KINGDOM OF BAHRAIN

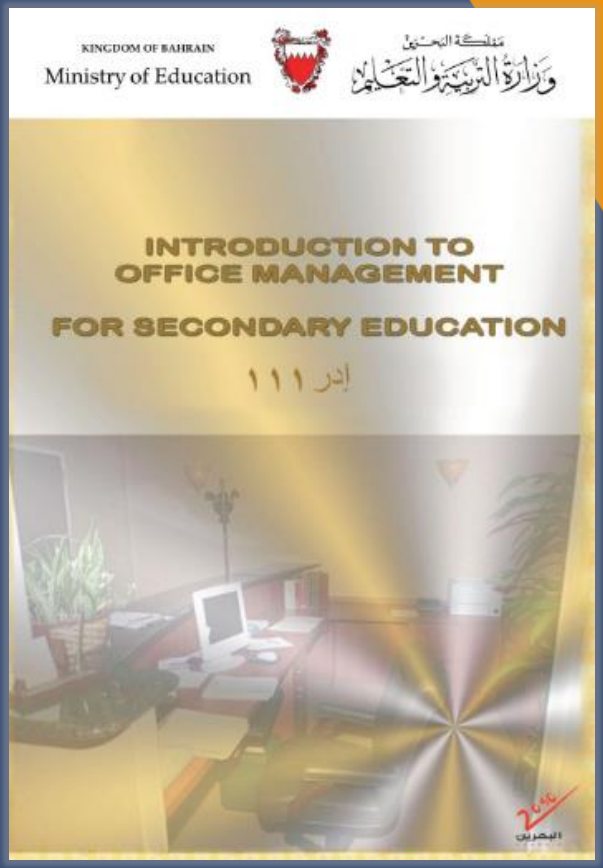
Ministry of Education

مملكة البحرين

وزارة التربية والتعليم

Introdcution to Office Management

Teacher's Guide



Introduction to Office Management

Teacher's Guide

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Vission

Building a distinguished, creative, innovative and pioneering generation qualified to lead the business sector and capable of interacting positively to keep pace with the requirements of the labor market.

Mission

The Commercial Track contributes to creating a sustainable learning environment that qualifies distinguished graduates in terms of knowledge, skill and professional qualification in the administrative, accounting, economic, financial and entrepreneurial fields in a way that supports their abilities to give, innovate and create for the needs of the labor market in the various sectors of production and services locally, regionally and internationally.

Introduction

This guide has been designed for teachers to standardize the tracks of the commercial subjects and to help them implementing the student's book proficiently.

The Introduction to Office Management (ادر ١١١) teacher's guide is an aid to enlighten the philosophy and dimensions of the curriculum. It helps achieving its goals and implementing the planned curriculum with an outstanding performance. The guide is oriented to the use of active strategies in achieving learning standards and outcomes.

The role of the teacher is complementary and a key role in the classroom to assume the responsibility of teaching and learning. It focuses on deepening the awareness of concepts, relationships and theories in order to realize them and employ them in all fields in life.

The **first part** of this guide deals with general guidelines for the use of the student's book and the dimensions of building the Commercial Education curriculum and its philosophy. It provides practical examples of the curriculum to enhance the skills of the twenty-first century, concepts of innovation and entrepreneurship, concepts of sustainable development, concepts of citizenship, and the use of technology in the curriculum. It also provides professional and ethical guidelines for the teacher and views the textbook's map, the ways to reinforce citizenship concepts, the strategies for developing skills of systematic explanation, the analysis and problem solving techniques with illustrations from the curriculum, and the ways to motivate learners. The second part of the guide contains methods of assessment, means and resources for teaching business courses and lesson structures.

This guide also focuses on how to perform each lesson in the student's book, describes the learning outcomes of the lesson, and allocates the time given for the lesson implementation. It provides an analysis of the content of the lesson, as well, by mentioning the aspects of learning in it, and suggests tools and teaching aids that can be used for carrying out the lesson.

As we present this guide for teachers to assist them in performing an outstanding teaching while they are carrying out the curriculum of (Introduction to Office Management Section), we affirm the teacher's freedom to add and modify to teach creatively. We hope that the desired benefit of this guide will be achieved as it was planned and endeavored in order to facilitate the effort of teachers with a deeper vision and a more comprehensive picture.

Preparation Team

Theoretical Framework for Teacher's Guide

Importance of the Guide

Within the framework of the Ministry of Education in the Kingdom of Bahrain's endeavor to develop a national curriculum that adopts national standards of international quality, taking into account the skills of the twenty-first century and continuous innovation in the fields of education, the Directorate of Curricula is working hard to facilitate the task of teachers in rationalizing their performance and developing their competencies, by preparing guides for all subjects in line with the general framework of the national curricula.

This guide aims, in general, to assist teachers in developing learners' innovation skills, providing them with twenty-first century skills, strengthening their personalities with concepts of citizenship, consolidating sustainable development topics. It works on linking specialization lessons with other lessons in the context to ensure integration between the various subjects in order to achieve integration between them through a specialized team by linking the lessons objectives with its content and activities.

Aims of the Guide

This guide is just an outline for what we want to achieve, leaving teachers free to their creativity in activating the contents of the student's book with the help of this guide. We also count on teachers' ability to modify and develop the contents of this guide and link them to the learner's environment based on their accumulated experiences and creativity.

This guide specifically aims to achieve the following:

- Organizing the content of the lesson, and managing time effectively.
- Clarifying the objectives of each lesson, outcomes and performance standards.
- Enhancing the idea of linking exams and class activities with lesson outcomes.
- Helping teachers to know the solutions of the activities and exercises provided.
- Linking the contents of the lessons and activities to the appropriate learning strategies.
- Determining the learning aids and techniques that are appropriate for each lesson, and how to use them in each part of it.
- Demonstrating the target learning skills for each lesson.

- Explaining the steps the teacher is expected to follow in each lesson.
- Providing appropriate, temporary evaluation methods at a specific time.
- Familiarizing teachers with the needs of the Bahraini student, and the psychological and mental characteristics of learners in general.
- Reminding teachers of intelligence patterns and strategies in order to develop their abilities.
- Helping teachers develop skills of systematic thinking, analysis and problem solving.
- Helping teachers to encourage and motivate learners.
- Introducing the themes of the curriculum, and explaining its philosophical and educational foundations.

Integrating 21st Century Skills

The **Partnership for Twenty-first Century Skills** organization defines these skills as: “The set of skills necessary for success and work in the twenty-first century, such as **learning and innovation skills, digital literacy skills, and career and life skills**.” It is also defined as: "a set of skills that workers in various work environments need to be effective, productive, and creative members, in addition to their mastery of the knowledge content necessary to achieve success.

From the above, the education of twenty-first century skills can be defined as: preparing the student according to the needs and requirements of the twenty-first century by developing skills such as creativity, critical thinking, problem solving, communication, and cooperation.

In light of the constant changes taking place in the local and global communities, determining the skills required for the learner has become essential in order to reach an individual who is able to work with the requirements of the later stages of his graduation from school, whether it is related to continuing his higher education or engaging in the labor market. Thus, this framework of the commercial track focuses on developing the educational outcomes, by relying on the skills of the twenty-first century. These skills are considered as a starting point for the framework’s fields and standards, so that the educational process produces individuals with supportive academic and life skills who are able to adapt, compete and face challenges. These skills aim to unify the vision and the language in relation to what is expected of students when they complete the different educational stages. They play an important role in reducing the gap between the

educational outcomes and the labor market requirements. The followings are the skills of the twenty-first century, as shown in Figure (1):

1. **Critical Thinking (التفكير الناقد):**
   The ability of Commercial Science students to analyze economic and accounting issues logically, think independently, deal with economic issues and administrative as well as accounting information responsibly, and develop the ability to evaluate and achieve all that without bias.

2. **Communication and Teamwork (التواصل والعمل الجماعي):**
   The ability of Commercial Science students to interact and communicate opinions and ideas efficiently, and to master the skills of clarifying the idea using oral, written and non-verbal communication skills with multicultural student groups. It is also the ability to negotiate, discuss and persuade, and master the skills of cooperation with others to plan and implement small projects.

3. **Creativity and Problem Solving (الإبداع وحلُّ المشكلات):**
   The ability of Commercial Science students to break out of stereotypes to face reality; By invoking new solutions, using unfamiliar resources, employing commercial science and skills to learn how to solve problems, and making judgments through research and analysis.

4. **Leadership and Decision Making (القيادة وصنع القرار):**
   Mastering Commercial Science students leadership skills by using problem-solving and personal skills to raise the level of others' ability to influence and direct the team to achieve a common business project.

5. Local and International Citizenship (المواطنة المحلية والعالمية):

The ability of students of Commercial Sciences to direct their knowledge, behavior and values responsibly, in a manner that enhances the convergence of ideas between the various components of society, raises their awareness of global challenges, increases their contributions to building and developing their country. It is also the students' ability to root the practices of environmental sustainability and social justice, and to contribute to the formation of positive attitudes towards global economic problems, and the acceptance of others in a way that increases global cultural convergence.

6. Initiative (الريادة والمبادرة):

The ability of students of Commercial Sciences to self-manage productively, pursue personal goals with strong determination and high motivation, and master the process of goal setting and time management by working independently and by setting priorities in Commercial Science projects to achieve and clarify learners' initiatives. It is also the ability of the students to take the initiative in proposing and dealing with occasional problems, and to make constructive suggestions.

7. Digital Literacy (الثقافة التكنولوجية):

The ability of Commercial Science students to use technology and its tools effectively to create, access, manage, implement, criticize and disseminate information. It is also the ability to apply digital technology effectively by using it as a tool used by learners in researching economic and administrative issues.

