and apply the organisational procedures your college uses:
    - A parcel arrives by courier for the marketing lecturer.
    - Flowers arrive for the communication lecturer.
    - Office supplies are delivered for Administration.
    - The courier service arrives to fetch a confidential document from the principal of the College/SIM centre.

Answers:
For the research about organisational procedures. It would be better to send one group of about four students from the class to get details from reception or the department at the college or company that receives and dispatches items. The group must report their findings to the class.

To prepare for the research, have a short class discussion during which the class must compile a list of questions to be answered by the personnel. The class can then design the delivery register with the appropriate headings:
- Date received/dispatched
- Time received/dispatched
- Type of delivery (courier, postal, registered, insured)
- The sender
- The addressee
- The parcel identification/tracking number
- Signature of the person who is delivering or collecting the parcel/document etc.

The role-play is the interaction between the receiver (company personnel) and the delivery person.
- Assess how the delivery person is received.
- Is the register filled in correctly?

Activity 3.7 SB page 67

Study this article to better understand how a wayfinding mobile app is used to map a route through large facilities such as hospitals, office parks or museums.
futman.pub/Wayfinding

Answer:
This is a self-study project – there are no specific answers. Students are required to read the article to familiarise themselves with current trends in wayfinding and understand how easy it has become to direct clients to a specific area. A class discussion about the article, pros and cons can help students form a clearer idea of how such a system functions.

Activity 3.8 SB page 67

1. Describe three ways in which to notify personnel of a visitor's arrival.
2. List and describe three digital solutions for wayfinding.
3. Under which circumstances will you or someone else escort a visitor to a designated area?
4. Explain the signage system used at your college. Also discuss its strong and weak points.
5. In groups, on a map of the college, mark three different departments.
   a) Student A explains and marks out the route from reception to one of the chosen departments to student B.
   b) Student B must now follow these instructions and go to the relevant department according to the directions received.
   c) When Student B returns to class, the group must discuss the merits of and mistakes made by Student A in the initial explanation.
   d) Do the same with the other departments marked on the map.

Answers:

1. **Describe three ways in which to notify personnel of a visitor's arrival.**
   - Internal company telephones
   - Intercom, an internal communication system
   - Page the staff member.
   - Ask a security guard or a messenger to go to the executive to inform them of the arrival of the visitor.
   - Ask the visitor to wait at reception while you go to the office or desk of the executive yourself to inform them that the visitor has arrived.
   - Take the visitor with you to the relevant person.

2. **List and describe three digital solutions for wayfinding.**
   Digital wayfinding solutions used in the workplace:
   - Mobile apps with GPS-enabled office-maps.
   - The visitor gets access to an app and can follow directions a they progress toward their destination
   - Interactive and touchscreen floorplan kiosk – as visitors move through the premises, they can tap to find their position at an interactive kiosk. Tap on your destination for directions or type in where you want to be, to see how to get there.
   - Digital screen signage serve as checkpoints and indicate meeting places.

3. **Under which circumstances will you, or someone else, escort a visitor to a designated area?**
   Company procedures will determine when and how a visitor is to be escorted on company premises:
   - When visitor does not know the premises
   - With large complex areas where it is difficult to find your way
   - The preferred option in companies where visitors have to enter restricted areas.
   - When it is standard practice in an organisation that all visitors must be escorted at all times.

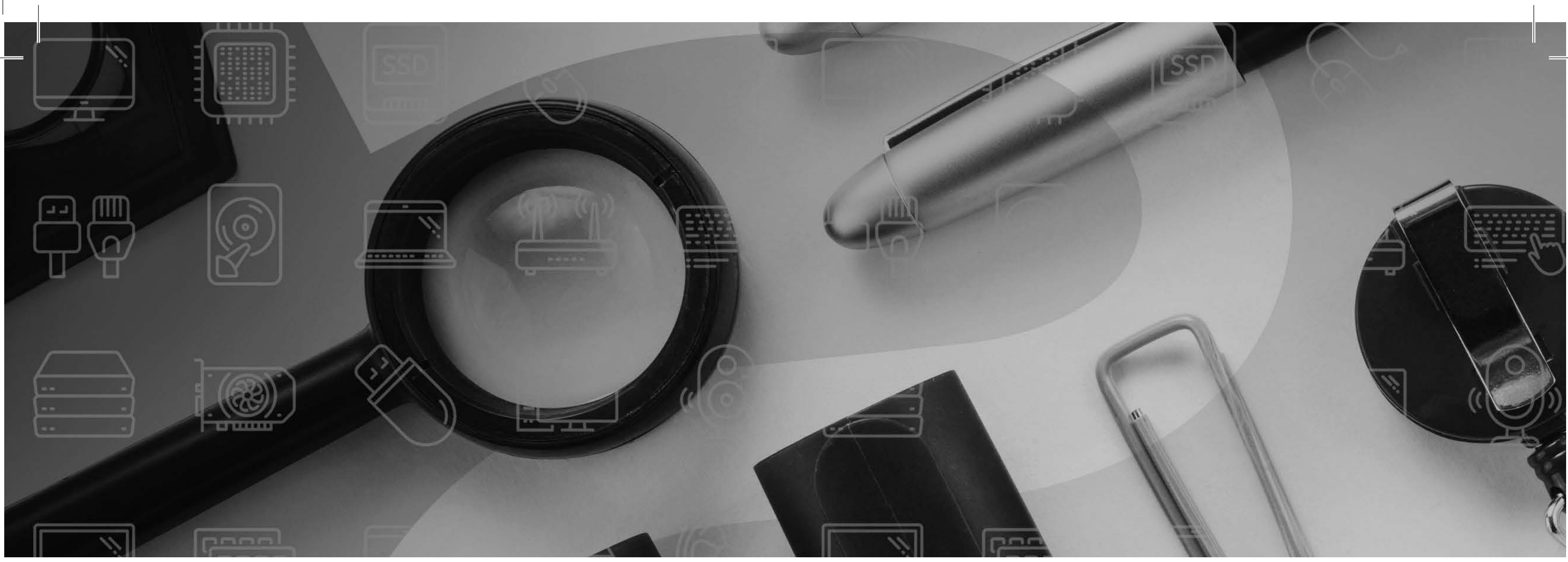
4. **Explain the signage system used at your college. Also discuss its strong and weak points.**
   Some clarifying questions to help students:
   - What kind of signage system is used – colour coded/numeric/alphabetical/descriptive/a combination?
   - Is it effective? Why?
   - Is it difficult to understand? Why?
   - Is there a legend or key available to explain it?
   - How self-explanatory is the signage system?

5. **In groups, on a map of the college, mark three different departments.**
   When the students return to class after finding the destination, they must first tell the class whether the directions were clear and easy to understand and if they reached their destination without having to ask along the way.
   The class can then discuss how well directions were initially given.

Activity 3.9 — SB page 68

Apply the procedures discussed in this module in the following role-play activities:
a) A visitor arrives to pick up an office worker in the administrative department for a meeting outside the office.
b) A "straggler"/unwelcome guest enters the reception area.
c) A visitor enquires about services provided by the company.
d) A visitor enquires about products provided by the company.
e) A visitor needs directions to the bathroom.

Answer:
In this role-play activity, students must apply the theory of receiving visitors, practically.
It is very important that a professional, assertive, but polite attitude is maintained throughout.



Module 4

Employ effective telephone etiquette

After completing this module, the student should be able to:

- employ effective telephone etiquette
- answer the telephone according to organisational standards
- process incoming calls according to organisational standards
- process outgoing calls in accordance with organisational requirements.

Activity 4.1 — SB page 71

Play the 'Broken telephone' game.

In class, split into groups of 6–8.

The game starts when one member of the group whispers a short message into the ear of the person next to them – once only. That person then whispers what they have heard to the next person. The message is passed from one member of the group to the next in this way. The last person to hear the message tells the whole group what they have heard.

Give each member of the group the opportunity to start the game.

1. How does the final message differ from the original?
2. Are there any similarities?
3. Why isn't the message the same anymore?

This game illustrates both the importance of speaking clearly on a telephone as well as listening carefully to the caller.

Activity 4.2 — SB page 73

Read the following article: *futman.pub/WhatIsCommunication*
In groups, write a comprehensive definition of what communication is. Give feedback to the rest of the class.

Answer:
Communication is effectively transferring information from one person to another.
A message is transmitted during communication.

It is conveying information and the process of making another person or group understand what you are saying.

You communicate whenever you interact with a person. To communicate successfully, the sender's ideas or thoughts must be clearly understood by the receiver. This does not mean that the receiver will or must agree with what the sender has said! Many problems occur because one person does not clearly receive (understand) another person's message.

Activity 4.3 — SB page 75

If you are invited for a 'nice meal', what would you expect to be on the menu?
Have a quick discussion in your group about your expectations of the meal.
Discuss in terms of:
Who is inviting you – e.g. your mom, your dad, your gran, a friend, a boyfriend?
When and where – after class, Sunday afternoon, Friday night?

Answer:
Some suggestions for Activity 4.3:

Divide the class into groups of three or four students. Give each group a specific scenario to work with or give the groups the opportunity to decide their own scenario – who has invited them, where have they been invited to, which day of the week, what time of day. The scenario for each group must be written on the board, before the group discussions start. Each group must then describe what they would expect:
- the setting
- the people
- the meal
- the atmosphere to be like
- what would the conversation be about?

Possible scenarios:
1. Your mother invites you to enjoy a 'nice meal' with the family on a Sunday afternoon.
2. Your buddy says let's have something nice after class.
3. Your girl/boyfriend invites you to a 'nice meal' with their parents.
4. Your employer says let's have a 'nice meal' sometime.

Activity 4.4 SB page 77

For this activity use the world map of stereotypes in the text on page 76 of the Student Book to answer the following questions:
1. Identify 5 stereotypes depicted on the map of the USA.
   What does each one represent? Is this true of everyone in the USA?
2. How are Brazilians and Argentinians described in the drawings?
   Is this true of all of them?
3. How do you interpret the stereo type that is presented of Africa?
4. Is stereotyping fair? Describe 3 or 4 stereotypes you often see in your community.
5. Have fun identifying other stereotypes of the world as depicted on this map!

Answer:
1. Airforce jet, filming camera, basketball, hotdog, Apple logo
   - Airforce jet = All Americans are in the military.
   - Camera = All Americans are in the movie business.
   - Basketball = All Americans play basketball.
   - Hotdog = Americans all eat fast food.
   - Apple logo = All Americans have been to New York.

