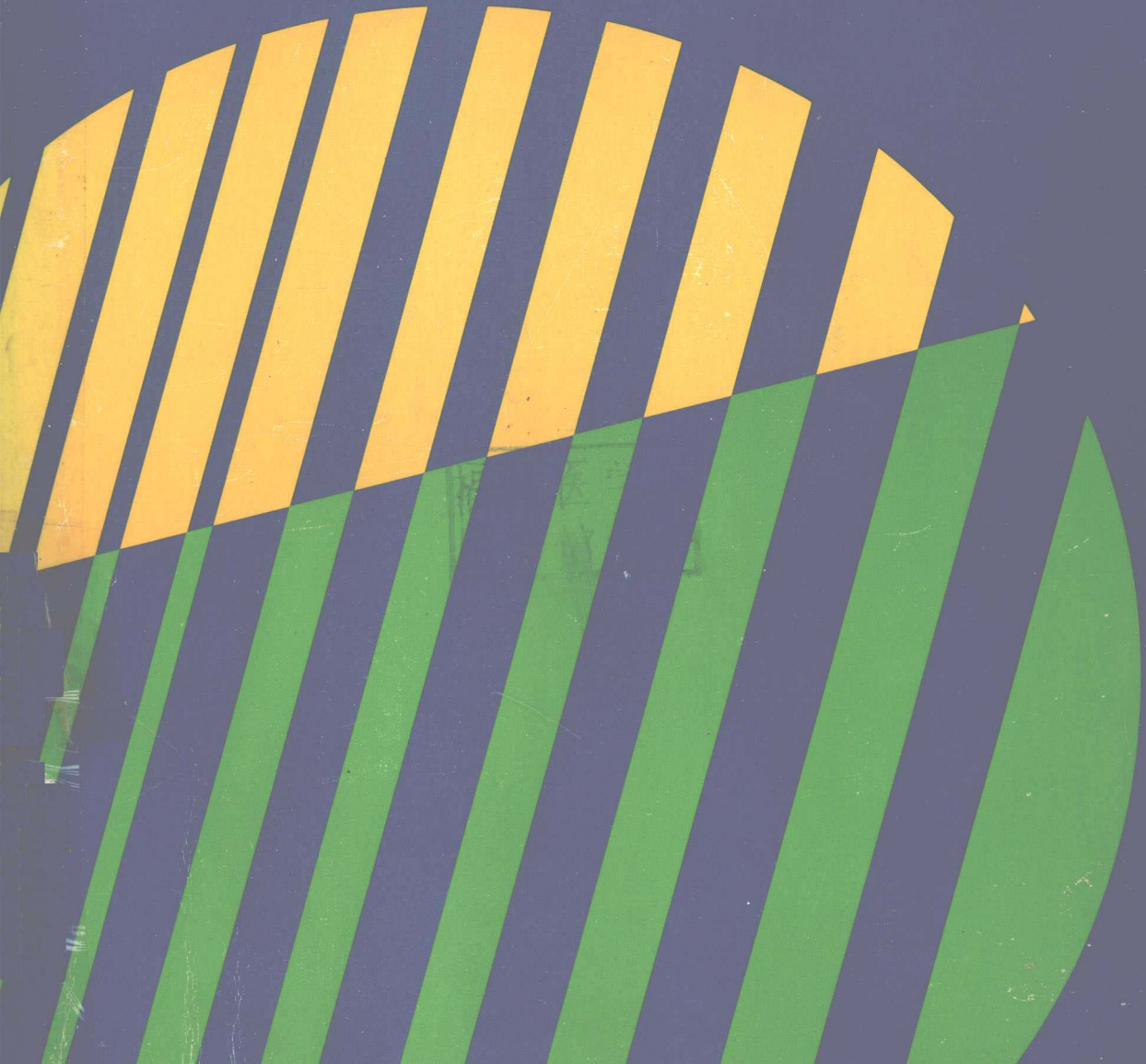Student Guide

Introduction to
# Administrative
# Office Management

Zane K. Quible     Second Edition

# Introduction to Administrative Office Management

## Second Edition

Zane K. Quible
Michigan State University

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# PREFACE

This <u>Student Guide for Introduction to Administrative Office Management</u> is designed to help students develop their decision-making skills. The <u>Student Guide</u> contains an application problem set, a comprehensive case, and an in-basket simulation.