8. Global Awareness (التمكن اللغوي):

The ability of students of Commercial Sciences to intellectual excellence and literary and scientific production in a manner that enhances the values of belonging, cultural heritage, and national identity, by using the mother tongue, in addition to

communicating efficiently in more than one language, such as, English in accounting, financial, banking and administrative courses.

Figure (1): 21st Century Skills

Teaching & Learning Strategies

Teaching and learning strategies are a method of activating the classroom according to several criteria, perhaps the most important of which is the teaching situation. They are also the means, tools and procedures that the teacher uses to help him in his task. Moreover, these strategies represent the general atmosphere in the classroom that helps to reach in an orderly and sequential manner to acceptable educational outcomes in light of the available possibilities. In short, these strategies are the advance planning and plan followed by the teacher to achieve an educational goal.

The Commercial track employs a set of modern strategies in learning that suit the age group of secondary education students and the specificity of some subjects and the school environment. These strategies include the following:

Collaborative Learning Strategy (استراتيجية التعلم التعاوني):

Divide the students into groups, each homogeneous group according to his abilities, taking into account the different intelligences of the students. These groups consist of 4 to 6 students per group depending on the capacity and number of students in the class. The roles are distributed to the group democratically to organize the work and use the time appropriately. The group leader, reader, writer, rapporteur and observer are identified in each group, and a task is assigned to them, such as they analyze the samples of cover letters in Simulation Office Project subject, for example (مهر ٣١٣).

Dialogue and Discussion Strategy (استراتيجية الحوار والمناقشة):

It depends on structured dialogues to exchange views and ideas alongside with the interaction of students' experiences that enhance some activities, stimulate students mentally, and develop critical thinking skills. Teachers bring up main ideas about the lesson through questions and discussion encouraging students to express their opinions, such as discussing the effect of communication barriers in Communication Skills subject (ادر ٢١٣).

Think-Pair-Share Strategy (استراتيجية فكّر – زاوج – شارك):

Think-Pair-Share (TPS) strategy is one of the innovative strategies derived from cooperative learning. Teacher gives students a question that they must consider alone and then discuss it with a neighbor before settling on a final answer. This is a great way to motivate students and promote higher-level of thinking. Even though the activity is called think-"PAIR"-share, many instructors use it for pairs and small groups as well (three or four students). Often each group discussion is followed up with a larger classroom discussion. Some think-pair-share activities are short, such as **"quick-response think-pair-share"** and sometimes the activities may be longer and more involved, **"extended think-pair-share."** The instructor can use the student responses as a basis for discussion, to motivate a lecture segment, and to obtain feedback about what students know or think of. It is easy to incorporate more than one think-pair-share activity in a class period.

Steps and tips for using think-pair-share

1. Ask a question. Be aware that open-ended questions are more likely to generate more discussion and higher order thinking. A think-pair-share can take a short time (three minutes) or can be longer, depending on the question or the task and the class size, as well.

2. Give students a minute to two more (for complicated questions) to discuss the question and work out the answer.
3. Ask students to get together in pairs or in groups of three to four students. If movement among students is required, then allow them to move. If the instructor definitely wants to stick with pairs of students, but have an odd number of students, then allow each group to include three students. It's important to have small groups so that each student can talk.
4. Ask for responses from the pairs or the groups. Indicate time for those responses and for the class discussion as well to address the question.

This strategy can be used in most of Office Management courses, such as, discussing the importance of organizing the human resources of any organization in "Introduction to Office Management" subject (ادر ١١١).

Survey Strategy (استراتيجية الاستقصاء):

The investigation strategy is raised at its different levels, according to the levels of the students, through questions and discussions. That strategy provoke students through the use of critical thinking in real or simulated educational situations through which the student acquires new knowledge, such as explaining the types of communication methods and the advantages and disadvantages of each type in "Communication Skills" subject (ادر ٢١٣).

Brainstorming Strategy (استراتيجية العصف الذهني):

Learners share and record questions, ideas and examples that come to mind (without judgement or censure) about a central idea, topic or problem. Brainstorming is often presented visually by using colorful posters that can be created by learners in small groups and presented to the rest of the class.

Critical Thinking Strategy (استراتيجية التفكير الناقد):

Critical thinking focuses on mental processes that go beyond apparent matters to study things in depth, and this requires the learner to reconsider many of his previous practices. When the learner practice this skill, he formulates knowledge in an authentic way and interacts with it with the highest degree of effectiveness, and then formulates new experiences and new expectations in which he transcends the experience presented to him. In this way, the student's thinking can be creative and informed. Dealing with laws related to injuries, vacations, and incentives for workers in the course of labor law is a good example of that. Critical thinking includes a wide range of skills, the most important of which are:

1. Distinguishing between facts that can be proven or verifiable and between claims or self-claims.
2. Distinguishing between allegations and reasons related to the topic, and those that are inserted into the topic and are not related to it.
3. Determining the credibility of information sources and references.
4. Identifying ambiguous allegations or evidence.
5. Identifying the similarities and differences between two positions or two ideas on an issue.
6. Applying previously learned problem-solving skills.
7. Identifying inconsistencies or inconsistencies in the process of inference from the introduction or facts, and determining the strength of the proof or claim.

E-Learning Strategy (استراتيجية التعلم الإلكتروني):

E-learning is defined as “the use of multimedia like the Internet, radio, video films, television and other resources in the educational learning process. The sources of

knowledge and science available to students these days are diverse and plentiful, and they can be accessed in easy and attractive ways, without relying on the teacher. Therefore, the teacher's role is no longer limited to communicating information only. It is much more than that. He became responsible for building the personality of the student as a researcher, thinker, critic and an independent individual who can access information and self-expand his horizons.

Role-Playing Strategy (استراتيجية اللعب بالأدوار):

Learners act out or perform a particular role in order to explore and dramatize the thoughts, feelings, and experiences of another person in a simulated situation.

- The role-play can be conducted between two learners, a small group or as a whole class led by the teacher.
- The role-play can be performed and presented to the whole class, where other learners can be invited to make comment and analysis on the content.
- Some role-plays can be simple, but it can also include learners' own development and interpretation of a given scenario.

Such strategy you can use in playing role of a candidate who called for a job interview in "Simulation Office" project (مهر ٣١٣) and "Communication Skills" course (ادر ٣١٢).

Evaluation Methods

Evaluation represents one of the most important modern approaches to the development of education, through which the impact of all that has been planned and implemented in terms of teaching and learning processes, and its strengths and weaknesses, is identified. It helps in suggesting solutions that contribute to emphasizing and strengthening strengths, and avoiding and addressing weaknesses in the teaching and learning process.

Definition of Evaluation:

Educational evaluation is a systematic process based on scientific and practical foundations, aimed at issuing an accurate and objective judgment on the inputs and outputs of any educational system, and then identifying the strengths and weaknesses in each of them in preparation for taking the appropriate decisions for any reform, and to improve the learner's performance.

Evaluation in the educational process includes several elements, the most important of which are: evaluating the curriculum, with its various elements (objectives - content - teaching and learning strategies - evaluation), evaluating the teacher, and evaluating the outcomes of the curriculum.

The curriculum can be evaluated by the change it made on the student's behavior cognitively, mentally, emotionally and skillfully from a specific level to another desirable level, expressed by the curriculum objectives.

Purposes of Evaluation:

The evaluation is characterized by a comprehensive view of the components of the educational process and also searches for the reasons that lead to its weakness or strength through this comprehensive view. However, the purpose of the evaluation focus on the partial components of the educational and educational process, but in the end, it links these particles to form a general and comprehensive judgment on the learning and educational process as a whole. The purposes of the evaluation in general are:

1. Defining the weaknesses and strengths of students' learning, and determining the direction in which their general cognitive, social, and psychological development is going, ... etc.
2. The evaluation reveals to us the extent to which the learning and educational goals set in advance have been achieved, and the aspects that need to be developed, modified or changed in these goals.
3. Evaluation reveals the strengths or weaknesses of the teacher, the curriculum, teaching methods, and other specific means that are used or served in the teaching and learning process.
4. Evaluation is an important part and an essential process in the planning, organization and implementation of all programs. It is the bridge that provides the opportunity to cross the distance between reality and the set goals.
5. Evaluation is a necessary way to test principles of working with individuals, groups and societies; to ensure the validity of those principles.
6. Providing information on the degree to which a program has achieved its objectives by clarifying the shortcomings and strengths, and providing feedback on those aspects.
7. Informing administrators and policy makers of the unexpected results of program implementation, whether negative or positive, so that policy makers have sufficient justification for changing or canceling programs.

8. Providing information on the level of general satisfaction with the results of the program and the degree of support provided to it.
9. Evaluation focuses more on improving a service than on evaluating whether or not the service is worth keeping.

Types of Evaluation:

Evaluation can be classified into:

1. Diagnostic Evaluation:

It is concerned with identifying the learning difficulties or weakness of pupils during teaching. It tries to locate or discover the specific area of weakness of a pupil in a given course and tries to provide remedial measure.

N.E. Gronlund says "…… formative evaluation provides first-aid treatment for simple learning problems whereas diagnostic evaluation searches for the underlying causes of those problems that do not respond to first-aid treatment."

When the teacher finds that even after the use of various alternative methods, techniques and corrective prescriptions, and the student still faces learning difficulties, then the teacher recourse to a detailed diagnosis through specifically designed tests called 'diagnostic tests'.

Diagnosis can be made by employing observational techniques, too. In case of necessity, the services of psychological and medical specialists can be used for diagnosing serious learning difficulties.

2. Formative Evaluation:

Formative evaluation is used to monitor the learning progress of students during the period of teaching. Its main purpose is to provide continuous feedback to both teachers and students concerning learning successes and failures while teaching is in process.