   Although there are Americans that participate in these activities, not all Americans necessarily participate in any of the above.

   How a country is perceived by the rest of the world, is often determined by the products it exports. The marketing of those products often portrays the product as the culture of the country they come from, but is not necessarily true of the people who live there.

2. There are only 2 countries in South America – Brazil and Argentina.
   Brazilians all love soccer and Argentinians all love coffee.
   But, there are a few people on the continent who love parrots!
3. Students must give their own personal opinion.
4. Stereotyping is not fair because it ignores the diversity within people groups.
   Students must describe stereotypes they have noticed in their communities.
5. Discuss in class or small groups some of the other stereotypes nations of the world are subject to according to this cartoon.

Activities 4.5, 4.6, 4.7 — SB page 79-83

Activity 4.5

In pairs, role-play putting the caller on hold – one is the caller, the other the telephonist. Reverse the roles. Give each other feedback on your respective performances.

Activity 4.6

In pairs, role-play the wrong and right way of answering the telephone, while at the same time acquiring relevant information. Correct each other as necessary.

Activity 4.7

In pairs, role-play the following scenarios – one learner can play the caller trying to get through to the manager and the other the assistant to the manager who has to screen the caller. Swap roles and discuss the technique of the assistant. Was the assistant successful?

- An insurance telemarketer
- A customer who claims a refund is due
- Manager of a partner company to discuss a business contract

Answer:

These activities all role playing activities. The students are required to simulate a professional office environment.
Students should know the study material well enough to be able to discuss mistakes their fellow students made while role playing the scenario.
Each student must have a turn to play the part of the employee.

Activity 4.8 — SB page 87

1. How can IM (Instant Messaging) be used to improve customer service?
2. List three positive and three negative features of IM.
3. Transcripts of telephone conversations follow. Use the telephone message form provided by your lecturer to record the following messages. Supply any further details that may be required.

Secretary:	Bronze Electrical Company, Ms Havenga speaking.	**Caller:**	Kelly Girl here, Ms Naidoo speaking.
Caller:	Hello, is Mr Tsukudu in?	**Secretary:**	Can I help you?
Secretary:	Sorry, he is in a meeting at the moment. Can I take a message?	**Caller:**	I hope that we shall be able to help you. I am sending a Ms Zuma to you tomorrow for an interview for the vacant data capturing position. Ms Zuma has no experience but her marks in a Damelin business course were good. I have provisionally arranged for Ms Zuma to report to Ms Theron's office at 10h00 tomorrow. Could Ms Theron please confirm whether this time is convenient or if we should reschedule the interview?
Caller:	Yes, could you please tell him no. 009845 has not arrived? I need the light fittings urgently as the owner of the building is breathing down my neck – could you ask him to call me ASAP?	**Secretary:**	Thank you, I will pass the message on to Ms Theron.
Secretary:	Certainly sir – could you please give me your contact details?		

Receiver:	Marketing Department, Ms Sabela speaking. How may I help you?	**Receiver:**	Good morning, Human Resources Department, Mr Dhlamini speaking.
Caller:	Larry from Maptop Computer Support here.	**Caller:**	Good morning, Mr Dhlamini. I am telephoning to say that my wife, Mrs Carol Evans will not be coming in today as she has flu. I will fax her doctor's certificate to you later this morning.
Receiver:	Thank you for calling back, Larry – we need you as soon as possible – Ms Ndzo's system has crashed.		
Caller:	I am making another call, but should be with Ms Ndzo by 11h00.	**Receiver:**	Thank you for phoning. I am sorry to hear that Mrs Evans is not well and hope that she recovers soon. I will pass the message onto her supervisor, Ms Vali. Goodbye.
Receiver:	Thank you – I'll pass the message on to her.	**Caller:**	Goodbye.

Answers:

1. Get the required information to the client quickly by requesting it from a knowledgeable colleague on IM. The client gets the information as you are communicating with them.

2. **Advantages of Instant Messaging (IM)**
   - Immediately visible to all selected recipients. Productivity is improved because everyone receives the message at the same time, without the need of a time-consuming meeting.
   - Easy to use, known and understood by most people. Some form of IM has been in the public domain since 1992 and is widely used.
   - Secure workplace communication tool. When IM is implemented on a closed network and protected by the necessary security protocols such as authorised users with passwords, it is a safe and private communication medium for the workspace.
   - Offers a variety of messaging capabilities which includes voice and video calling as well as sending images, videos, documents, attachments and large files.

- Communicate and maintain contact with remote workers saving time and money. Remote workers can log into the system from wherever they are to 'attend' meetings or stay up to date with day-to-day operations at work.
- Easy to install and manage. Setting up and admitting users is quick and easy.
- Record of all communications. Details of messages and discussions are recorded and can be accessed at any time.
- Transparency – all who participate have a full record of the message thread.

Disadvantages of Instant Messaging (IM)

- Low security. If proper security protocols are not implemented and adhered to, the system is vulnerable to be hacked.
- Cold and impersonal. Employees can feel isolated if IM is the only in-house communication used.
- IM can cause distractions and result in lowered productivity.
- With free IM providers, there will most likely be adverts popping up. Subscribing and paying for the premium option of the app, will eliminate pop-up ads.

3. Hand each student a printout of the message form below.
   Students must correctly write the messages on page 87 of the Student Book on the form.

   Another option is for two students to work together and simulate phone calls for which messages must be taken. After the 'call' the telephonist must fill in the form correctly. The 'customer' can than check whether the message has been recorded correctly.

While You Were Out

Date: ______ Name: ______ Time: ______ Respond By: ______ Phone: ______ E-mail: ______ Fax: ______	Message ______ ______ ______ ______ ______ ______ ______ ______
Date: ______ Name: ______ Time: ______ Respond By: ______ Phone: ______ E-mail: ______ Fax: ______	Message ______ ______ ______ ______ ______ ______ ______ ______

Activity 4.9 SB page 90

How would you record the results and necessary actions resulting from the following outgoing calls?

1. An order for more kitchen utensils has been placed with a supplier. The order must be delivered within three days. The company is catering for a gala event which takes place within a week from today.
2. General enquiry about prices and service from a new stationery supplier.

Answers:

1st notebook entry

22 February 10h00

- Kitchen supplies ordered from Kitchens & Catering – see sales order 352, 22 Feb 20XX, 10h00
- Delivery on 25 Feb – in time for Grand Garden event.
- Mark Meintjies (Manager) promised full delivery on 25 Feb
- Check order received and availability of all items with Ktch/Cat on 23 Feb @ 14h00
- Follow up delivery time with Mike M on 24 Feb – get name of contact person at dispatch
- 25 Feb – confirm delivery and delivery time with dispatch at Ktch/Cat.

2nd notebook entry

22 Feb 11h00

- Contact *Write Here*, Michelle, about stationery supplies.
- Request price list and terms
- Michelle will e-mail
- Check e-mail 23 February 20XX
- Discuss pricelist and terms at staff meeting Friday.

Activity 4.10 SB page 91

Let the music play!

The phone rings at General Rental and the efficient Mr Baliso promptly lifts the receiver on the third ring. All he hears is a quick, mumbled: "Please hold" and then: *Muzac!*

If Mr Baliso hadn't had so much experience as well as a fine pair of ears, he would not have heard the whisper and would have replaced the receiver.

Even though the words were mumbled, he has no difficulty in hearing the loud music blaring in his ear. Holding the receiver away from his ear, he may never know who is calling or why.

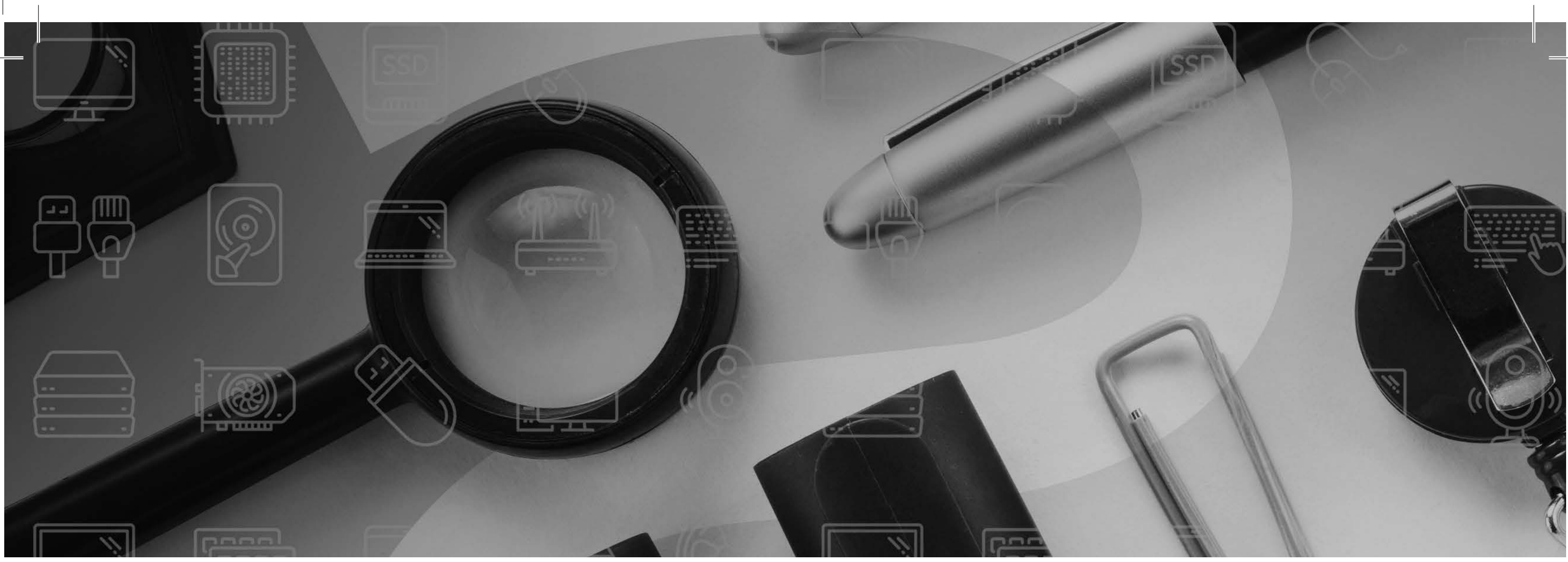
- List all the mistakes made by the telephonist who called Mr Baliso.
- What is your impression of the company making the call?
- Rewrite/demonstrate the correct way to make this telephone call.

