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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Business Management and Administration |
| **Course Name** | Practicum in Business Management |
| **Lesson/Unit Title** | History of Office Managers |
| **TEKS Student Expectations** | **130.143 (c) Knowledge and Skills**  (2) The student identifies and implements employability skills to gain a position in a company:  (G) The student is expected to evaluate and compare employment options such as salaries, benefits, and prerequisites; and  (I) The student is expected to identify employment opportunities and complete job search procedures such as job applications and W-4. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Performance Objective**  Upon completion of this lesson, each student will understand how the role of office manager has developed over history.  **Specific Objectives**   * Explain the origin of the office manager. * Describe the role of a scribe in Ancient Egypt. * List the various responsibilities of an office manager. * Compare the role of today’s office manager versus 30 years ago. |
| **Rationale** | Today’s office managers are prominently known as administrative professionals. They are the go-to person for many issues, personal as well as professional; normally one of the most critical and visible employees because their job touches almost every aspect of the business; and oftentimes determines the tone and culture of the organization by their efforts alone. This lesson will provide an understanding of the role of the office manager and how that role has developed over history. |
| **Duration of Lesson** | 5 days |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Terms:**   * **Clerk** – a person employed in an office or bank to keep records and accounts and to undertake other routine administrative duties. * **Scribe** – a person educated in the art of writing who keeps official record, documents, and writes books by hand. * **Secretary** – a person employed by an individual or in an office to assist with correspondence; keeps records, makes appointments, and carries out similar tasks. * **Stenographer** – a writer of shorthand who is employed specifically to take and transcribe dictation. * **Typist** – a person who works in an office and whose main job is typing letters, memos, etc. |
| **Materials/Specialized Equipment Needed** | **Instructional Aids**   * Student outline and handouts * Student activity sheets * Websites listed in reference section to gain additional information on the lesson   **Materials Needed**   * Internet to access websites for assignment * *Office Management Timeline Answer Key* * *Personal Timeline Assignment Rubric*   **Equipment Needed**   * Teacher computer with Internet access and presentation software * Projector (for digital presentation) |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | To help students gain a better understanding of the role of an office manager, have students brainstorm the duties and responsibilities of an office manager.  **ASK:** What was the role of scribes in ancient Egypt?  **ASK:** What was the role of early clerks and clerical workers? |
| **Direct Instruction \*** | 1. Discovery    1. Ask students to brainstorm the activities of an office manager.    2. Ask students to list all the different job titles of someone who manages an office (office assistant, office manager, administrative assistant, etc.).    3. Share with students the different job titles and duties of someone who manages an office. You may want to speak with the administrative assistant on your campus about a list of job activities or have the administrative assistant speak with your class about his/her job duties. 2. Introduction    1. Introduce the why of the lesson       1. Why we are doing this assignment       2. Need-to-Know Terms    2. Use the provided objective and terms by method of choice. You may want to look around and find some online information that could lead to other discussions that go along with this subject.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** | Restate the lesson objectives and then do a quick check for understanding on key points you’ve made throughout the lesson.  Hand out the Office Management Timeline worksheet. Assist students with the first event on the timeline and websites where they can find events in the history of office management.  **Office Management Timeline**  The following events played an important role in shaping the role of office management throughout history and today.  **Directions:** On a separate sheet of paper, write the following events in chronological order**.**   * Scribes played a key role in the administrative and legislative aspects of many societies. * The role of the scribe became important in castes or administrative classes within societies. * Job of secretary became associated in North America and Europe almost exclusively with women. (1910) * The first practical typewriter was manufactured by Remington. (1973) * Secretaries in Rome were usually educated men who took dictation (prior to the Roman Empire). * Sir Isaac Pitman founded a school where students could qualify as shorthand writers. Only male students could attend. (1870) * There are 4.9 million secretaries, stenographers, and typists in the United States. * The role of secretary became primarily associated with women, as men went off to WWI. * The National Secretaries Association was created and later called the International Association of Administrative Professionals. (1942) * The first standardized test for office workers, called the Certified Professional Secretaries (CPS) exam, was administered. (1951) * Secretary’s Day was created to recognize the hard work of the office staff. (1952) * First numerical keyboard for punching cards for tabulating machines developed by Herman Hollerith. * Katharine Gibbs founded a secretarial school to provide professional secretarial training to young women. * Four out of five clerical jobs belong to women * Corona makes a portable manual. * The first class of women systems service workers graduate from IBM. * Women make up 38% of the labor force and 97.8% of the secretarial force. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | **Personal Timeline Assignment**  Timelines are a way to organize information; keep track of when events occur; and to see how people, places, and events progress over time. This assignment is a fun way to become familiar with the use of timelines.  **Directions: Create a timeline presentation of your life using any presentation software.**  Checklist   * Create a personal timeline of 10-12 major events in your life. Ask parents before using personal photos. * Include a title slide with your first and last name. * Your timeline should begin at birth and end with your high school graduation. * The personal events that you choose must have shaped your life, either positively or negatively. The events must have contributed to who you are today. * Ideas of what to include: birth of siblings, losing a pet, moving, family event, when you began school (elementary, middle, or high school), sweet sixteen, quinceanera, a trip, learning how to read, learning how to ride a bike, or learning how to play a sport, etc. * Each event must have a year. * For each event, explain what the event is and how it has changed your life. * Include a visual for each slide. * Do not include historical events on the timeline unless you were directly involved with the event. |
| **Lesson Closure** | * What changes have taken place in the role of office manager over the years? * How has the role of office manager become more complex? * Which decade to you feel has experienced the biggest change? Why |
| **Summative / End of Lesson Assessment \*** | Key provided for Office Management Timeline. Rubric provided for Personal Timeline Assignment.  **Accommodations for Learning Differences:**  It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files found on the Special Populations page of this website (cte.unt.edu). |
| **References/Resources/**  **Teacher Preparation** | **References:**   * Price, A. (2011). Human resource management (4th ed). Stamford, CT: Cengage Learning. * Rees, G., & French, R. (2010). Leading, managing and developing people (3rd ed.). London, England: Chartered Institute of Personnel & Development. * <http://www.hrmguide.co.uk> * <http://www.cipd.co.uk/NR/rdonlyres/01F95685-76C9-4C96-B291-3D5CD4DE1BE5/0/9781843982579_sc.pdf> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | **Reading I, II, III**  **110.47(b)**  (1) The student uses the following word recognition strategies. The student is expected to:  (A) Apply knowledge of letter-sound correspondences, language structure, and context to recognize words;  (B) Use reference guides such as dictionaries, glossaries, and available technology to determine pronunciations of unfamiliar words;  (2) The student acquires an extensive vocabulary through reading and systemic word study. The student is expected to:  (A) Expand vocabulary by reading, viewing, listening, and discussing;  (B) Determine word meanings through the study of their relationships to other words and concepts such as content, synonyms, antonyms, and analogies;  (4) The student comprehends text using effective strategies. The student is expected to:  (A) Use prior knowledge and experience to comprehend;  (B) Determine and adjust purpose for reading; and  (D) Summarize texts by identifying main ideas and relevant details. |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Get students to use the newspaper, Internet, or any other resources available to find a local job posting for an office manager (or similar) position. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | Business Professionals of America  Future Business Leaders of America |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)