Feedback to students in terms of providing reinforcement of successful learning and identifies the specific learning problems that need correction. Feedback to teachers in terms of providing information for modifying instructions and for prescribing group and individual remedial work.

Formative evaluation helps teachers to ascertain the students' progress from time to time. At the end of a topic, unit, segment or a chapter, teachers can evaluate the learning outcomes, and based on that they modify their methods, techniques and devices of teaching to provide better learning experiences.

Teachers can even modify the teaching objectives, if necessary. In other words, formative evaluation provides feedback to the teacher. The teacher can know which aspects of the learning task were mastered by students and which aspects were not. Formative evaluation helps the teacher to assess the relevance and appropriateness of the learning experiences provided and to assess instantly how far the goals are being fulfilled.

Thus, it aims to improve teaching and learning. Formative evaluation also provides feedback to students. The student knows his learning progress from time to time. Thus, formative evaluation motivates the students for better learning. As such, it helps the teacher to take appropriate remedial actions. “The idea of generating information to be used for revising or improving educational practices is the core concept of formative evaluation.”

It is concerned with the process of development of learning. In the sense, evaluation is concerned, not only with the appraisal of the achievement, but also with its improvement.

Education is a continuous process. Therefore, evaluation and development must go hand in hand. The evaluation has to take place in every possible situation or activity and throughout the period of formal education of a student.

Cronback is the first educationist, who gave the best argument for formative evaluation. According to him, the greatest service evaluation can perform is to identify aspects of the course where education is desirable. Thus, this type of evaluation is an essential tool to provide feedback to the learners for improvement of their self-learning and to the teachers for improvement of their methodologies of teaching, nature of the educational materials, etc.

It is a positive evaluation because of its attempt to create desirable learning goals and tools for achieving such goals. Formative evaluation is generally concerned with the internal agent of evaluation, like participation of the learner in the learning process.

The functions of formative evaluation are:

(a) Diagnosing:

Diagnosing is concerned with determining the most appropriate method or educational materials conducive to learning.

(b) Placement:

Placement is concerned with finding out the position of an individual in the curriculum from which he has to start learning.

(c) Monitoring:

Monitoring is concerned with keeping track of the day-to- day progress of the learners and to point out changes necessary in the methods of teaching, educational strategies, etc.

Characteristics of Formative Evaluation:

The characteristics of formative evaluation are as follows:

3. It is an integral part of the learning process.
4. It occurs, frequently, during the course of teaching.
5. Its results are made immediately known to the learners.
6. It may sometime take form of teacher observation only.
7. It reinforces learning of the students.
8. It pinpoints difficulties that are being faced by a weak learner.
9. The results cannot be used for grading or placement purposes.
10. It helps in the modification of the educational strategies including method of teaching, immediately.
11. It motivates learners, as it provides them with knowledge of progress made by them.
12. It looks at the role of evaluation as a process.
13. It is generally a teacher-made test.
14. It does not take much time to be constructed.

Examples:

i. Monthly tests.

ii. Class tests.

iii. Periodical assessment.

iv. Teacher's observation, etc.

3. Summative Evaluation:

Summative evaluation is undertaken at the end of a course of teaching to know to what extent the objectives previously fixed have been accomplished. In other words, it is the evaluation of students' achievement at the end of a course.

The main purpose of the summative evaluation is to assign grades to the students. It indicates the degree to which the students have mastered the course content. It helps to judge the appropriateness of educational objectives. Summative evaluation is generally the work of standardized tests.

It compare's one course with another. The approaches of summative evaluation imply some sort of final comparison of one item or criteria against another. It has the risk of making negative effects.

This type of evaluation might classify a particular student as weak, for example, and cause him or her frustration.

To sum up, we can say that formative assessment tests are conducted at regular and frequent intervals during the course; Whereas, summative assessment tests are given at the end of a course or at the end of a fairly long period.

The experiences gained by the student in Commercial Science courses at the secondary level are evaluated by:

- **Structured observation:** It is intended to observe the student's behavior in different educational situations, such as classroom discipline, cooperation with colleagues, and academic behavior.

- **Projects:** Commercial Science projects contribute to the development of students' abilities and skills to get ideas to engage in the market and achieve sustainable development goals.
- **Reports:** Reports in Commercial Science courses deal with various topics, such as commenting on an activity, addressing an accounting, economic or commercial problems, expressing an opinion on a contemporary economic issue, or analyzing the financial statements of a company for a commercial project.
- **Short exams.**
- **Student's Portfolio:** It is a purposeful and organized collection of the student's work and achievements related to the course, during a specified period, for the purpose of documenting his learning process and evaluating his performance.

What is meant by student achievement is all that he undertakes of assignments, editorial work, and various performances during and outside the class. It is also his production and contributions to individual and group activities and projects, which he is assigned to in the various fields of the subject, in addition to his initiatives related to the development of his learning in a particular field. The file is divided as follows:

1. **Applications:** The oral or written activities that are given to the student with the intention of evaluating a formative assessment in parts of the course, it is applied mainly during or at the end of the educational situation, or in the form of a home job.
2. **Quizzes:** Written questions that are given to students during the educational situation, in a short period of time (10-15 minutes) to evaluate what students have mastered in a particular part of the course.
3. **Reports:** Written works prepared by the student, between 200 to 300 words (one to two pages). Examples of reports that students can prepare in Commercial Science

are: commenting on a field visit, a lecture, a movie, a computer program, or a radio or television program.

4. **Research papers**: These are studies prepared by the student on his own, in which he uses his experience in writing the research. It reflects his personal effort. Student should write around 1000 words (5-8 pages) in topics, such as:
   - Expressing an opinion on a contemporary economic issue.
   - Addressing an economic problem.
   - Analyzing the financial statements of a project.
5. **Projects:** These are organized and integrated works prepared by the student individually or with the participation of a number of his fellow students. Examples of projects in Business courses are:
   - Recording a radio or a television program.
   - A field study for a commercial project.
   - Designing a business website.

Lesson Plan for Office Management

Lesson plans include all you need to know in order to, successfully, teach using the new course book and the other materials. They provide guidance for dealing with the activities in the course book and workbook, as well as teacher-mediated activities.

A lesson plan is a teacher's detailed description of the lesson. A daily lesson plan is developed by a teacher to guide class learning. Details may vary depending on the ability and proficiency of the teacher, subject being covered, and the needs of the students. There might be requirements assigned by the school regarding the plan, as well. A lesson plan is the teacher's guide for running a particular lesson, and it includes the objectives (what the students are supposed to learn), how the objectives will be reached (the method, procedure of teaching) and a way of measuring the achievement of the objectives (test, worksheets, homework.. etc.).

Every teacher is required to prepare a lesson plan because this is considered as a guide for the lesson. Lesson planning is important because it gives the teacher a concrete direction of what he/she wants to address for that day. Research has shown that students' learning is correlated to teachers' planning. One major explanation is that when the plan is ready, teachers can focus on its implementation. When teachers do not have to think about what they need to do next, they are able to focus more on the lesson. Lesson planning is important because it helps teachers ensure that the day-to-day activities which take place in their classrooms, are providing students with an adequate level of long –term progress toward the objectives outlined in their scope and sequence, as well as their individual education plans when necessary. An effective lesson plan includes several elements, such

as learning objectives, quality questions, materials and activities. It is important to have the learning objectives stated clearly, because those should drive the development and implementation of all activities in the classroom. Quality questions are important to be listed in the plan to direct the students over the period of the lesson. Sometimes these questions are rhetoric in nature, but more often they are designed to help the student think at a higher level than memorization and simple comprehension. It is important to come up with a plan for assessment to determine whether the class has met its targets or not. Lesson planning is an essential part of the teaching process that changes over time as teachers gain more hands-on experience.

The Importance of Lesson Planning:

Educators, unanimously, agreed that lesson planning is of extreme importance, and it is a step that must be done carefully in order to achieve success, because:

1. Through lesson planning the subject is organized properly.
2. It keeps the teacher free from the faults of thoughtless teaching.
3. It provides learners with a proper atmosphere for learning.
4. It provides teachers with a clear idea about when they start evaluation and when they should proceed to the next lesson.
5. Lesson plans help in organizing teaching and save time.
6. Lesson plans allow teachers to apply appropriate strategies.
7. Teachers will be more ready and confident while teaching the lesson with planning.

Steps to Write a Lesson Plan:

Lesson plans contain a number of common elements to support you, as a teacher, in understanding the lesson objectives, and adapting your practice to suit learners' needs.

The nature of lesson planning differs in form and content depending on the type of plan to be created (annual - quarterly - unit of study - class). A lesson plan is a brief theoretical document for what is to be implemented in the classroom. It is useful for teachers to take into account the following steps when writing their lesson plans:

1. The lesson plan is important, so writing the information down is very important, to keep track of what the teacher and learner have accomplished.
2. **Resources, applications and software: T**he teacher determines the type of resource and software used in implementing the lesson, such as the whiteboard, the interactive board, worksheets, presentations, and other things.
3. **Citizenship Values (Value Activated):** The teacher defines the values should be gained from the lesson.
4. **Engaging Starters (Getting Started):**

- It is the main entry point for accessing any class, and it is useful to differentiate between it and the assessment of tribal learning, as its implementation is feasible and falls under the incentive preparation. However, building new experience is based strongly on recalling the previous experience of the learners, and this is often accomplished in building economic and accounting concepts. Further, in cases where two outcomes are linked to each other, or the decree's achievement has not been completed in the previous quota, as it is not always necessary - to have a close connection between two successive topics.
- It is necessary that the introductory activity to be attractive, closely related to the topic discussed, and it is desirable that the learner be an active participant in it. Example: Students acting out a dialogue, showing a clip from a movie, news from a local newspaper ... etc.