Answer:

A. (Below are some of the mistakes made by the operator. Students can add any other mistakes they notice).
Mistakes made by telephone operator who called Mr Baliso:
- No greeting
- No identification of operator or which company/business is calling
- Reason of call not explained
- Reason why caller is put on hold is not explained
- The speech of the operator in not clear and is hardly audible
- Music too loud – no other options are offered.

B. What is your impression of the company making the call?
- The operator has not been properly trained and is not well managed.
- This reflects badly on the company/business. Are they at all interested in public opinion?
- The behaviour of the operator seems arrogant, as if the company does not care what kind of impression the public may have of them.
- The operator is not a good communicator.
- Negative company image

B. Rewrite/demonstrate the correct way to make this telephone call.
"Good morning! This is Clara form *Kitchen & Catering*. Mark Meintjies would like to speak with Manya, is she available? OK, I am putting you on hold while I ring Mr Meintjies' office."



Module 5

Operate and take care of equipment

After completing this module, the student should be able to:

- operate four different items of office equipment according to manufacturer operating instructions
- maintain equipment in a clean and working condition
- monitor and request equipment consumables
- identify and minimise safety risks when operating equipment in an office environment.

Activity 5.1 SB page 95

This activity will introduce you to four basic office machines.

1. Find the user manual for the telephone, the fax and the printer/copier used in the SIM centre of the college. Turn to the *Basic Operations* section.
   - Read the instructions for *Basic Operations*.
   - Now follow the instructions in the manual step by step while you operate the equipment.
   - Practise the basic steps until you are sure you can do it correctly without consulting the manual.
   - Demonstrate the use of the machine to your classmates.
2. Following the same steps as above, turn to *Functions* and familiarise yourself with the different functions of the machines.

Answers:

Students will have a head start in their first job if they now get the opportunity to learn how to operate the different office machines. It will provide them with the basic knowledge which they will be able to build when they start working with different kinds of office machines. Students must practice working with the machines until they can do it effortlessly.

Activity 5.2 SB page 99

Look up the safety precautions/warnings in the user manuals for the printer/photocopier and fax machine.

1. List THREE input peripherals and THREE output peripherals that connect to a computer, along with their functions.
2. What is the difference between input peripherals and output peripherals?
3. List FOUR reasons why emails are now more widely used than faxes. Also refer to Module 2, 2.1.1 for your answer.
4. Look up the safety precautions/warnings in the user manuals for the printer/photocopier and fax machine.
5. What are the similarities and differences in the safety precautions for two of the machines?
6. Which would you regard as the most important measures to apply?

Answers:

1. **Input:**
   - Keyboard – key in text
   - Mouse – Navigate on screen in an application (Word, Excel, Power Point, etc) switch between applications
   - Camera – used for video calls, taking photos

   Output:
   - Screen – it is the Graphic User Interface – GUI allows the user to see everything they are doing on the computer.
   - Printer – receives the command from the user to print almost everything directly from the computer.
   - Speakers, earphone, headphones – sounds generated by the computer are made audible.

2. Input peripherals are used to convert the user's incoming instructions or actions into viable information which can be stored in the computer memory for retrieval later.

   Output peripherals then translate the stored digital signals back into information that can be interpreted by the user - e.g. a printer translates the information saved in a Word file as printed letters on paper.

3. No extra machines required – all sent and received on PC, laptop, phone, tablets
   Immediate send and receive – no delays in transmission
   Regarded as a legal document in a court of law
   Emails are digitally stored on system - no physical paper filing is required.

4-6. All safety notices are equally important as disregarding any of them could lead to a malfunction of the machine. All notices concerned with the electrical connections of the machine must be precisely executed.

   Make sure that you read and understand all the Caution and Troubleshooting notes throughout the manual as well as the Troubleshooting section.

   Pay special attention to the following:
   - Problem solve
   - Important safety notices and regulatory information
   - Detailed user instructions.

Information can be downloaded from the manufacturer's website, if no manual is available.

Activity 5.3 SB page 101

1. Make a list of the equipment in the SIM centre or your office.
2. List possible predictable problems and how to solve them.
3. Consult the operating manuals of the machines for troubleshooting and routine replacement of components.

Answers:
Predictable problems on all electrical machines, copiers and printers: see p.76-77 in the manual for predictable problems and how to fix them.

Activity 5.4 SB page 104

In pairs, find out which consumables the following machines require:
- Computer printer
- Fax machine
- Photocopy machine
- Calculator

Answer:
Computer printer, fax machine and photocopy machine
Paper
Ink cartridges
Toner printer cartridges

Calculator – batteries. Paper rolls could also be required, depending on the type of calculator it is.

Activity 5.5 SB page 105

In groups, walk through the office, SIM centre, campus or a business you are familiar with and inspect the office equipment and power supply connections.

1. Make notes of all the unsafe electrical conditions.
2. On your return, report back on the conditions you have found.
3. What can be done to improve the unsafe conditions?

Answers:

To accurately assess and make suggestions about the condition of the equipment in the area the students are inspecting, they must study section 2.2 Safety precautions... on page 79.

Encourage students to make their own suggestion to improve hazardous situations, given the circumstances in the office they are inspecting.

Activity 5.6 SB page 106

Office equipment manuals will indicate how the specific machine signals an emergency. In the user manuals, look at the section on *troubleshooting*.
What are the danger signals?

Answer:

User manuals for the different machines will explain emergency signals.
The manufacturers website will also have valuable information in this regard.

Activity 5.7 SB page 106

1. Find out from the equipment manager at the SIM-centre or at your college, what the procedures are in the case of an emergency involving equipment.
2. Are these arrangements sufficient?
3. Write a report on the strong and weak points of the SIM-centre procedures.
4. Add your own suggestions for improvements.

Answers:

This activity looks ahead to section 4 on page 113 of the Student Book.

Students do not have to study the section to do the activity. Rather ask the equipment manager about any emergencies they have had in the past and which procedures were followed to solve the problem. The students can then assess the procedures according to the outcome of the emergency.

If there were no incidents, they can make up their own scenarios and aske the equipment manager what the procedures in such cases would be.

For example:
- Smoke comes from a machine.
- The floor around one of the big printers is wet and there is a strong chemical smell.
- An electrical fire starts on the power supply of one machine and spreads to all the cables of the surrounding machines.

Activity 5.8 SB page 107

1. In your SIM centre, find out which consumables are:
   - entirely consumed
   - discarded
   - re-used
   - recycled.
2. How are items discarded, re-used and recycled by the college?

Answers:

A research project for which section 2.3, page 106 provides the background. Students must use the guidelines set out in this section to understand which items fall into which categories so that they can ask appropriate questions about specific items.

They can also do extra research on the topic and present a lecture on recycling to the class.

Activity 5.9 SB page 111

1. In pairs, find out from the college, the SIM centre, or any business you are familiar with, which consumables are most often ordered. How often are these consumables replaced?
2. Fill out a requisition form for the consumables.
3. Find out what the office procedure is to ensure that consumables are re-ordered before they run out.
4. Who is responsible for ordering consumables?
5. Ask to see the records for consumables – these will be with the purchasing manager or the person in charge of stock control.

REQUISITION FORM

Requisitioned by:
Department :
Date:

Qty.	Description

Authorised by:
Title:
Department :
Date:

Received by:
Date:

Answers:
For this activity students must find out how the ordering of consumables is done in the everyday operation of a working office. Print out and hand requisition forms to all the students so that each one can fill it in according to the information gathered from their specific source.

All five questions must be answered according to the research done by each student.

Activity 5.10 SB page 112

Describe the steps from requesting consumables to receiving them on your desk.

Answer:

1. Report low stock levels to your supervisor or submit requests for required consumables.
2. Fill out a requisition form to request items for re-order.
3. The requisition will be authorised by the department supervisor and the stock ordered.
4. When consumable are delivered, the stock controller will enter all items and quantities received into the stock control register.
5. Stock issued to the departments or staff as requested on the requisition forms.

6. Distributing consumables
   - Consumables must be distributed within the timeframe as determined by organisational procedures – usually the same morning or afternoon of delivery – but only after all incoming stock has been recorded in the stock register.
   - Lay the requisition notes out on a large, uncluttered surface.
   - Place the consumables for each requisition form next to that form.
   - Notify departments or staff that items they have requested has arrived and is ready for collection.
   - When the order is collected, it is checked against the requisition. If it is correct, the person who collects the items signs and enters the date in the 'received by' section of the requisition form.

Activity 5.11 SB page 113

Describe the role of the requisition form in tracing excessive use of an item.

Answer:
Requisition forms indicate the quantities of items ordered and which departments are ordering them. If there is excessive use of an item the stock controller can, with the requisitions, trace the orders back to the departments ordering the items. The person ordering and authorising the requisition is also indicated on the form. With all this information filled in on the requisition, it is quite simple to identify who is responsible for the order. The stock controller can enquire directly from these individuals why consumption has been higher than usual.

Activity 5.12 SB page 118

1. Describe how you would react if a colleague suffered an electrical shock.
2. What are the first seven things to do in case of a fire?
3. Why must emergencies be reported in writing?
4. What would you do to avoid accidents around equipment?
5. What are important points to remember regarding safety while operating equipment?
6. Read the article in the eLink on page 118 in the Student Book and answer the following questions.
   a) In your own words, give a definition and description of a contingency plan
   b) What can go wrong!?
      In a class discussion, make list of events for which a contingency plan is required.
   c) Which 6 factors should be considered when developing a contingency plan?

Answers:

1. - Do not touch the victim or the source – the electrical shock can pass through you as well.
   - Shut off the power at the main board. If this is not possible, try to move the victim away from the source with a broomstick, blanket or rope. If they are holding onto a wire or other conductor, attempt to knock their hand(s) free with a stick or dry towel
   - Call emergency services
   - Check that the person is breathing and has a pulse, if not begin CPR
   - Don't move the victim unless there is a threat of further injury
   - Cover the victim with a blanket.

2. - Alert people in the area to evacuate.
   - Activate the fire alarm.
   - Smother the fire or use the correct fire extinguisher.
   - Aim the extinguisher at the base of the fire.
   - Don't block your escape route.
   - Avoid smoke and fumes.
   - Evacuate before the fire is out of control.