The application problem set and the comprehensive case are both coordinated with <u>Introduction to Administrative Office Management</u>. For each chapter in the text, there are corresponding sections in the application problem set and the comprehensive case. Both are presented in the same order as the chapters appear in the text. Because the pages are perforated, they can be easily removed and rearranged to accommodate other sequences. By using these materials, the learner is not only able to improve decision-making skills but also is able to make use of the chapter concepts in a realistic manner.

The application problem set may be used in a variety of ways. Some instructors may prefer to use the application problems to provide a basis for discussion. Others may require the students to prepare a written document for each of the problems. Still others may divide the class into

committees and have each committee provide a solution for the situation described in each application problem. Still others may use the application problems in lieu of the cases contained in each chapter of the text. The application problems can be utilized immediately after the instructor's discussion of a particular chapter. This means that the student will have to prepare the application problem after reading the chapter but before experiencing the instructor's discussion of the chapter. Some instructors may prefer to have the students prepare the application problem after the chapter has been presented.

The comprehensive case can be used in a variety of ways. It might be used on a chapter-by-chapter basis or it can also be used as a summary project at the end of the course. Some instructors may prefer to use the materials for discussion purposes while others will require the students to complete a written report. Basically, the comprehensive case can be used in the same mode as the application problem set.

The in-basket simulation gives the learners exposure to many very real situations that are found in an office. The situations are very useful for evaluating a learner's ability to determine which problems the administrative office manager should be concerned with and which should be delegated to someone else. The in-basket simulation is also very useful for determining how the learner will handle the variety of problems contained in each situation.

The in-basket can be utilized in a variety of ways. Because the pages on which each situation appears are perforated, they can be removed and rearranged. Some instructors may wish to cover the situations in the order in which they appear in the Student Guide. Others may wish to cover the situations in some other sequence. Only in a few instances should one situation be considered before another situation. Some instructors may wish to have the students arrange several situations in a priority sequence. To do this, the learners are asked to identify those situations that should be considered immediately, those that can wait until later in the day, those that can wait a day or two, those that should be considered within a week's time, and those which have no relation to time. This adds another dimension to the in-basket simulation. It is suggested that the learners consider 10-15 of the situations at a time when they are to be arranged in a priority sequence.

It is suggested that a minimum of 30-35 minutes be spent on the in-basket simulation at any one time. A full hour is preferable, and some instructors may find that a double period is even more effective. Because the situations in the in-basket simulation do not typically require a knowledge of chapter concepts, the learners do not need to read certain portions of the text before working with the in-basket simulation. Some instructors may wish to add another dimension to the in-basket simulation by tape recording either or both telephone conversations or face-to-face conversations that require the learners' consideration. An almost unlimited variety of such conversations can be written and recorded.

A unique feature of this Student Guide is its versatility. Although it is designed to be used in conjunction with Introduction to Administrative Office Management, it can be used just as effectively with other administrative office management texts currently on the market. The perforated pages will easily accommodate the rearranging and reordering of the application problems and the in-basket situations when the Student Guide is used with other administrative office management texts.

I wish to acknowledge my students whose feedback and suggestions have been helpful in refining the materials contained in this Student Guide. Their assistance is greatly appreciated.

Zane K. Quible
East Lansing, Michigan

# Introduction to Administrative Office Management

## Second Edition

# Application Problem Set

## Clarkston Electronics, Inc.

# TO THE STUDENT

This application problem set is designed to help you develop your decision-making skills. You will have the opportunity to apply chapter concepts to each of the application problems.

Your instructor will probably ask you to prepare the application problems in one of two ways: for discussion or in the form of a written report. In both instances, your responses should be guided by the following characteristics: accuracy of information, appropriateness of solution and/or recommendations, insight into the problem, and creativity.

In some instances only a few days pass between the various application problems. In other instances, perhaps a few weeks pass, while in a few instances a year or more may pass between two application problems.

# CLARKSTON ELECTRONICS, INC.

The Clarkston Electronics, Inc., founded in 1954 by six electrical engineers, is presently located in downtown Chicago. Its manufacturing plant and warehouse were moved to Arlington Heights, a suburb of Chicago, three years ago. The firm also has small branch offices in six cities across the country.