5. **Learning Objectives:** Objectives should be stated clearly and the can be taken from header of the lesson in the textbook.

6. **Duration:** It is important for the teacher to set a time for each activity in class to ensure that all lesson objectives are covered. Managing time in class is one of the most important characteristics of a successful teacher.

7. **Procedures and Teaching Aids:**

- ***The teacher's role:*** In this field, teachers write briefly all the instructions, initiatives and activities they will assign to learners.
- ***The role of the learner (the student):*** In this field, teachers write all the responses, activities and initiatives that learner are expected to do.

8. **Evaluation for the sake of learning:** In this field, teachers write the evaluation methods and tools they will use to evaluate learning in the class.
9. **Conclusion of the lesson:** It is a planned activity that all students carry out at the end of the lesson to summarize what they have learned, return to the lesson objectives, reflect on what they have achieved, and think about how they worked. The conclusion of the lesson is important for the student as it helps him remember what has been learned, connects the student to the lesson objectives, and enhances the student's motivation and sense of achievement. It is important for the teacher as it helps him evaluate student learning, leads him to plan for further and deeper learning, and gives him an opportunity to reflect on the effectiveness of the teaching process.
10. **A contemplative pause:** It is necessary for the teacher to set apart for notes in his planning that he can use in recording the new situations he faces, or the difficulties and obstacles that prevented the achievement of goals. It also determines whether the objectives have been successfully achieved, or the lesson requires a change in the teaching strategy, the type of activities, or that it needs more reinforcement and remedial activities.
11. **Assessment methods for learning:** This field specifies the methods of assessment to ass learning, such as feedback, questions, self-assessment, or peer assessment … etc.

12. **Skills of the 21st century:** The teacher defines the skills of the 21st century that should be covered in the implementation of the lesson.
13. **Teaching and learning strategies:** The teacher defines the strategy/ies used in the lesson.
14. **Strategies for differentiated instruction:** The teacher defines strategies for differentiated instruction that should be used in the classroom.

Lesson plan template:

Subject/code			
Class			
Day			
Date			
period			

Topic:	**Chapter:**

Sources and Resources	☐ Textbook ☐ Whiteboard ☐ Worksheet ☐ Colored papers ☐ Presentation ☐ Other: .....
Link between subjects	
Value Activated	

Engaging Starters	
Time	

Time	Educational Objective	Teaching and Learning Strategies	Procedures	Assessment for Learning

Lesson Closer		
Time		

Support Students	
Enrichment Activities	
Challenge Question	
Meditative Pause	☐ Objectives Successfully Accomplished ☐ The lesson requires a change of teaching strategy ☐ The lesson needs to change the type of activities ☐ Other: .....

Skills of the 21st century	☐ Critical Thinking	☐ Communication & Teamwork	☐ Creativity & Problem Solving	☐ Leadership & Decision Making
	☐ Local & International Citizenship	☐ Initiative	☐ Digital Literacy	☐ Global Awareness

Strategy Used	
Learning Patterns	

Practical Framework for Teacher's Guide

KINGDOM OF BAHRAIN

Ministry of Education

مملكة البحرين

وزارة التربية والتعليم

INTRODUCTION TO OFFICE MANAGEMENT

FOR SECONDARY EDUCATION

((UNIFIED TRACK))

Aims & Objectives

At the end of the course, students should be able to:

- explain the design, organization and functions of an office.
- describe the role of the reception and receptionist in organizations.
- understand the basic concepts and principles of office record management.
- appreciate the impact of modern technology on the office environment.
- estimate the importance of safety, health and security in the office.

Course Outline

الخطة الزمنية للمقرر مقدمة في الإدارة المكتبية

المسار	المساق	رمز المساق	عدد الساعات المعتمدة	نوع المساق	المتطلبات السابقة	الفصل
توحيد المسارات	Introduction of Office Management	ادر 111	٢	اختياري ملزم	-	٣

الوحدة	الموضوعات المقررة	الصفحات	عدد الأسابيع	التقويم التكويني		الدرجة	الملاحظات
				النوع	المعدل		
١	Office design	1-7	1	اختبار تحريري	١٠	متوسط أعلى وقفتين ×١٢	
	Level of Administration	7-8	1				
	Organization Chart	9-11	1				
	Obligation of Employees	11-15					
٢	The importance of Reception	19-25	1				
	Dealing with Visitors	25-30	1				
	Reception Records	30-31	1				
3	Filing	35-40	1	اختبار تحريري	١٠		
	Filing Systems 1	41-44	1				
	Filing Systems 2	45-47	1				
	Filing Stationary & Filing Problems	52-57	1				٤٨ (Filing Systems) إلى صفحة ٥١ (للقراءة)

الوحدة	الموضوعات المقررة	الصفحات	عدد الأسابيع	التقويم التكويني		الدرجة	الملاحظات
				النوع	المعدل		
4	Safety & Health in Work Place	77-82	1	اختبار تحريري	١٠		
	Hazards in the Office	82-91	1				٨٤ – ٨٩ إلى ما قبل النقطة رقم ٧ (للقراءة)
	Reporting Accidents	91-94	1				
مراجعة عامة للمقرر			1	-			
أداء عملي [نشاط صفي] (Stages of Meeting يلخصه مجموعة من الطلبة من (٤-٦ طلاب) كما هو مرفق في الصفحة التالية)						٥	
ملاحظة السلوك الطلابي				الانضباط	٢	٨	
				التعاون مع الزملاء	٢		
				السلوك الأكاديمي	٤		
ملف أعمال الطالب (كراسة التدريبات)						٥	
المجموع						٣٠	

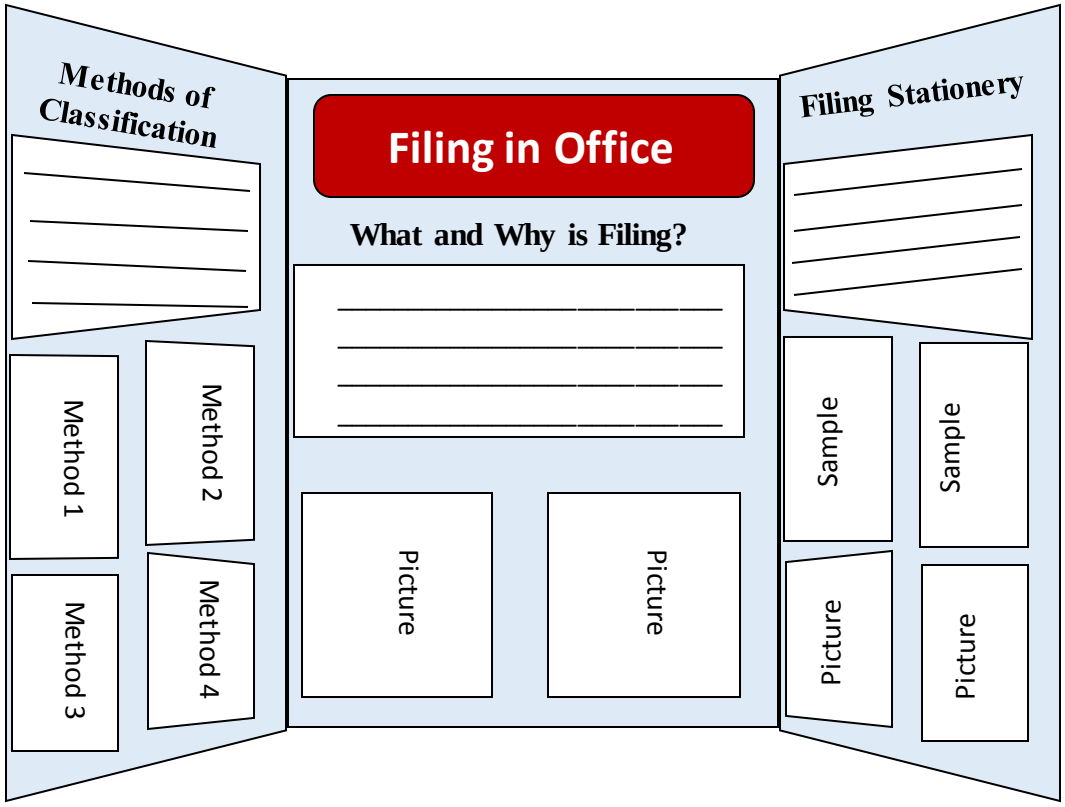
- **الطبعة المعتمدة**: الطبعة الأولى ٢٠١١م.
- **امتحان المنتصف**: من صفحة 1 إلى صفحة 34 (Chapter 1 & 2).

Report Display Board

ادر ١١١

Guidelines for the report display board:

- Title the display board by FILING each section as follow:
  - Section 1: What and why is filing?
  - Section 2: Methods of Classifications.
  - Section 3: Filing Stationery.
- Write a general description of conducting a meeting stages.
- Explain each stage by using some samples of (agenda, notice and minutes), with providing some pictures of each title.
- Your project display board should be like the figure below.



LESSON 1

Office Design

Overview

Outcomes:

By the end of the lesson, students will be able to:

- identify the office.
- compare between the types of office.
- classify the advantages and disadvantages of closed and open office.

Martials:

- Textbook pages 1-7
- Dictionaries
- WorkBook pages 9-12

Model Lessons

Teaching Strategies:

- Dialogue and Discussion Strategy
- Think-Pair-Share Strategy
- Critical Thinking Strategy

21st Century Skills:

- **Critical thinking and problem solving:** Reinforcing systems thinking links the listening, speaking, reading and writing in English.
- **Global awareness:** Reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing.