3. Incident reports are used to assess health and safety standards of the premises so that adjustments can be made where necessary. A report can also be used as proof for any hearings that may result from the investigation of the incident.

4. - Equipment areas must not be crowded with furniture.
   - The area must be well ventilated.
   - Do not stack boxes of paper or copied material around and against the equipment.
   - Equipment must not be installed in passages where they will obstruct the movement of staff.
   - There must be sufficient lighting to work and move around without straining your eyes.
   - Keep the area tidy, clean and dust-free.
   - Make sure that desks and tables used for machines are sturdy and stable.
   - Place machines firmly on desks or tables.
   - Place machines as near to power outlets as possible to avoid using leads or adaptors.

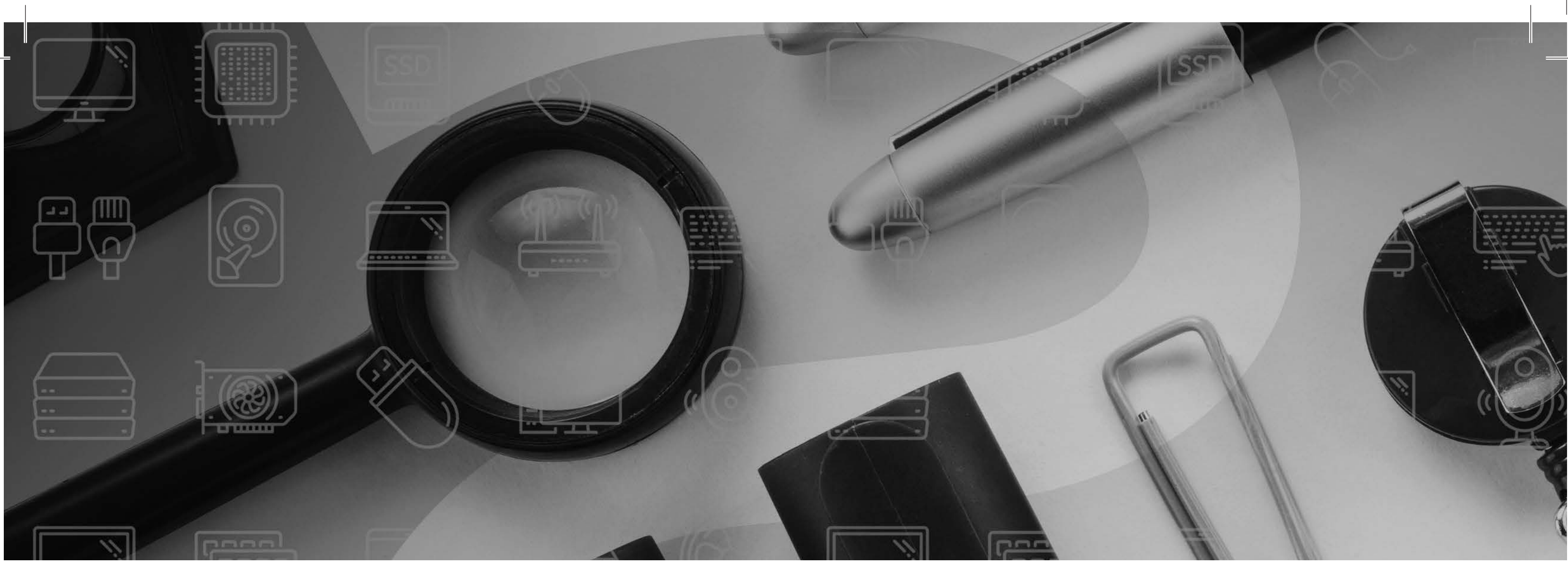
5.
- Read and comply with operating instructions.
- Don't work with equipment that you have not been trained on.
- Know where the electrical main board is so power can be switched off in an emergency.
- Equipment must be serviced regularly by qualified technicians.
- Only qualified technicians should work on equipment. Don't tamper with electrical components if a machine is not functioning properly.
- Do not leave cables, wires and adaptors on the floor for people to trip over.
- Do not overload circuits or power strips.
- Frayed damaged or worn cables must be repaired.
- Make sure that all electrical plugs and cables are firmly connected to the power supply and machine.
- Guards must be securely fitted over dangerous parts of the machine, like the blade of a cutting machine.
- Don't carry heavy, awkward, equipment around, rather lift machines onto a trolley when they have to be moved.
- Always report any accidents, emergencies or anything unusual you notice about equipment.

6. a) When disaster strikes there must be a strategic plan in the business to manage the event to minimises the impact of the disaster. The plan must reduce business risk, speed up recovery and strive to maintain daily business processes, maintaining normal business workflow.

   A contingency plan is commonly known as a backup plan, a disaster recovery plan, or fondly, "plan B".

   b) What can go wrong!?
   - Prolonged power outage/loadshedding
   - Fire on the premises
   - Natural disaster:
     - Extreme weather
     - Earthquake
     - Flooding
     - Security breach endangering everyone on-site
     - Cyber-attack (hackers) on data storage, website, social media
     - Server failure – no access to data

   c) Which SIX factors should be considered when developing a contingency plan
   1. List the key risks.
   2. Prioritise the key risks.
   3. Identify and gather resources.
   4. Create a contingency plan for each event on the list you made in 1.
   5. Share the plan with the team.
   6. Revisit the plan.



Module 6

Receive, distribute and dispatch mail

After completing this module, the student should be able to:

- receive and sort mail
- distribute and dispatch mail
- describe the importance of mailroom processes and why it is necessary to create evidence.

Activity 6.1 SB page 124

Each company will have its unique way of stamping and registering the incoming mail.
In groups of two or three, find out how three different organisations deal with incoming mail.

- Start with the SIM centre.
- Then move to the college.
- Finally, approach a business organisation that you are familiar with.

Answer:

The focus here is on teaching students that all businesses receive mail, but that each business has implemented a system that is appropriate to the size and specific type of business.
Separate the class into groups and send each group to a different kind of business.
Each group can then do a verbal report to the class.

Activity 6.2 SB page 125

A bundle of incoming mail will be handed to you in the SIM centre. Process this mail according to the previous procedures.

What would your action be with mail marked in the following ways?

- Fastmail
- Personal
- High priority
- Promotional material

Answer:

- Fastmail items require immediate attention. Mail items marked ***FAST MAIL*** must be delivered to each addressee immediately. The items must be opened, date stamped and entered into the register. The item(s) must then be delivered to the addressee immediately by yourself or an appointed messenger.
- Personal mail, marked 'personal' or 'confidential', on the outside of the envelope, is delivered unopened to the addressee. However, personal mail may be a security threat and many companies do not permit personal mail to be received at work.
- High priority items require immediate attention. Mail items marked ***HIGH/TOP PRIORITY*** must be delivered to each addressee immediately. The items must be opened, date stamped and entered into the register. Have the items delivered immediately by yourself or an appointed messenger.
- All promotional material is stamped and recorded. Sort *addressed* promotional material into the mailboxes of the individuals. Follow company guidelines for unaddressed promotional material. Unaddressed items can be sorted for distribution to the appropriate departments, depending on company guidelines.

Activity 6.3 SB page 127

1. Define security as opposed to confidentiality.
2. List the features of suspicious mail.
3. State how you would deal with suspicious mail.
4. In pairs, role-play your reactions to suspicious mail.

Answers:

1. **Security** are the physical protective measures used to safeguard valuable information or property from being broken into or damaged.
   Confidential information, is privileged information only authorised personnel are allowed to see and have access to.
2. If you notice any of the following while sorting the mail, follow the prescribed procedures:
   - Discolouration, crystallisation, strange odours or oily stains
   - Envelope with powder or powder-like residue
   - Protruding wires or aluminium foil
   - Excessive tape or string
   - Unusual size or weight
   - Lopsided or oddly shaped
   - Postmark that does not match return address
   - Items from unexpected or unknown senders
   - Restrictive endorsements such as "Personal" or "Confidential"
   - Excessive postage
   - Handwritten, block-printed or poorly typed addresses
   - Incorrect titles
   - Title but no name
   - Misspellings of common words
   - No return address
3. Be on the lookout for any oddly shaped letters or parcels. Do not open or handle these at all. There is always the possibility that a malicious person can send a mail item containing a virus or an explosive device.
   - Do not shake, prod, open or drop any suspicious items.
   - Keep hands away from mouth, nose and eyes.
   - Immediately place the item in a sealed plastic bag to prevent any leaking.
   - Evacuate the room.
   - Lock the door and post a warning sign.
   - Wash your hands with soap and water to prevent further contaminations of your face or person.
   - Report the item to your supervisor or the manager of the mailroom, who will deal with the matter according to organisational guidelines.
4. In the role-play, students must follow the guidelines as set out under **1.3.1 Mailroom security.** One student receives suspicious mail or an opened item which is suspected to be contaminated, while the other student assesses his/her handling of the situation.

Activity 6.4 SB page 128

1. Why is the security of the mailroom important?
2. Why can only authorised personnel open mail?
3. Which six factors have to be taken into account in the security of the mailroom?
4. How would you maintain the confidentiality of mail items in the mailroom? Name five methods.

Answers:

1. All businesses have to protect themselves, their staff, their intellectual property and their documents from any malicious individuals – be it someone with a personal grudge, an unhappy previous employee, terrorists or pranksters. Because the mail and the mailroom could be regarded as easy targets, each organisation must assess its own vulnerability and based on this, design suitable security procedures. Good security of the mailroom will also contribute to protecting confidential information and trade secrets of the company.
2. Most of the mail received in the mailroom concerns company business and is therefore confidential information. As most of this mail is opened in the mailroom, it is important that the information contained in the items be kept within the company so that the company can maintain a competitive edge over its opposition. The personnel who handle the mail must not talk about any information they have seen in the mailroom outside the mailroom.
3. Six factors to ensure the security of the mailroom:
   - Mailroom must be in a secure location – i.e. not near an easily accessible area such as reception.
   - Only authorised personnel should be permitted entry to the mailroom.
   - It is advisable that the mailroom door remains locked at all times.
   - The mailroom should not be used for parties or coffee breaks.
   - No personal mail should be addressed to the office.
   - To avoid misuse of the company's mail facilities, previous employment and criminal records of candidates applying for work in the mailroom, must be carefully screened before they are appointed.
4. Six ways to maintain the confidentiality of mail items in the mailroom (any six):
   - The mailroom door must remain locked whenever the mailroom is not operational.
   - Only authorised personnel are allowed to open mail.
   - There must always be at least two authorised mailroom employees present when mail is opened.
   - Only an authorised person can fill in for absent or sick mailroom staff.
   - Employees must know that no personal mail will be received by the company. Any letters marked 'personal' or 'confidential' will be treated as a work-related confidential document.
   - When a letter is marked 'confidential', place it inside another envelope, seal it (not self-sealing) and address it to the addressee on the outside of the new envelope.
   - All payments and confidential mail must be entered into the mailroom register.

