

OALCF Task Cover Sheet

Task Title: Work Shift Memo

| | |
|--|--|
| Learner Name: | |
| Date Started: | Date Completed: |
| Successful Completion: Yes___ No___ | |
| Goal Path: Employment <input checked="" type="checkbox"/> Apprenticeship___ Secondary School___ Post Secondary___ Independence___ | |
| Task Description: In this task set, a learner is asked to find relevant pieces of information in the document, Work Shift Memo, and to write down responses to questions regarding the document. | |
| Competencies: A Find and Use Information B Communicate Ideas and Information | Task Group(s): A1 Read continuous text B2 Write continuous text |
| Level Indicators: A1.1: Read brief texts to locate specific details A1.2: Read texts to locate and connect ideas and information B2.1: Write brief texts to convey simple ideas and factual information B2.2: Write texts to explain and describe information and ideas | |
| Performance Descriptors: see chart on last page | |
| Materials Required: <ul style="list-style-type: none">● Question or Task Sheet● Work Shift Memo● Help the learner prepare with skill building activities | |

Task Title: Work Shift Memo

Memos provide information regarding responsibilities and tasks expected between levels of management. It is a way to communicate to clarify tasks, make deadlines and assign responsibilities. Read the memo.

Task 1: Circle, highlight or underline the name of the person who wrote the memo.

Task 2: Circle, highlight or underline the date and time of the requested meeting.

Task 3: When does Angela have to respond to Pat's memo?

Task 4: Can Roberta Clive meet with Pat O'Toole at the requested time? Explain your answer.

Task 5: Name three other times that Roberta and Angela could meet with Pat.

Task 6: Write a brief memo to Pat about the requested meeting including suggested alternatives.

WORK SHIFT MEMO

Roberta Clive is Manager. Angela Quan is Roberta Clive's Assistant Manager. Ms. Clive is on vacation and will return on June 26th. She is meeting with a major customer from 10:00 am to 11:00 am on the day she returns.

She will want to spend the rest of the day catching up on paperwork.

As Assistant Manager, Angela has been asked to read Ms. Clive's mail for anything that needs immediate action. The following memo comes in from Pat O'Toole, Ms. Clive's boss.

MEMO

DATE: June 20, 2012

TO: Roberta Clive, Manager
Angela Qwan, Assistant Manager

FROM: Pat O'Toole, Supervisor

RE: Work Shifts

I would like to get together with both of you to discuss rescheduling some work shifts. With summer vacations coming up, we must be sure adequate customer service staff is on duty at all times.

I would like to meet at 10:30 am on June 26th. If this is not good for you, I can easily do it at another time. Please suggest other times and dates. However, we must meet before the end of the month.

Please let me know before June 24th.

Task Title: Work Shift Memo – ANSWER SHEET

Memos provide information regarding responsibilities and tasks expected between levels of management. It is a way to communicate to clarify tasks, make deadlines and assign responsibilities.

Task 1: Circle, highlight or underline the name of the person who wrote the memo.

Pat O’Toole, Supervisor

Task 2: Circle, highlight or underline the date and time of the requested meeting.

10:30 am on June 26th

Task 3: When does Angela have to respond to Pat’s memo?

June 24th

Task 4: Can Roberta Clive meet with Pat O’Toole at the requested time? Explain your answer.

No.

Roberta is scheduled to meet with a major customer from 10:00 am to 11:00 am on June 26.

Task 5: Name three other times that Roberta and Angela could meet with Pat.

Correct Options:

June 26 – any hour after 11:00 am

or any times on days between June 27 and June 30 (end of the month).

Task 6: Write a brief memo to Pat about the requested meeting including suggested alternatives.

Roberta is unable to meet with you on June 26 at 10:30 am. She is meeting with a major customer between 10:00 and 11:00 am that day. We could meet with you on June 26 at 1:00 pm or 3:00 pm on June 28 at 9:30 am. Please let me know if any of these times suit your schedule. I will bring your memo to the attention of Roberta as soon as she returns from vacation.

The wording of the memo does not have to be exactly like the wording above, but it should have 3 key pieces of information: **the reason that Roberta cannot meet** on June 26 at 10:30 am; **suggestions for other times** to meet; and **that Angela understands the urgency** for the memo to be seen by Roberta as soon as she returns. The memo is from Roberta’s Supervisor (boss), Pat, and Pat makes it clear that they must meet before the end of the month, which implies urgency and importance.

Task Title: Work Shift Memo

| Performance Descriptors | | Needs Work | Completes task with support from practitioner | Completes task independently |
|-------------------------|---|------------|---|------------------------------|
| A1.1 | <ul style="list-style-type: none"> reads short texts to locate a single piece of information | | | |
| | <ul style="list-style-type: none"> decodes words and makes meaning of sentences in a single text | | | |
| | <ul style="list-style-type: none"> follows the sequence of events in straightforward chronological texts | | | |
| | <ul style="list-style-type: none"> follow simple, straightforward instructional texts | | | |
| | <ul style="list-style-type: none"> identifies the main idea in brief texts | | | |
| A1.2 | <ul style="list-style-type: none"> scans text to locate information | | | |
| | <ul style="list-style-type: none"> locates multiple pieces of information in simple texts | | | |
| | <ul style="list-style-type: none"> makes low-level inferences | | | |
| | <ul style="list-style-type: none"> makes connections between sentences and between paragraphs in a single text | | | |
| B2.1 | <ul style="list-style-type: none"> writes simple texts to request, remind or inform | | | |
| | <ul style="list-style-type: none"> conveys simple ideas and factual information | | | |
| | <ul style="list-style-type: none"> demonstrates a limited understanding of sequence | | | |
| | <ul style="list-style-type: none"> uses sentence structure, upper and lower case and basic punctuation | | | |
| | <ul style="list-style-type: none"> uses highly familiar vocabulary | | | |
| B2.2 | <ul style="list-style-type: none"> writes texts to explain and describe | | | |
| | <ul style="list-style-type: none"> conveys intended meaning on familiar topics for a limited range of purposes and audiences | | | |
| | <ul style="list-style-type: none"> begins to sequence writing with some attention to organizing principles (e.g. time, importance) | | | |

| | | | | |
|--|--|--|--|--|
| | <ul style="list-style-type: none"> connects ideas using paragraph structure | | | |
| | <ul style="list-style-type: none"> uses limited range of vocabulary and punctuation appropriate to the task | | | |
| | <ul style="list-style-type: none"> begins to select words and tone appropriate to the task | | | |
| | <ul style="list-style-type: none"> begins to organize writing to communicate effectively | | | |

This task: was successfully completed ___ needs to be tried again ___

| |
|-------------------------|
| Learner Comments |
| |

Instructor (print)

Learner Signature