Value Activated:

- Belonging
- Loyalty
- Citizenship
- Gratitude
- Quality of work
- Commitment
- Responsibility

Link to prior learning:

- **Horizontal:** The reality of life.
- **Vertical:** Link with the Business Studies subject (ثقف ١٠١).

Vocabulary

- Office
- Closed office
- Open office
- Cubicle office

Starter

- Ask students to read the "Getting Started" activity in slide 5.
- Students should first think then write down the answers by themselves.
- Later, students correct their answers by themselves.
- Follow up with the students by displaying the topic through the slide show.

Answer

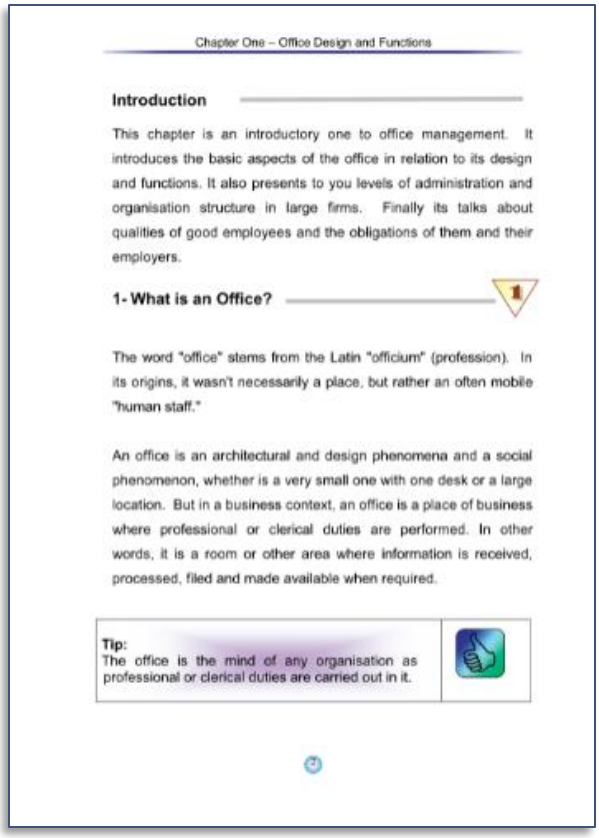
1. Offices.
2. Students' own answer.
3. Students' own answer.

Develop the values of good citizenship that are based on respect and love of work and teamwork in society.

Learning Objective:

The student should be able to identify the office within 5 minutes based on the activity.

- Display a question concerning the first objective.
- Search the internet for different office layout to use in this lesson. Choose appropriate images/pictures.
- Show one or more of these images/pictures and lead a discussion.
- In pairs, students should first think and then write down the answers within a specific time limit (2 minutes).
- Follow up with the students by displaying the topic through the slide show.



Chapter One – Office Design and Functions

Introduction

This chapter is an introductory one to office management. It introduces the basic aspects of the office in relation to its design and functions. It also presents to you levels of administration and organisation structure in large firms. Finally its talks about qualities of good employees and the obligations of them and their employers.

1- What is an Office?

The word "office" stems from the Latin "officium" (profession). In its origins, it wasn't necessarily a place, but rather an often mobile "human staff."

An office is an architectural and design phenomena and a social phenomenon, whether is a very small one with one desk or a large location. But in a business context, an office is a place of business where professional or clerical duties are performed. In other words, it is a room or other area where information is received, processed, filed and made available when required.

Tip:
The office is the mind of any organisation as professional or clerical duties are carried out in it.

Sample Question:

A …… of business where …… …… are done.
Room or other area where …… is received, ……, …… and available when required.

Strategy Used: Critical thinking – Discussion

Learning Patterns: Visual – Auditory - Kinesthetic

The student should be able to compare between the types of office in 15 minutes based on the activity.

Chapter One – Office Design and Functions

A Closed Office
Each person sits in a separate room has her/his own room with its own access.

The Cubicle
Is a partially enclosed workspace, separated from neighboring workspaces by partitions that are usually five to six feet (1.5 to 1.8 m) tall.

An Open Plan Office
All employees sit close by using their own workstations, without separation panels.

- Display a question concerning the second objective.
- Search the internet for an open and closed office layout to use in this lesson. Choose appropriate image.
- Show one image or more and lead a discussion.
- Ask students to mention the differences of two images/picture as the following:

  - Which office type is less privacy?
  - Which office type is more secure, and can be locked.
  - Which office type is noisier?
  - Which office type is easy to supervise the staff?
  - Which office type is faster in terms of inter-personal communication?
  - Which office type is more expensive?
  - Which office type is easy to move people and redesign the siting?
  - Which office type is more suitable for teamwork?

- In pairs, students should first think then write down the answers by themselves within a specific time limit (5 minutes).
- Follow up with the students by displaying the topic through the slide show.

Textbook: Activity 1.1 – page 6:

- Ask students to open textbook page 6to read activity (1.1).
- In pairs, give students two or three minutes to think and write down the answers in their workbooks page 11.
- Choose one pair to answer a question. Ask other pairs if they agree with the answer and why.
- Follow up with the students by displaying the topic on the slide show.

Answer

Office Types / Criteria	Open	Closed
Privacy	Less	More
Security	Less	More
Noise	More	Less
Supervision	Easy	Difficult
Communication	More	Less
Teamwork	More	Less
Cost	Low	High
Movement	Easy	Difficult

Strategy Used: Critical thinking – Discussion

Learning Patterns: Visual – Auditory - Kinesthetic

Student should be able to classify the advantages & disadvantages of closed & open offices in 15 minutes based on the activity.

- Display a question regarding the third objective.
- Students should first think, and then write down their answers on a paper.
- After that, students have to correct their answers by themselves.
- Follow up with the students by displaying the topic through the slide show.

Sample Question:

Find the errors, and then correct the sentences below:

1. In open offices, there are more security and offices can be locked.
2. In closed offices, there is less noise.
3. In open offices, it is difficult to supervise every single person.
4. In closed offices, there is a fast inter-personal communication.
5. In closed offices, it is easy to move people.
6. In open offices, it is costlier in terms of lighting and air conditioning.

Sample Answer:

1. In closed offices, there is more security and offices can be locked.
2. In open offices, there are less disruption.
3. In closed offices, it is difficult to supervise every single person.
4. In open offices, there is a fast inter-personal communication.
5. In open offices, it is easy to move people.
6. In closed offices, it is costlier in terms of lighting and air conditioning.

Chapter One – Office Design and Functions

Both closed and open offices have their advantages and disadvantages. The following testimony explains the advantages and disadvantages of the two types of offices:

Open office vs closed office

In my 20 odd years of work experience, I have always been a knowledge worker of some kind. I have worked in both open and closed offices. In my first job, I used to sit in an open office, where several engineers and draughtsmen used to sit in a large hall. That was at a time, when every desk did not have a PC. It was good fun watching the movements of people, chatting and joking while working, overhearing telephone conversations etc.

In my second job, it was an open office again, but there was some level of privacy because of the cubicle design. One could sit in front of the PC and do one's work. It was also easy to stand up and chat with a colleague in the neighbouring cubicle. For a short discussion, it was easy to walk over to an associate's cubicle or sit around a meeting table. Sometimes, activities or phone conversations in other parts of the office could be quite distracting.

In my current job, I have a closed office. My office is quite away from some of the other colleagues with whom I need to interact on work. Whereas, I quite enjoy the privacy of working all alone, I also miss the social interaction and harmless fun, I had got used to in my earlier offices. Many times when I need to communicate with my colleagues, I am too lazy to walk over to their offices.

Textbook: Activity 1.2 – page 6:

- Ask students to open their textbooks at page 6 and read activity (1.2).
- In pairs, give students two or three minutes to think and write down the answers in their workbooks page 11 & 12.
- Choose one pair to answer a question. Ask other pairs if they agree with the answer or not, and why?
- Follow up with the students by displaying the topic through the slide show.

Answer

Closed office	
Advantages	**Disadvantages**
More security	Difficult to supervise each person.
Less noise	Costly in terms of lighting and air conditioning.
More privacy	Each employee works independently
	Difficult to move people.
	Slow inter-personal communication.

Open plan office	
Advantages	**Disadvantages**
Easy supervision of staff.	No privacy
Faster inter-personal communication	Very little security
More teamwork, and all work like a family	More noise
Easy to move people	
Save cost of light and air conditioning	

Strategy Used: Critical thinking – Discussion

Learning Patterns: Visual – Auditory - Kinesthetic

Lesson Closure

- Review key terms, definitions, and objectives.
- Questions and Answers: ·

  Q: Which type of office is suitable for the following cases?

Cases (Conditions)	Type of Office
I want to have more privacy in my office.	Closed office
I want less moving of the staff and offices	Closed office
I want to work like a family with other employees.	Open office
I want to minimize (less) the cost of lighting and air conditioning.	Open office
I want to have more security in my office.	Closed office
I want to minimize (less) the noise in the office.	Closed office

I want an easy supervision of staff.	Open office

- Teacher may test students' understanding with the "Lesson quiz".

LESSON 2

Level of Administration

Overview

Outcomes:

By the end of the lesson, students will be able to:

- list the levels of administration.
- explain the skills & duties of each level.

Materials:

- Textbook pages 7-8
- Dictionaries
- Workbook pages 13-14

Model Lessons

Teaching Strategies:

- Dialogue and Discussion Strategy
- Think-Pair-Share Strategy
- Critical Thinking Strategy

21st Century Skills:

- **Critical thinking and problem solving:** Reinforcing systems thinking links the listening, speaking, reading and writing in English.
- **Global awareness:** reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing.