Activity 6.5 SB page 130

If you have access to a SIM centre, send the following messages in the internal mail:

1. The Human Resources manager sends the CV of a prospective applicant as a salesperson to the sales managers in three different departments.
2. The administration manager sends an invoice for goods that were ordered by one of the clerks from an outside supplier back to the clerk concerned, asking the name and title of the person who gave authorisation for the order.
3. The CEO sends a copy of the proposed invitation to the end-of-year party memo to all managers asking for their comments.
4. The Public Relations manager sends a 'mock-up' copy of the proposed monthly newsletter to the CEO and marketing managers for their approval.
5. The secretary returns copies of previous annual reports to a filing clerk. The CEO and five heads of departments are finished with them and they can now be filed along with the other back issues.

Answers:

1. Place CV in an interoffice envelope, write the name of the sales manager on the outside.
2. Place invoice and note inside an interoffice envelope with the department and name of the clerk on the outside.
3. Attach a circulation note to the invitation. Write the name of each manager who must see the invitation on the slip and add the name of the originator to the bottom of the circulation note.
4. Place newsletter in an interoffice envelope, write the name of the CEO and the public relations manager on the outside.
5. Place the bundle of annual reports in the out tray with a *for filing* note attached.

Activity 6.6 SB page 131

1. Consider the organisations you looked at in Activity 6.1 – What were their expected daily delivery times?
2. What causes delays in distribution? Can you think of any more reasons why there could be delays in delivery?
3. In terms of the different types of mail items received discuss in groups: Consequences of delay when internal mail is not delivered punctually.

Answers:

1. Answer from notes taken when research was being done.
2. Causes of distribution delays:
   - Delay in delivery form the Post Office
   - Shortage of staff in the mailroom due to absence or illness
   - Mailroom staff not sufficiently trained to understand customer requirements to finish sorting, delivery, etc, by scheduled time
   - Equipment maintenance or failure
   - Unusual quantities of mail to be processed by the mailroom. For example, this could be due to extra work to send out marketing materials to the customer database
   - Power outage
   - Lack of proper mailroom organisation and management
   - Strike action by mailroom personnel or Post Office workers
   - Emergency shutdown due to a breach of security

- Lack of discipline in the mailroom
- No set time frames for distribution
- Staff not informed of timeframes
- Not sufficient management of staff to ensure that timeframes are adhered to

3.
- Workflow is affected because essential documents are not available in time for meetings, presentations or other project
- Deadlines pass without being met because required documents were not available in time.
- Dissatisfaction of customers and/or personnel due to long waiting periods
- If staff does not receive mail on time it will have an effect of the level of customer service. When internal processes are not efficient, the company will appear ineffective to the client.

Activity 6.7 — SB page 134

Address envelopes to the following persons. Look up the postal codes and insert them into the address:

1. Ms G Gobodo 78 Nelson Mandela Drive Polla Park 1
2. Professor J Cloete Po Box 28876 Rivonia
3. Dr. D. Nkomo PO Box 37786 Phumla
4. Ms D Varney 36 Bluehill Rd Hillside extension 28
5. Mr I Ismael 29 Avon Road Mitchells Plain

Answer:

Envelopes have to be correctly addressed according to the guidelines and example on page 104 of the manual.

Activity 6.8 — SB page 136

On the Post Office South Africa website – *https://www.postoffice.co.za* – find details of more postal services offered.

Answer:

Some of the services offered by the SA Post Office:

Domestic services – ordinary mail, fast mail, advertising mail, infomail, business reply service, bulkmail, domestic registered, insured letter service, signature on delivery, track and trace, security sensitive options, speed services, parcelplus.

International services – letters, printed matter, post cards, letter packers, small packets, ordinary parcels, COD parcels, international registered letters, international insured parcels, international express items, international reply coupon, international priority mail.

Other – Internet services, pay-a-bill, e-postal, e-filing, banking, 3rd party payments, direct mail centre, change of address.

Activity 6.9 SB page 136

Collect a brochure from a PostNet outlet near you or on the PostNet website – *http://www.postnet.co.za* – find details of more services offered.

Answer:
There are five product categories within PostNet:
Courier, copy and print, digital (Internet services), stationery and mailboxes.

Activity 6.10 SB page 136

State how you would send the following items of mail:
1. A 2 kg parcel to a client – it contains T-shirts for the company promotion the next day.
2. Brochures about the end-of year specials to all clients
3. A letter to a friend in hospital
4. An expensive present to a friend.

Answers:
1. Overnight courier
2. Bulk mail
3. Fast mail
4. Registered/insured, overnight, parcel

Activity 6.11 SB page 136

From the Post Office and any courier company in your area, find out the dispatch times for the different services offered.

Answer:
Students must find out dispatch times for the following services:

SAPO Speed Services:
- Counter-to-counter delivery
- Counter-to-door
- Door-to-door
- Door- to-counter
- Same day
- Earlybird
- Saturday delivery
- After hours
- International

PostNet courier services:
- The PostNet Global Mail for sending international mail.
- Domestic services:
- Collection from physical address
- Delivery door to door
- PostNet to PostNet

- PostNet store network
- PostNet to PO Box
- PostNet to SAPO counter
- Post Office's counter network through PostNet
- Same day local and national
- DHL International, PostNet Courier:
  – International courier – import, export
  – International airfreight
  – Excess baggage can now be sent to an international airport and tracked all the way to the required destination.

Activity 6.12 SB page 137

1. Find out what services courier companies offer by collecting brochures or visiting courier service websites – e.g. DHL, UTI Sun Couriers, Berco or the courier service your college uses.
2. Find out what types of goods are commonly sent by courier from a business you are familiar with or from the college.
3. What are the timeframes offered by these couriers?

Answer:
All above information available from the different couriers students make enquiries from.

Activity 6.13 SB page 139

On a waybill fill in the following details:
- Sender: Your own details
- Consignee: Ms M Berelowitz 29 Browning Street Mufulira Zambia
- Ph 09260 2 899765
- Delivery: same day
- Bill to sender
- Insure for R1000 -00
- parcels: one 34 × 45 × 50 cm; the other 20 × 12 × 5 cm.
- Total weight of both parcels: 5.6 kg

Answer:

Distribute copies of the waybill for students to fill in. Original waybills from different companies can also be used.

CONTRACT FOR CARRIAGE / **DISPATCH NOTE**

UTi™

Pyramid Freight (Pty) Ltd
t/a UTi Sun Couriers Div
PO Box 63, The Reeds 0061
Tel (012) 673-2000
Reg. No. 1987/003687/10
VAT Reg. No. 4780111177

ADDITIONAL TRACKING NUMBERS

Sun Couriers Division

SUBCD05030070

ACCOUNTS COPY

Sender's Details	Consignee's Details. Full Street Address Please
Name	Name
Address	Address
City / Town ... Postal Code	City / Town ... Postal Code
Contact ... Phone	Contact ... Phone

Destination Country	South Africa	Botswana	Lesotho	Namibia	Swaziland	Other (Please Specify)

Sender's Reference ... Analysis Code

SPECIAL INSTRUCTIONS ... DANGEROUS GOODS DESCRIPTION UN NO.

Bill Charges To Account No. ... Bill To Sender ... Consignee ... Other (Name Please)

If Consignee Or Third Party Is Billed, Sender Remains Liable For Unpaid Charges

IF THIS SHIPMENT CONTAINS ANY DANGEROUS GOODS ALL REGULATIONS MUST BE COMPLIED WITH. THIS IS YOUR RESPONSIBILITY AS SHIPPER. (SEE CLAUSE 6 OVERLEAF).
GOODS ARE SHIPPED AT OWNER'S RISK, SUBJECT TO CONTRACT FOR CARRIAGE OVERLEAF. UTI SUN COURIERS DIV. LIMITS ITS LIABILITY TO R 100.00 PER SHIPMENT. (SEE CLAUSE 7.2 OVERLEAF).
IF YOU WISH UTI SUN COURIERS DIV. TO ACCEPT A HIGHER LIABILITY, THE VALUE OF THIS SHIPMENT MUST BE DECLARED IN THE SPACE PROVIDED. (SEE CLAUSES 7 AND 8 OVERLEAF)

SENDER'S AUTHORISED SIGNATURE

e-mail / Fax / Proof of delivery ... e-mail Address / Fax Number

No. Of Parcels | **Dimensions In Centimetres**: NO. OF PARCELS, LENGTH, WIDTH, HEIGHT | **Mass (kg)**

Received In Full By Consignee (unless endorsed)
Name Of Receiver (PLEASE PRINT CLEARLY)
Date Received: D D M M Y Y
Time Received: H H M M
Please Sign Your Name:

Received By UTi
Name Of Courier
Signature
Date ... Time

Mark Service Required:
- Same Day
- Express
- With Sunrise Option
- With Saturday Service
- Public Holiday Service
- Economy
- After Hours
- BLNS Customs Lines
- Dangerous Goods
- Depot Hand In
- Insure: Value For Loss or Damage R
- Insure: (Costs Incidental To Loss, Damage Or Delay) R
- Original POD Required P.O. Box
- Origin Code
- Destination Code
- Cash Shipments Amount Received By Courier R
- Billing Other R

Lithotech SJ (011) 673-2180 RF37666

Activity 6.14 SB page 142

Read the following case study and discuss.

Thembeka works as a receptionist and oversees receiving and distributing mail internally. As usual, she receives the month end payslips (salary slips) for company personnel. This month, four new laptops for the HR department have been delivered as well. She goes out to lunch and when she returns, she notices that some of the payslips have been opened and one of the laptops is missing.

Discuss in terms of:
- breach of security
- confidentiality violation
- legal implications
- financial implications.

Now rewrite the case study so that all security and confidentiality issues are adhered to, according to prescribed procedures.