The company experienced considerable growth in the early 1960s when it became extensively involved in the design and manufacture of electronic transistors. Since 1971, the gross sales of the firm have been increasing at an average annual rate of 10 percent. Last year, the gross sales of the firm exceeded $3.7 million, of which approximately 75 percent was comprised of interstate sales and the remainder resulted from intrastate sales.

The firm has been able to stabilize its operations with the many government contracts it has been awarded during the last few years. The company has made special effort to obtain these contracts.

At the present time, the firm employs 212 hourly workers in the office building. The number of hourly workers has been increasing at a rate of 5 percent per year. For the last two years, the firm's turnover of hourly office workers is higher than average for the Chicago area.

At the time the firm began operations, little attention was given to the development of efficient office procedures. The founders of the firm did not know much about the development of efficient operating procedures nor did they consider the development of such procedures a high priority. Now that the size of the firm is increasing, it is obvious that greater attention will have to be given to the development of efficient procedures. The fact that top management recently

became aware of the nature of these problems assures that changes will be made.

Because of management's increasing awareness of administrative deficiencies within the company, a high-level staff group has been formed to help provide input into solving many of these problems. The staff group, which operates in an advisory capacity, receives its assignments from top management. As soon as one assignment is completed, the group receives another assignment. To insure the development of "fresh" ideas, the staff group operates almost totally independent of any of the functional department heads or managers. You are a member of that staff group.

The company's present organization chart, which is seven years old, is not up to date. Since the present organization chart was developed, many changes in the company's organizational structure have been made. The staff group will prepare a new organization chart in one of the assignments.

The principals in Clarkston Electronics, Inc., with whom you will be working include the following individuals:

David Jaminez, President
Marie Pereau, Assistant to the President
Solomon Stein, Vice President for Corporate Relations

TO:        Staff Group

FROM:      Solomon Stein, Vice President for Corporate
           Relations

SUBJECT:   Material for Ad for Assistant Administrative O
           Office Manager

As you may have heard, the administrative committee approved at its recent meeting the creation of a new position--that of assistant administrative office manager. We now need to begin the process of hiring that individual to fill this position. According to the proposal approved by the administrative committee, this person will be directly responsible for the central records area, the mailroom, and the reprographics area, and will work closely with the supervisors of these three areas. This person will also be responsible for updating all of the company's office operating procedures, as well as other dutires assigned by the administrative office manager.

Sufficient funds are available to place a Type 5 ad in the Help-Wanted Classified Ads section of the Chicago Times. Type 5 ads are limited to a maximum of 150 words (exclusive of the heading and the name of the company, person to contact, etc.). We have found that the most effective ads outline the primary duties and responsibilities of the position as well as the qualifications and background characteristics needed of the jobholder.

Would you please prepare and forward to me as soon as possible the 150-word portion of the ad that we place in the newspaper?

TO:        Staff Group

FROM:      David Jaminez, President

SUBJECT:   Preparation of New Organization Chart

The current organization chart for Clarkston Electronics, Inc. was prepared seven years ago. Since changes in the corporate structure have been made from time to time, the organization chart is in need of updating. Accordingly, I would like for your group to prepare a new chart.

The following is a description of the current organizational structure. There are two hierarchical levels beneath the vice presidency level.

The president, who is responsible to the chairman of the board, has two individuals who work with him in an advisory capacity --the tax and legal advisor and the assistant to the president. These two individuals are responsible only to the president.

The four vice presidents, who are responsible to the president, are vice president for sales, vice president for production, vice president for finance, and vice president for corporate relations.

The vice president for sales is responsible for the sales area, which is comprised of sales forecasting and sales analysis.

The vice president for production is responsible for four primary areas: product development, which is comprised of research and testing; purchasing, which is comprised of ordering and receiving; marketing, which is comprised of analysis and advertising; and production.

The vice president for finance is responsible for the treasurer, who, in turn, is responsible for the following areas: auditing, budgeting, accounting, payroll/employee benefits, systems analysis, and data processing.

The vice president for corporate relations is responsible for two primary areas: administrative office services, which is comprised of word processing, reprographics, central records, and the mailroom; and personnel.