Value Activated:

- Belonging
- Loyalty
- Citizenship
- Gratitude
- Quality of Work
- Commitment
- Responsibility

Link to prior learning:

- **Horizontal:** The reality of life.
- **Vertical:** Link the lesson with the Business Studies subject (ثقف ١٠١) and the pervious lesson.
-

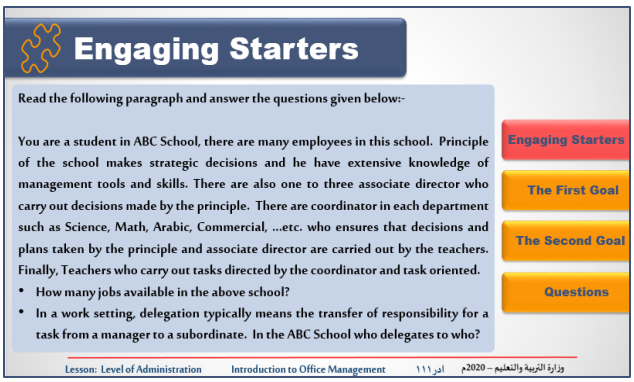
Vocabulary

- Level of administration

- Top management
- Middle management
- Lower management
- Employees

Starter

- Ask students to read the "Getting Started" activity in slide 5.
- Students should first think then write down their answers by themselves.
- Later, students correct their answers by themselves.
- Follow up with the students by displaying the topic on the slide show.



Answer

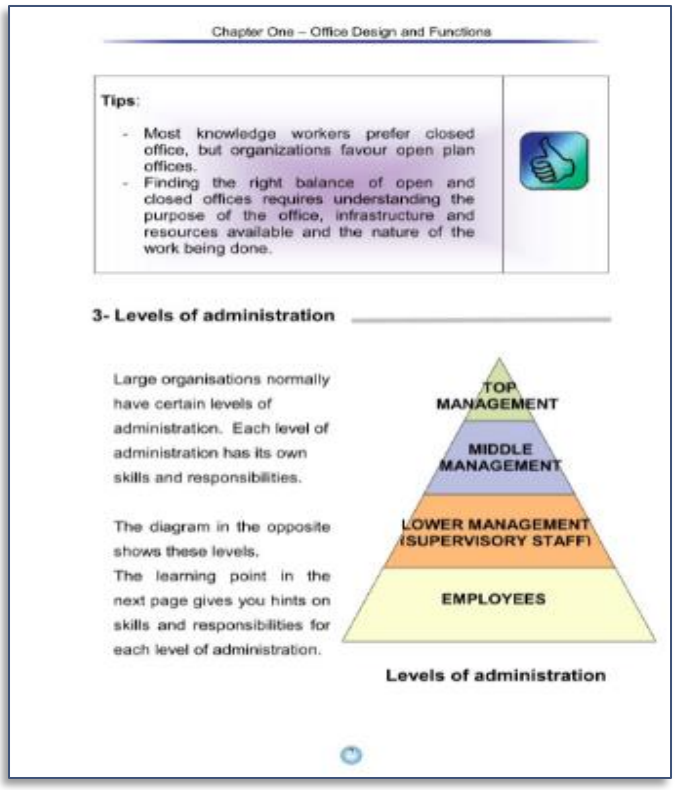
1. Principal of the school - Associate director - coordinator in each department – and teachers.
2.

a. Principal of the school delegates to the Associate director.
b. The Associate director delegates to a coordinator in each department.
c. The coordinator delegates to teachers.

Develop the values of good citizenship that are based on respect and love of work and teamwork in society.

Learning Objective:

Student should be able to list the levels of administration in 5 minutes based on the activity.



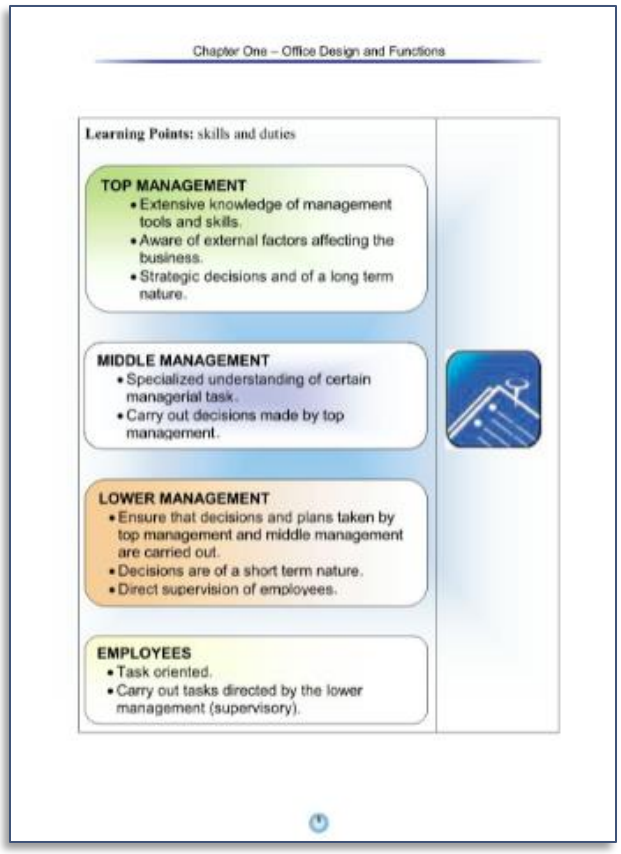
- Display a question regarding the first objective.
- In pairs, students should first think then they write down their answers by themselves within a specific time limit (2 minutes).
- Follow up with the students by displaying the topic on the slide show.

Sample Question:

Q: List the levels of administrations in the correct order.

Strategy Used: Critical thinking – Discussion
Learning Patterns: Visual – Auditory - Kinesthetic

Student should be able to explain the skills & duties of each level in 15 minutes based on the activity.



- Display a question regarding the second objective.
- In pairs, students think then they write down their answers by themselves within a specific time limit (5 minutes).
- Follow up with the students by displaying the topic on the slide show.

Sample Question:

Read the following paragraph and answer the questions given below:-

Al Tijara Ltd. is a highly reputed company, who are bound together in a hierarchy of relationships and perform different functions. Every individual in the hierarchy is responsible for successful completion of a particular task. Mr. Tariq is responsible for strategic decisions of a long-term nature. He got the extensive knowledge of management tools and skills and aware of external factors affecting the business as well. Mr. Khalid ensures that decisions made by top management are carried out, and he is specialized in certain managerial task.
Mrs. Mariam ensures that decisions and plans taken by Mr. Tariq and Mr. Khalid are carried out. She takes a short-term nature decisions, and she is responsible of supervision of employees.

At what levels of administration are Mr. Tariq, Mr. Khalid and Mrs. Mariam working in Al Tijara Ltd. Justify your answer. (give one reason only)

Sample Answer:
Mr. Tariq
Level of Management: Top Management
Justification:
He is responsible for strategic decisions of a long-term nature.

Mr. Khalid
Level of Management: Middle Management
Justification:
He ensures that decisions made by top management is carrying out.

Mrs. Marwa:
Level of Management: Lower Management
Justification:
Ensure that decisions and plans taken by Mr. Trariq and Mr. Khalid are carried out.

Strategy Used: Critical thinking – Discussion

Learning Patterns: Visual – Auditory - Kinesthetic

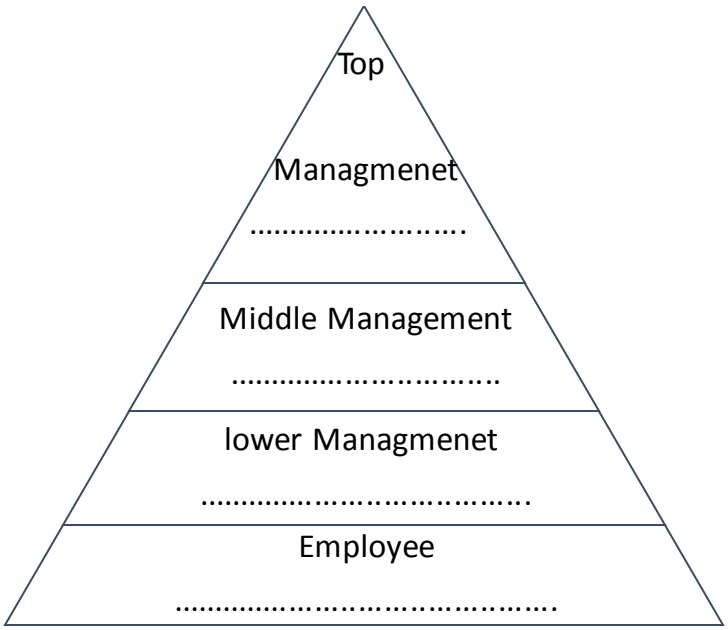
Lesson Closure

- Review key terms, definitions, and objectives.
- Questions and Answers: ·

  Q: The following people are working in ARADUOS company. Read the information given below carefully, then decide where you will locate them in the level of administration.

  Model:

  - Mr. Ali Hamad has the authority to direct the supervision of employees.
  - Ms. Sara Jalal has to carry out tasks directed by her supervisor.
  - Mr. Ahmed Mohammed has enough knowledge of management tools and skills.
  - Mr. Isa Ali is specialized in understanding of certain managerial tasks.



- Teacher may test students' understanding with a "Lesson Quiz".

LESSON 3

Organization Chart

Overview

Outcomes:

By the end of the lesson, students will be able to:

- define the term of organizational chart.
- classify the duties with its correct department.
- prepare a diagram illustrating the organization chart of the school.