Answer:

Breach of security:

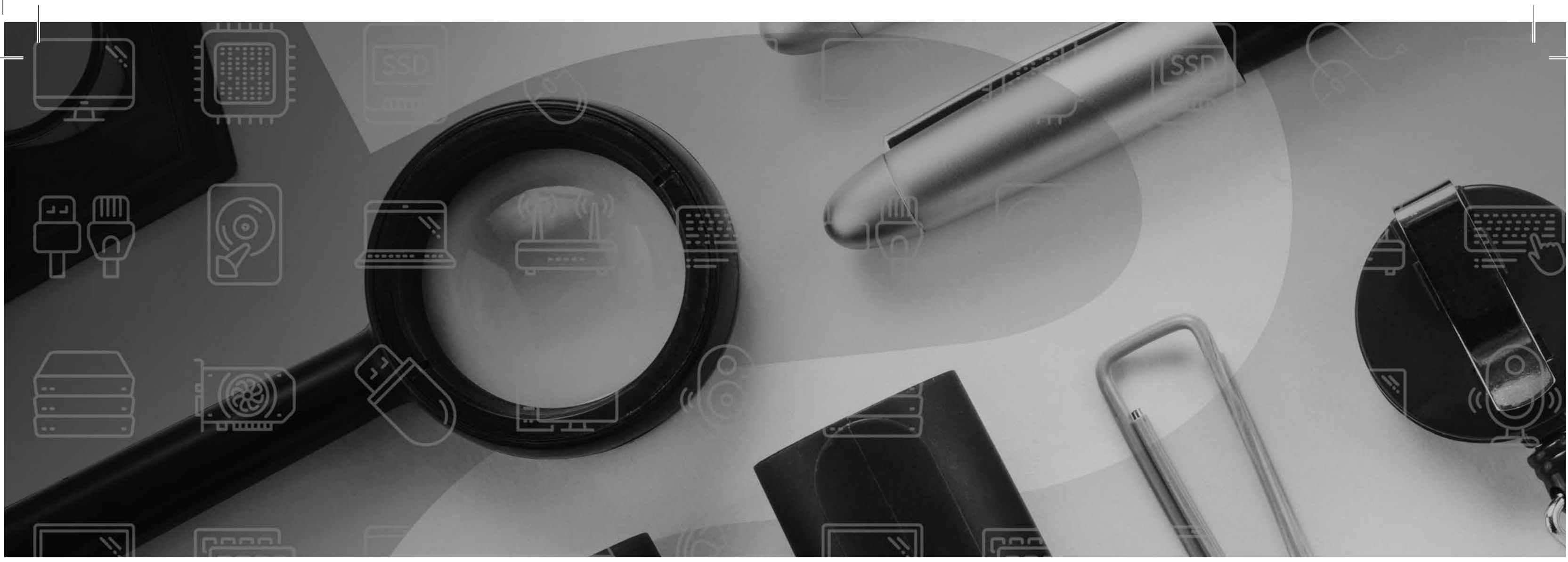
- Confidential documents and items not locked in safe
- Mailroom not secured from unauthorised personnel
- Items left on desk in a public area – receptionist desk

Confidentiality violation:

- Confidential staff information exposed through intrusion of unauthorised persons
- Confidential items not locked away
- Confidential items not placed inside another envelope addressed and sealed
- Unauthorised persons opened confidential items
- Items not entered into the mailroom register

Legal and financial implications:

- Security breaches – leaving the items unattended on a desk has resulted in the theft of a laptop.
- Because personal, confidential information has been compromised through Thembeka's negligence, her loyalty and trustworthiness will now be questioned.
- She could lose her job or be demoted.
- Financial implications – the lost laptop will have to be replaced. Who will pay for it?
- Thembeka might have to pay for the missing laptop from her own pocket.
- The personal information on the payslips can be used to intimidate or harass the staff members concerned.
- Thembeka can be sued for negligence because personal information was made public.
- Not adhering to timeframes for sorting and delivery of mail could mean deadlines are missed, resulting in production and financial losses.
- If mailroom registers are not accurately filled in and signed, important documents or payments could be lost or stolen.



Module 7

Create evidence and maintain confidentiality

After completing this module, the student should be able to:

- create evidence and maintain confidentiality
- identify and maintain the types of records required in your own industry and understand why it is necessary to create evidence and maintain confidentiality
- name and describe the types of records that are specific to a contract in a selected business sector
- locate and provide records to users on request
- maintain confidentiality of customer and company information.

Activity 7.1 SB page 147

1. Explain internal and external accountability
2. Why is it important to keep the information contained in the client and product databases up to date?
3. If the information on the debtor's ledger and payroll are not up to date, what could the consequences be?

Answers:

1. **Internal accountability** – A company keeps all records that will help it explain and learn from its past actions. When a company keeps accurate records it will have control over its operations, have the necessary information to plan for the future and improve services to clients.
   External accountability – Businesses are accountable not only within themselves but also to the community and world they operate in. Because all organisations are subject to the law of the country, businesses are required to keep records to fulfil their legal obligations. Such records include tax laws, contractual laws, consumer protection laws, etc. They serve as proof that the company complies with the law. The law also stipulates which documents must be retained and for how long.

2. The main reasons for keeping documents up to date, is to create a track record of how the company does business. In order to keep a viable, profitable business going, all the records in the business must reflect the most recent data from the market. Operational, financial or business decisions must be made with the most recent data available. With only outdated data available, the wrong decisions could be made.

3. **Debtors ledger** – clients who have already settled their debts will be asked to pay or could even receive a lawyer's letter. This could be extremely embarrassing for the company and could cause the client to use another provider. On the other hand, clients whose payments are in arrears will not be followed up. This could cause a cash flow problem for the business.
   Payroll – employees will most likely not receive their correct salaries. This is especially important for wages that are paid weekly. If workers are paid hourly wages and the records are not kept up to date they will not be correctly compensated.

Activity 7.2 SB page 150

Flight Pro travel agency places the following stationery order with Workflow stationers:
20 ballpoint pens
5 pink highlighters
20 HB pencils
30 reams printing paper
2 boxes of staples
5 message pads

1. Describe the paper trail that is created to get the order ready for dispatch to the client.
2. How is each document created?
3. Why is each document created?
4. Explain the purpose or purposes of each document that is created.

Answers:

1. Four records were created in this process:
   i. The customer order
   ii. The picking slip
   iii. The invoice
   iv. The waybill
2. i. The order can be faxed or e-mailed to the supplier on a company order form. It can also be in the form of a letter or memo.
   ii. A picking slip is generated by entering the order into the accounting software program on the computer. The picking slip is taken to the stockroom and the listed items picked off the shelves, packed and made ready for dispatch.
   iii. An invoice is generated using the information on the picking slip. Items, quantities, prices, VAT and total price along with client details, all appear on the invoice.
   iv. The courier waybill is manually filled out and attached to the pack.
3. i. The customer order gives the details of the client's requirements.
   ii. The picking slip is the company's record that an order was received.
   iii. The invoice is the client's record of items sent.
   iv. Client delivery details, along with sender details.
4. i. Monitor business activity – the order is the supplier's proof that an order was received from a specific client.
   ii. Monitor business activity and decision-making – the picking slip proves that an order was received and entered on the system. When the order has been picked, the picking slip will indicate whether enough stock was available for dispatch and which items were not available for the order. The supplier must get more of the required items.
   iii. Monitor business activity and legal requirements. The VAT invoice gives the client the details of the transaction and stipulates how much it owes the supplier for the goods received. The law requires that the supplier charges VAT and that the client pays VAT.
   iv. Monitor business activity – the waybill records the details of the dispatch – when it was sent, which company received instruction to deliver, to whom it was sent, reference on the outside of what the parcel contains.

Activity 7.3 SB page 153

Explain some of the consequences, on a contract:

1. Identity particulars are not correct.
2. Only postal addresses are provided.
3. Stipulated dates are not adhered to.
4. Conditions for the stock count are not followed.

Answers:

1. Wrong or incomplete identity details can result in fraudulent transactions.
2. If no street address is provided it could make it difficult to find the person concerned.
3. When stipulated dates are not adhered to:
   - Presentation of sureties can be delayed
   - The dates regulate the actions of the buyer and seller
   - The buyer has a legal right to occupy on the date of occupation
   - The seller must vacate by the stipulated date
   - The buyer cannot move in before the date of occupation
4. Fraud could be the result and either party could lose money if conditions for the stock count are not followed.

Activity 7.4 SB page 155

1. Which client details are the most important?
2. You are working in a department store, which has separate departments for women, teenage girls, men, young men and children's clothing. Company policy is that promotional materials are only sent to specific clients who have a specific buying pattern at the shop.
   a) For the following promotions, which clients would you target and why?
   b) Describe the information you will be looking for in the client files.
   c) Are there any clients that would never receive any promotional materials from the business?
      - Warm winter tracksuits on sale in men's and ladies' departments
      - Ladies' spring specials
      - Mom and baby promotion

Answers

1. Name, ID and full contact details.
   Details of all transactions done by the client
2. a) All men and women on the database will be targeted.
      - All women on the database.
      - All women on the database who have indicated that they have babies or young children will be targeted. Grandmothers could also be included.
   b) - All clients above the age of fifteen.
      - All women above fifteen
      - All women in their twenties with children.
      - All older women who have indicated that they have grandchildren.
   c) The database will be set up so that all clients will receive general promotional materials even if there is no customer profile.

Activity 7.5 SB page 156

1. Using the example of the negotiations for the Shelf Life installation, explain each step in the original negotiation process of the quotation.
2. Which records will be kept during the negotiation process?
3. What will the influence of these documents be on the final quote?

Answers:

1. - Mr Shelf Life receives a brief from the client – what the client wants done.
   - He measures the storeroom for the new shelves.
   - After calculating his costs and determining how long it will take him to do the job, he submits a quotation with all the details of the job to be done.
   - He stipulates the cost of the shelving he will be using.
   - He submits an official quote from his business, with all the necessary company contact details on it.
   - The quote is e-mailed to his client.
   - The client is satisfied with his quote and accepts the quote.
   - As proof that the quote has been accepted, the contractor receives an original signed quote. The client keeps a copy of the signed quote.