Materials:

- Textbook pages 9-11
- Dictionaries
- WorkBook pages 15-19

Model Lessons

Teaching Strategies:

- Dialogue and Discussion Strategy
- Think-Pair-Share Strategy
- Critical Thinking Strategy

21st Century Skills:

- **Critical thinking and problem solving:** Reinforcing systems thinking links the listening, speaking, reading and writing in English.
- **Global awareness:** reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing.

Value Activated:

- Belonging
- Loyalty
- Citizenship
- Gratitude
- Quality of work
- Commitment
- Responsibility

Link to prior learning:

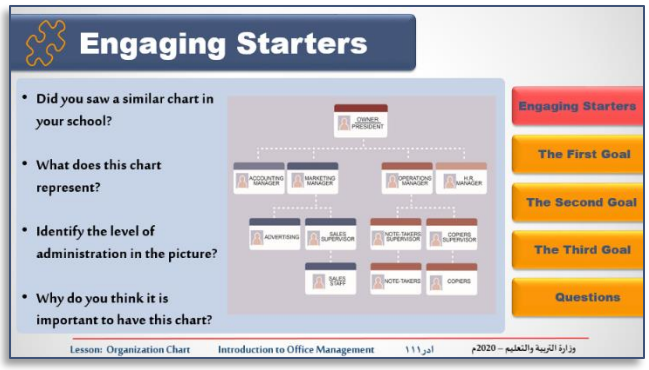
- **Horizontal:** The reality of life.
- **Vertical:** Link with the Business Studies subject (ثقف ١٠١) and pervious lesson.

Vocabulary:

- Organizational chart
- Personnel Department
- Accounting Department
- Public Relations Department
- Warehousing Department.

Starter

- Ask students to read the Getting Started (engaging starters) activity on Slide 5.
- The students should first think and then write down the answers by themselves.
- Later, the students will correct their answers by themselves.
- The teacher will finally follow up with the students by displaying the topic on the slide show.



Answer

1. Students' own answer.
2. Organization chart.
3. Top management – middle management – lower management - employees.
4. A diagram that shows how employees and tasks are grouped and where the lines of communication and authority flow.

Develop the values of good citizenship that are based on respect and love of work and teamwork in society.

Learning Objective:

Student should be able to define the term of organizational chart in 5 minutes based on the activity.

Chapter One – Office Design and Functions

4- Office organisation 2

Organisations are usually divided into departments. Each department is managed by a manager or head of department.
The most common structure is:

- General Manager.
- Managers or departmental heads.
- Supervisors.
- Office Administrators and/or office Assistants.

Each office or organisation has its organisational chart (structure). An organisational chart is a diagram that shows the relationship and relative ranks of its parts and position.

An organization may have Administration and Production departments, but in this chapter the focus is on administration.

The following are the different departments within a big organization:

- Accounting or Finance Department.
- Human Resources or Personnel Department.
- Sales Department.
- Purchasing Department.
- Administration Department.
- Warehousing or Storage Department.
- Public Relations.

- The teacher will display a question regarding the first objective.
- Search the internet for different organization chart to use in this lesson, taking into consideration to choose appropriate pictures.
- Show one or more of these images and lead a discussion.
- Discuss with students the importance of organizing the human resources of any organization. Ask students for their ideas on how their school is run.

Begin drawing an organization chart on the board with the Principal at the top, then the Assistant Principals, departments, etc.

- Next discuss with them the functions of some of the people in the chart, for example, their job descriptions. They may not realize that many of them have duties that are behind-the-scenes, as opposed to merely handling student discipline issues.
- In pairs, students should first think and then write down the answers by themselves within a specific time limit (2 minutes).
- The teacher will finally follow up with the students by displaying the topic on the slide show.

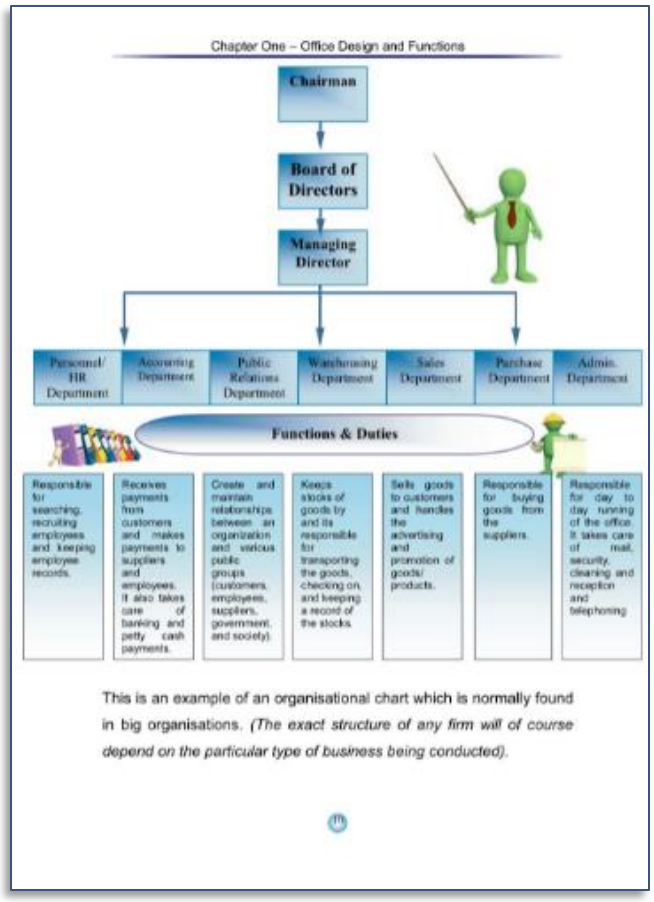
Sample Question:
Organizational ……: a …….. that shows the …….. and relative ranks of its parts & ……..

Strategy Used: Critical thinking – Discussion

Learning Patterns: Visual – Auditory - Kinesthetic

Student should be able to classify the duties with its correct department in 15 minutes based on the activity.

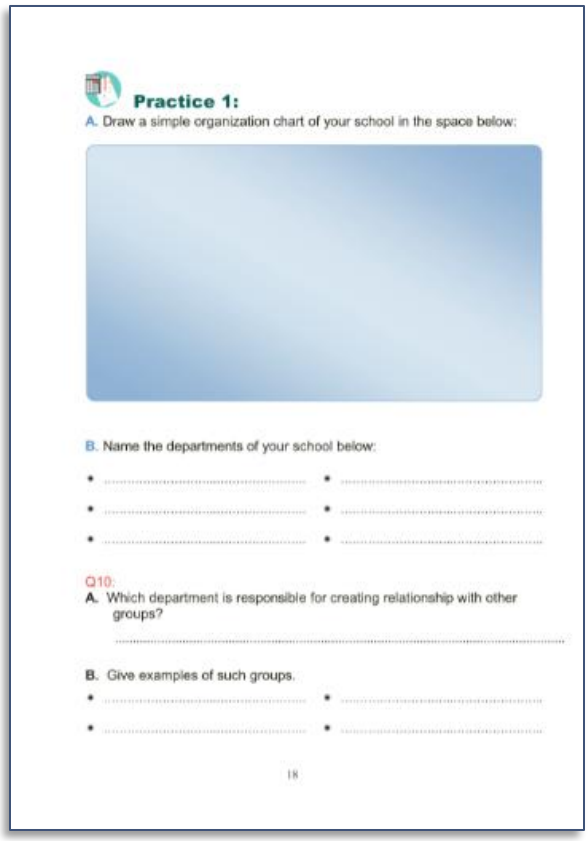
- The teacher will display a question regarding the second objective.
- Ask the students to think about all the people who are needed in order for a major company to run. Ask them to shout out all the people they can think of, from the CEO to the janitors (cleaners), and write those positions on the board. Ask students to imagine how well the company would run if there was no structure to organize all these people.
- Ask students to brainstorm functions of Human Resource Management. List on the board or document camera their responses. You will later compare their list to the information contained in the PowerPoint for this lesson.
- The teacher will finally follow up with the students by displaying the topic on the slide show.



Strategy Used: Critical thinking – Discussion

Learning Patterns: Visual – Auditory - Kinesthetic

Student should be able to prepare a diagram illustrating the organization chart of the school in 15 minutes based on the activity.



Practice 1:

A. Draw a simple organization chart of your school in the space below:

B. Name the departments of your school below:

- ..... • .....
- ..... • .....
- ..... • .....

Q10:

A. Which department is responsible for creating relationship with other groups?

.....

B. Give examples of such groups.

- ..... • .....
- ..... • .....

18

- The teacher will display a question regarding the third objective.
- Ask students to open workbook page 18 and read practice 1.
- In pairs, give students two or three minutes to think and write down the answers in the workbook.
- Choose one pair to answer a question. Ask other pairs if they agree with the answer.
- The teacher will finally follow up with the students by displaying the topic on the slide show.

Strategy Used: Critical thinking – Discussion

Learning Patterns: Visual – Auditory - Kinesthetic

Lesson Closure

- Review key terms, definitions, and objectives.
- Questions and Answers: ·
  1. Which department is responsible for creating relationship with other groups?
  2. Which department is responsible for buying goods from the suppliers?
  3. Which department is responsible for searching, recruiting employees and keeping employee records?

- Teacher may test students' understanding with a "Lesson Quiz".

LESSON 4

Qualities and Obligations of Employees

Overview

Outcomes:

By the end of the lesson, students will be able to:

- explain the qualities and ethics of employees.
- classify the responsibilities and rights of employees and employers.

Materials:

- Textbook pages 11-15
- Dictionaries
- WorkBook pages 20-22

Model Lessons

Teaching Strategies:

- Dialogue and Discussion Strategy
- Think-Pair-Share Strategy
- Critical Thinking Strategy

21st Century Skills:

- **Critical thinking and problem solving:** Reinforcing systems thinking links the listening, speaking, reading and writing in English.
- **Global awareness:** reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing.