2. Minutes of all the meetings held with Mr Shelf Life.
   - A detailed description of exactly what the job involves.
   - The first quotation submitted.
   - The signed first quote.
   - Notes made during the renegotiation of the quote.
   - The amendment to the original quote.
   - The quote with the amendment signed by all parties.
   - A copy of the quote with the signed amendment.
3. The documents will serve as proof of what was discussed and decided on before the final quote was signed. It will also show the difference in price between the two quotations and the reasons why it was necessary to amend the quote.

Activity 7.6 SB page 163

1. What are the main features of a digital Document Management System (DMS)?
2. What is 'cloud-storage'? Name two benefits of cloud storage.
3. How are digital files kept safe?
4. Classify the following documents in appropriate security classes:
   - Invoices
   - Marketing brochure for a promotion two months from now
   - Business plan for business expansion
   - In-house newsletter
   - Bank statement payments received
   - Staff record
   - Travel arrangements for marketing executives.
5. In groups of two or three, visit a small business or company you are familiar with and ask how they deal with their records and filing. Observe and ask about:
   a) How suitable the filing system is for their type of business.
   b) What are company procedures regarding confidential documents and information?
   c) Is a record created for documents or files that are on loan?
6. After your visit, discuss the filing system you have seen in terms of the above. Write a report about your findings and indicate where improvements are necessary. Describe how the existing system can be improved.

Answers:

1. What are the main features of a digital Document Management System (DMS)?
   - Electronic files do not require any physical floor space for storage.
   - Large quantities of documents require very little cyber space.
   - Files can be accessed from any computer with the required passwords.
   - Files are immediately available.
   - Files can be backed-up and stored off-site to safeguard against loss of company records through disasters such as fires and floods.

2. Data storage in remote, off-site servers. A monthly subscription is paid to a storage service provider. Monthly cost will depend on the amount of storage required.
   - It is a cost-effective way for business to store their data.
   - Cloud storage provides more layers of security than is provided with on-site storage.
   - Unique usernames and passwords give access to company data.
   - Company data can be accessed from anywhere.

3. • Prevent unauthorised access to your PC – keep your log-on password to yourself.
   • Choose good passwords and don't share them with others.
   • Reset your password when you suspect that someone else knows it.
   • Do not use other people's login or passwords.
   • If you get access to information, you are not authorised to see, exit from the data and report the problem to the IT controller.
   • Store and carry portable data storage devices securely.
   • Logout from your workstation when you leave your desk.
4. • Invoices – Confidential, the business transactions of clients with a company is not available to the public.
   • Marketing brochures – for specific client categories, but mostly general information.
   • Business plan for business expansion – highly confidential, senior management only.
   • Inhouse newsletter – confidential, only company staff.
   • Bank statement payments received – highly confidential, senior management only.
   • Staff records – personal and confidential.
   • Travel arrangements for marketing executives – personal confidential.
5. To successfully complete this instruction, students must have a thorough knowledge of section 3 of this module. A class quiz can be held to prepare the students before they visit the businesses. If they know the material well before they go, they will know which questions to ask and be capable of accurately assessing` the filing systems they see.

Activity 7.7 SB page 166

1. Discuss why confidentiality violations often start inside the organisation. How can this be prevented?
2. Discuss procedures for releasing classified information.
3. Discuss factors that could determine storage requirements of a company.
4. Look at the SARS website or the SARS brochure. In groups, discuss three different documents and the reasons why the law requires the specific retention period for that document.

Answers:

1. The personnel have the most access to the confidential information of the business. When a breach of confidentiality occurs, it is usually unintentional and happens because of negligence or carelessness.
   - Records could be lost or damaged unintentionally through carelessness like spilling something on the document or tearing or crumpling when filed incorrectly.
   - Filing documents incorrectly. Unauthorised staff could find confidential documents in the wrong file.
   - Data could be lost when electronic files are saved to the wrong directory. When this happens, unauthorised personnel could access confidential files.
   - It can also happen that sensitive information is accidentally e-mailed to another business instead of to the intended recipient.
   - Unhappy employees can intentionally damage the company they are working for by selling confidential information, damaging equipment or spoiling data.

   These risks can all be controlled by closely adhering to security policy procedures. The procedures will include back-up procedures for information and security requirements for records storage, on and off site.
   Measures to keep records secure are all listed on page 162 of the Student Book.

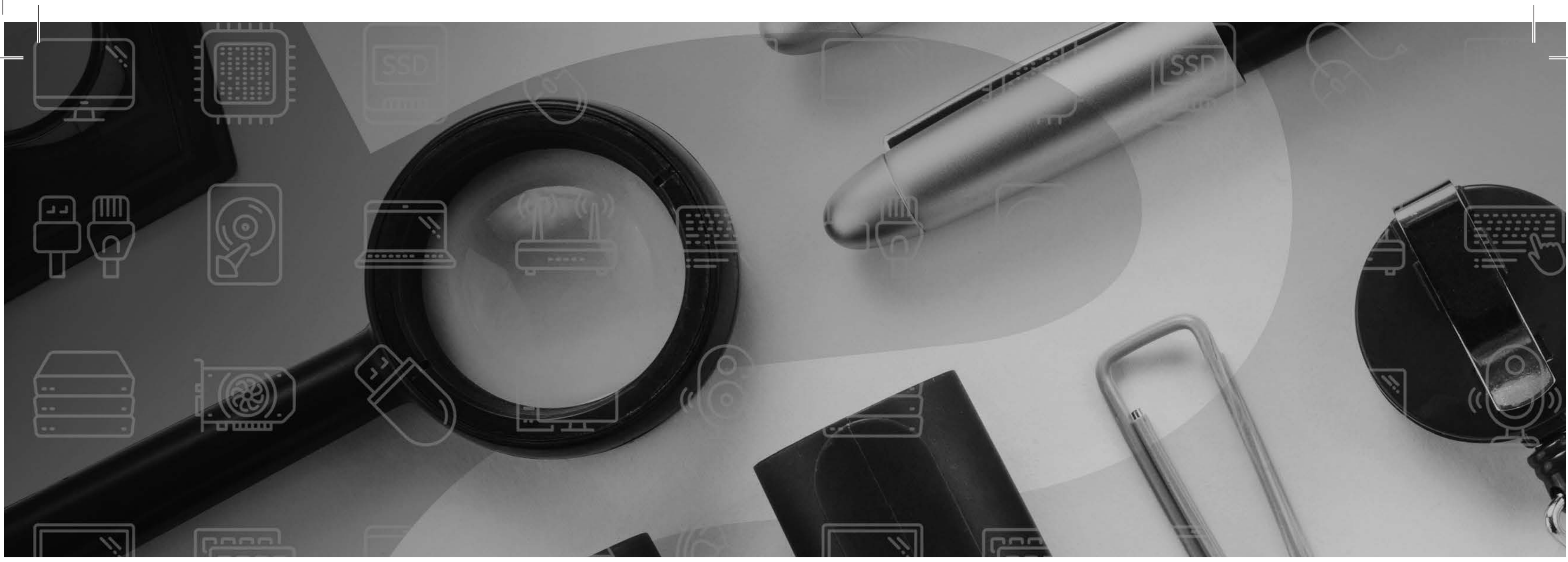
2. See page 165 – Identify and disclose classified information to approved personnel:
   If you have to release a classified document or file, first check that the request has been properly authorised and approved. When you see the authorisation, the required data can be retrieved and the item signed out in the loans register. A return date must be indicated as well. You must follow-up every item, until it is returned. In this way the integrity of the filing system will be maintained.
3. See page 165 – Organisational and legal requirements for storage systems
   The type of organisation determines the type of information it keeps record of.
   For example a retail company would have less security requirements for its day to day filing than a pharmaceutical company that develops new medications. Day to day filing of lab reports would be highly confidential and would require very secure file storage facilities.
   Legally a company is required to safeguard sensitive personal information of its personnel and clients.
   All businesses require some kind of archive to keep documents for the legally required period.
4. Find the following on the Internet: *futman.pub/RetentionDocs*

Retention of documents – Minimum periods of retention required by law from SARS

Document	Retention years
Accounting Records	
Ancillary books of account and supporting schedules	15
Annual financial statements	15
Annual financial statements working papers	4
Bank instructions	4
Bank statements and vouchers	4
Cash books	15
Cheques	4
Consolidation schedules	15
Costing records	5
Creditors' invoices and statements	5
Creditors' ledgers	15
Debtor's ledgers	15
Debtors' statements	4
Deposit slips	4
Dividend and interest payment lists (listed comp)	15
Fixed asset register	15
General ledgers	15
Goods received notes	4
Payrolls	7
Petty cash books	15
Purchases invoices (with supporting documentation)	4
Purchase journals (supporting documentation)	15
Purchase orders	4
Railage and shipping documents	4
Receipts	4
Sales invoices (with supporting documents)	4
Sales journal	15
Second hand goods (details of acquisition and disposal)	3
Shipping documents	2
Stock records (supporting schedules)	15
Stock sheets	4
Year end working papers for companies	4

Contracts and Agreements	
Agreements of historical significance	Permanent
Indemnities and guarantees (after date of expiry)	5
Licencing agreements (after date of expiry)	5
VAT Documentation	
Bank statements, deposit slips, stock lists	4
Books of accounts	4
Detailed records of the registered vendor's transactions	4
Invoices, tax invoices, credit and debit notes	4
Employee Records	
Accident books and records	7
Application for jobs - unsuccessful	1
Apprentice records of remuneration	3
Arbitration award records	3
Collective agreement records	3
Dispute records – strike, lockout, protest action	3
Expense accounts	4
Factory register	Permanent
Payrolls	7
Personal records of organisation's executives	Permanent
Salary revision schedules	7
Salary wage register	7
Staff records (after date employment ceases)	7
Tax returns - employees	4
Time and piecework records	7
Wage and salary records (including overtime)	7
Workmen's compensation documents	3
Statutory Records	
Branch register	15
Index of members	15
Register of debenture holders	15
Register of director's attendance	15
Register of directors and officers	15
Register of directors' interest on contracts	15
Register of members	15
Register of pledges and mortgages	15

Documents of incorporation including:	
Certificate of change of name	Permanent
Founding statement and amendments	Permanent
Certificate to commence business	Permanent
Certificate of incorporation	Permanent
Memorandum and articles of association	Permanent
Minutes of meetings	
Board meetings	Permanent
Committee meetings	Permanent
General meetings	Permanent
Minute books	Permanent
Tax Records	
Income tax required records	4
Taxation returns and assessments/Records of subscriptions or levies paid by its members	15



Module 8

File a variety of documents in existing systems

After completing this module, the student should be able to:

- file a variety of documents in existing systems
- retrieve information from an existing storage system
- store valuable documentation and reference materials securely.