Value Activated:

- Belonging
- Loyalty
- Citizenship
- Gratitude
- Quality of work
- Commitment
- Responsibility

Link to prior learning:

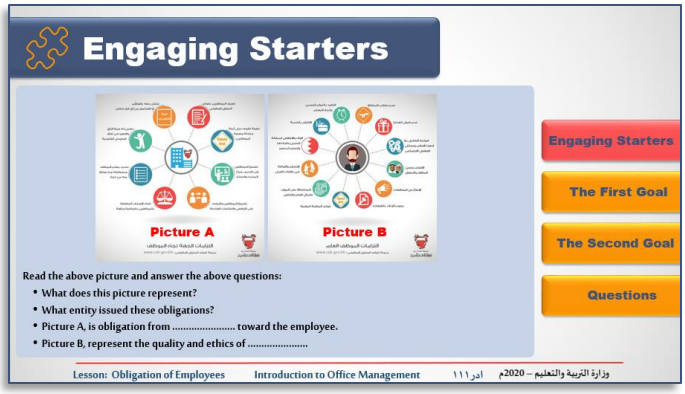
- **Horizontal:** The reality of life.
- **Vertical:** Link with the Business Studies subject (ثقف ١٠١) and pervious lesson.

Vocabulary:

- Ethics
- Punctuality
- Confidentiality
- Non-discriminatory attitude
- Appearance
- Competent
- Obligations

Starter

- Ask students to read the Getting Started (engaging starters) activity in Slide 5.
- The students should first think and then write down the answers by themselves.
- Later, the students will correct their answers by themselves.
- The teacher will finally follow up with the students by displaying the topic through the slide show.



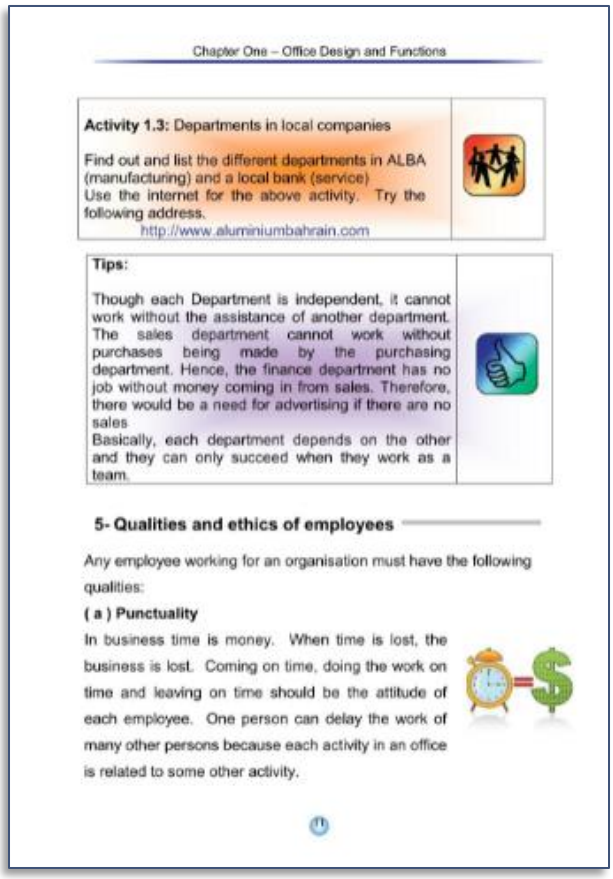
Answer

1. employees and employer obligations.
2. Civil Service Bureau.
3. employer.
4. employee.

Develop the values of good citizenship that are based on respect and love of work and teamwork in society.

Learning Objective:

Student should be able to explain the qualities and ethics of employees within 15 minutes based on the activity.



Chapter One – Office Design and Functions

Activity 1.3: Departments in local companies

Find out and list the different departments in ALBA (manufacturing) and a local bank (service)
Use the internet for the above activity. Try the following address.
http://www.aluminiumbahrain.com

Tips:

Though each Department is independent, it cannot work without the assistance of another department. The sales department cannot work without purchases being made by the purchasing department. Hence, the finance department has no job without money coming in from sales. Therefore, there would be a need for advertising if there are no sales
Basically, each department depends on the other and they can only succeed when they work as a team.

5- Qualities and ethics of employees

Any employee working for an organisation must have the following qualities:

(a) Punctuality

In business time is money. When time is lost, the business is lost. Coming on time, doing the work on time and leaving on time should be the attitude of each employee. One person can delay the work of many other persons because each activity in an office is related to some other activity.

- The teacher will display a question regarding the first objective.
- Write the terms "ethics" and "work skills" on the board or overhead. Distribute Think-Ink-Pair-Share: Workplace Ethics handout. The Think-Ink-Pair-Share activity is an excellent prior knowledge activity that helps students to focus their thoughts on a specific topic. The students are asked to first think about what they know, record their ideas on the handout and then pair up with someone to share what they wrote.

The final stage is a large group discussion.

- Topic: You have recently opened your own business and are in the process of hiring twenty new employees. What workplace ethics and work skills are important to you and the success of your new business?
- Allow students time to complete this activity.
  - What are ethics?
  - Why are ethics important?
  - How do work skills relate to the success or failure of a business? Of being employed?
  - What ethics and work skills do you possess?
- Lead students to share and discuss their responses. The teacher will finally follow up with the students by displaying the topic through the slide show.

Strategy Used: Critical thinking – Discussion

Learning Patterns: Visual – Auditory - Kinesthetic

Student should be able to classify the responsibilities & rights of employees & employers within 15 minutes based on the activity.

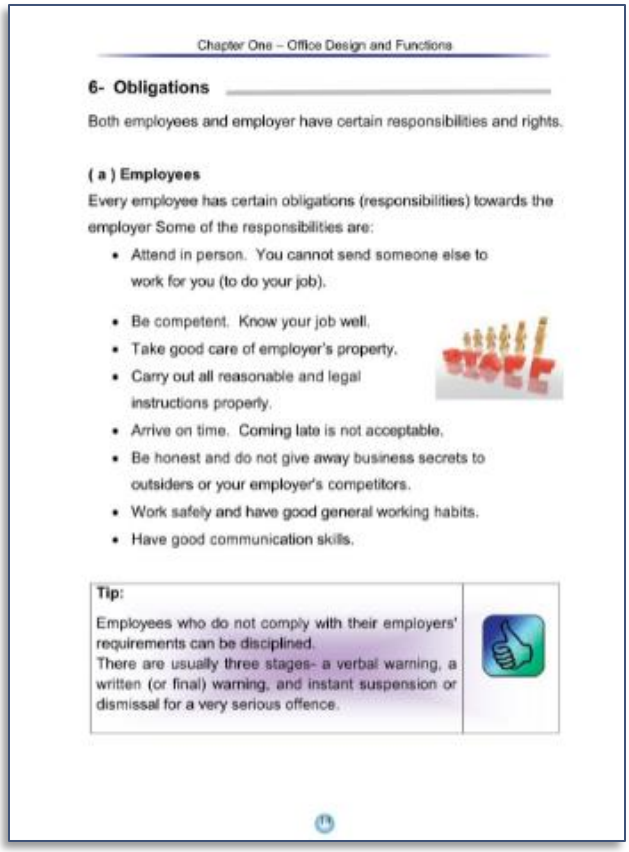
- The teacher will display a question regarding the second objective.
- Write 'employment rights and responsibilities' on the whiteboard and elicit suggestions about what this means, then clarify meaning.
- Try to elicit specific examples of an employee's rights and note down on the whiteboard.
- Refer to the word 'responsibilities' and elicit suggestions about what this means in terms of an employee's responsibilities. Write some examples on the whiteboard.
- As the focus has been on employees, elicit suggestions about what rights and responsibilities an employer has.
- Check that students understand the concept and offer further clarification if necessary.
- Divide the class into two groups: 'the employers' and 'the employees', and seat them on opposite sides of the classroom.
- Explain that each group will have cards which they must categorize as rights or responsibilities. ('the employers' have cards with examples of an employer's rights and responsibilities on, and 'the employees' have cards with an employee's rights and responsibilities on).
- Give out the cut up cards and tell students to categorize them.
- Monitor groups and provide content-based feedback as necessary.
- Once the information is correctly categorized, tell students to stick their cards on whiteboard. Encourage all the members of each group to peer-check by reading aloud the answers to each other.
- Consider how you will group students, to offer support to weaker students as

well as any experience students have of being an employer or an employee.

- The teacher will finally follow up with the students by displaying the topic through the slide show.

Strategy Used: Critical thinking – Discussion

Learning Patterns: Visual – Auditory - Kinesthetic



Chapter One – Office Design and Functions

6- Obligations

Both employees and employer have certain responsibilities and rights.

(a) Employees

Every employee has certain obligations (responsibilities) towards the employer Some of the responsibilities are:

- Attend in person. You cannot send someone else to work for you (to do your job).
- Be competent. Know your job well.
- Take good care of employer's property.
- Carry out all reasonable and legal instructions properly.
- Arrive on time. Coming late is not acceptable.
- Be honest and do not give away business secrets to outsiders or your employer's competitors.
- Work safely and have good general working habits.
- Have good communication skills.

Tip:

Employees who do not comply with their employers' requirements can be disciplined.
There are usually three stages- a verbal warning, a written (or final) warning, and instant suspension or dismissal for a very serious offence.

Lesson Closure

- Review key terms, definitions, and objectives.
- Questions and Answers: ·
  1. List three qualities and ethics of employees.
  2. List two obligations of employee towards the employers.
  3. List two responsibilities of employer towards his/her employee.
- Teacher may test students' understanding with a "Lesson Quiz".