Activity 8.1 — SB page 170

In the SIM centre of business you are familiar with, speak to the person responsible for the filing system.

- Ask about them for an overview (a short explanation) of the filing system they use.
- Which of the above requirements does their system comply with?
- How can they improve their system?

Answer:
For this activity, students must understand the difference between filing and indexing. They must also know what the requirements of a good filing system is, so that they will be able to properly assess the filing system that is being explained to them. It will also help them ask appropriate questions about the system.

Activity 8.2 — SB page 172

Explain how you would classify and arrange files under the following circumstances.

1. Mr. Uys opens an account with a hardware store. Which filing classification would be best for storing details of Mr. Uys' account?
2. A company selling fireplaces has different models – metal, brick or ceramic – available. How would the company classify the various models?
3. A company is based in Johannesburg but has branches in the Western Cape, Eastern Cape, KwaZulu-Natal and Gauteng. How would information of the various branches be filed?
4. How are the following filed by governmental bodies:
   Car registration plates; Identity numbers; Car licences?

Answers:

1. Alphabetical – according to personal details
2. Alphabetical – according to the category (metal, brick or ceramic).
   Different models would be filed alphabetically behind the appropriate category.
3. Alphabetical – according to geographical location.
4. Because the three examples are all number based, it is assumed that the documents will be filed numerically.

Activity 8.3 — SB page 174

In groups of 4 or 6, divide into two teams. One team represents management, the other team is from the financial department of the same company.

Finance is trying to convince management that it is advisable to have a decentralised filing system in the department, while management prefers to have all company files located in one department.

Debate this issue with specific reference to the advantages and disadvantages of each system.

Answer:
Centralised and decentralised filing is discussed on page 173 of the Student Book.

Activity 8.4 SB page 176

Looking at the filing system in the same company as in Activity 8.1, describe the type of equipment that is used in the system.

1. Is the filing administrator happy with the equipment?
2. Do they have ideas or suggestion to upgrade the existing equipment?
3. Do you think the equipment used is effective for the filing in that office? Discuss and make suggestions for improvements and changes.

Answers:

Please note:

Students must refer to Activity 8.1 and discuss that company's filing requirements in this activity.

Activity 8.5 SB page 179

1. Why is reading and indexing important?
2. What is coding? How do you code documents for filing?
3. When is it necessary to cross-reference a document?
4. Describe the process of cross-referencing.
5. To fully understand filing methods, you have to do filing. At a business you are familiar with, ask whether you can assist the filing clerk. When you are confident that you know how the system works, ask permission to do it on your own.

Answers:

1. Reading the document will tell you where it must to be filed. When you know where it must be filed you will be able to index it correctly so that whoever needs the specific document at a later stage, will be able to find it easily.
2. The index caption (keyword) on the document is called coding.
   Ways to code:
   - If the code is a name or a subject, highlight or underline it with a coloured pen.
   - Write the code in the top right hand corner of the document.
   - For a geographic location – underline or highlight the city, region or country.
   - If the code is a number, the correct number must be clearly written in the top right hand corner.
3. When a file has more than one name it is cross referenced
4. For example insert cross-reference slips into files to direct people to other locations of the relevant information:
   - To make a cross-reference, use paper or a card the same size as the file, but in a different colour. Write the cross-reference or references to other files on it and insert into the file.
   - If a copy of the document is used as the reference, write the names of all the files in the top right hand corner of the document. Make the appropriate number of copies and insert the original into the newest file and put a copy in each of the other files.
5. Students' own answers.

Activity 8.6 SB page 181

1. Describe how you would solve classification and cross-referencing problems.
2. Why are documents incorrectly filed?
3. How does misfiling affect the company?

Answers:

1. I will:
   - Pay attention at all times during your training so that I fully understand the small details of how to classify and reference documents successfully.
   - Make notes in the filing manual when unusual situations and their solutions are discussed.
   - Take part in discussions, make suggestions.
   - Ask questions if I do not understand.
   - Consult your notes and ask an experienced filer or supervisor for advice and assistance if I am uncertain.
   - Never guess and always find the correct answer.
   - Know the system very well.
   - Read the documents in the files to get insight into the kind of information that is important for the company and how that information is classified and stored.
   - Never rush to finish the filing.

2. Documents are often incorrectly filed due to:
   - Negligence and carelessness
   - Lack of experience and knowledge
   - Lack of concentration while coding, which will result in placing documents in the wrong file
   - Documents falling out of files when files are not properly closed and documents not neatly inserted into folders
   - Small loose slips falling out of files if not copied and the original stapled to the copy. Always staple smaller items to and A4 size paper.
   - Paperclips inside the file joining wrong documents together
   - Insufficient training to understand the classification system used in the company
   - Insufficient knowledge of information contained in the files
   - Too much coding information causing confusion and the document ending up in the wrong file
   - An inadequate or outdated filing system

3. - It is time consuming and expensive to replace of valuable company documents.
   - When confidential company information has been compromised, the company may lose credibility, clients and opportunities in the marketplace.
   - It takes time to replace lost customer or personnel information and also results in a breach of trust and the perception that the company is irresponsible and unreliable.
   - If the company has the reputation of dealing irresponsibly with sensitive information, it will discourage clients and business will suffer as a result.

Activity 8.7 SB page 185

1. Give guidelines for structuring electronic filing.
2. Name the two most important aspects for file naming in an integrated electronic and paper filing system.
3. Discuss in groups whether the advantages of an electronic filing system outweighs the disadvantages of such a system.

Answers:

1. Start with a root folder with a comprehensive name, which includes the name of the company.
   The next level is named according to the main departments in the company - e.g.: Accounting, Planning, Marketing.
   Next level down is the separate folders inside each department.
   A logical hierarchy of folders must be created, with folders one inside the other.
   Create a file locations list.
2. The same file naming system must be used in both the electronic and paper filing system – both systems mirroring each other.
   Everyone working with company data must know the system for naming files and follow those guidelines when creating, storing and/or retrieving documents.
3. To have a meaningful discussion, students must fully understand the advantages and disadvantages if electronic filing. They must also discuss the advantages of a physical filing system.

Activity 8.8 SB page 190

1. How are electronic files retrieved from a digital DMS?
2. How does this differ from a paper based DMS?
3. At the company you have been helping with the filing, find out the procedures for distributing requested files, in terms of:
   - recording distribution details and
   - finding overdue or missing items.
4. In a group discussion, compare the policies regarding the loan of documents in the companies the members of your group have been involved with.
   After the discussion, the group must compile the ideal loan policy.
   The following points must be included:
   - Guidelines for requesting a document
   - Guidelines to keep track of documents which are on loan
   - Guidelines to locate overdue and missing documents.

Answers:

1. - Authorised personnel access the required data from their workstation.
   - Permission to view files is granted to *unauthorised* personnel on request, by a supervisor who has access. In most cases read-only access will be granted.
   - Use the system search function to quickly find the required documents.
2. - With a paper-based filing system, documents have to be physically retrieved from filing cabinets, which is much more time-consuming than accessing files from your desktop.
   - Digital file retrieval is much more time and cost efficient than paper-based file retrieval.

- Retrieving data from a physical filing system involves many steps and dedicated personnel:
- A request for a file is submitted, authorised and approved
- A time-line for retrieval is set and varies depending on whether the file is at an on-site or off-site storage
- Designated personnel retrieve the file from storage
- The file is copied and the original returned to storage
- Recipient is notified
- Files are dispatched to recipient.

3. After the discussion, the students must compile the best practice guidelines under each category. These guidelines can, but do not have to, include the guidelines listed in the manual on page 148. The students must be encouraged to assess the practical circumstances of each of the businesses they visited and decide what works best in the real world.
4. Students' own group discussions

Activity 8.9 SB page 195

1. Write a security assessment of the business you have been helping with the filing, in terms of their:
   - security policy
   - physical protection of records
   - the security of confidential records
   - the security of electronic records.
2. Write a report in which you make suggestion for improving their system in terms of:
   - minimising security breaches
   - enhancing the security in the filing area
   - reporting security violations.
3. Role-play the following scenarios. One person is the guilty party, the other person sees the violation and explains to the culprit what the consequences of the violation could be on the company and on themselves. Reverse roles.
   - Petty cash keys lying unattended on a desk
   - Sharing client information with outsiders
   - Confidential information open on the screen with noone at the PC
   - Private CD copies played on PCs.

Answers:

1. Questions to ask about security regulations:
   - Security policy:
     - Is there a document outlining security guidelines?
     - Do all members of staff have access to it?
     - How is staff informed about the guidelines?
     - Is staff regularly reminded and instructed about these guidelines?
   - Physical protection of records:
     - Describe the filing equipment used.
     - Does the system offer sufficient protection for the records?
     - Is the system appropriate for the kind of records the company keeps?
   - The security of confidential records:
     - How and where are confidential records kept?
     - Is there sufficient security for these files?

- The security of electronic records:
  - What security guidelines are in place for the company?
  - How are employees expected to maintain the integrity and security of company information?
  - Enquire about firewalls, passwords, etc. for the company and for individuals.

When the students write the report, they must base their suggestions on the information from the above research and compare it with the best practices as described in this section in the manual.

2. Consequences of security breaches:
   - Petty cash keys out in the open:
     - Keys can be used by unauthorised persons to steal money from petty cash.
     - No money in petty cash could cause problems and unnecessary delays in the smooth running of the office.
     - The person responsible for the keys could be disciplined, required to pay back the money lost from their own funds, could be asked to resign or even get fired (especially if the employee has repeatedly been guilty of security breaches).
   - Sharing client information with unauthorised persons:
     - Personal danger to client.
     - The company could lose revenue – less sales.
     - Could jeopardise market position of the company if a big client uses another supplier.
     - In extreme cases, leaking client information to the opposition could mean the end of the company.
     - Consequences to the perpetrator: disciplinary hearings, suspension, termination of employment.
   - Confidential information open on screen:
     Unauthorised persons could read and use the information maliciously, spread the information inside and outside the business.
   - Playing personal CDs or using private memory sticks could infect the office network with a virus or other unwanted computer infections. This could result in:
     - permanent loss of valuable data
     - loss of operational time if system has to be shutdown in order to eradicate the infection.

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