

OALCF Task Cover Sheet

Task Title: Write Business Memos

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, the learner is required to choose two business scenarios and create a memo for each scenario.	
Competency: A: Find and Use Information B: Communicate Ideas and Information C: Understand and Use Numbers D: Use Digital Technology	Task Group(s): A1: Read continuous text B2: Write continuous text B3: Complete and create documents C4: Manage data D1: Use Digital Technology
Level Indicators: A1.1: Read brief texts to locate specific details A1.2: Read texts to locate and connect ideas and information B2.2: Write texts to explain and describe information and ideas B3.2a: Use layout to determine where to make entries in simple documents B3.2b: Create simple documents to sort, display and organize information C4.1: Make simple comparisons and calculations D1: Perform simple digital tasks according to a set procedure	
Performance Descriptors: see chart on last page	
Materials Required: <ul style="list-style-type: none">• Attached sheet• Computer or Pen and Paper• Dictionary	

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Learner Information and Tasks:

Individuals at work may be required to create a memo to communicate with fellow employees or managers. A memo is like a business letter, but less formal.

1. Choose two scenarios below.
2. Create and write a memo for each of the two scenarios (use a computer or hand write the memos). Use the sample memo template to understand the lay-out of a memo.
3. Edit the memos for layout, sentence structure, and spelling.
4. Complete the final copy of each memo.

Scenario #1:

You work as a clerk in the personnel department. For the past six years you have taken your vacation in the usual summer months. This year, however, your sister is getting married and you will need to travel out of town and would like to take your two week vacation in October. You are aware that vacation leave is not normally granted at this time of year, but feel your reasons are valid. Write a memo to your unit head, Mr. Roberts, to inform him of your situation and request your vacation for October.

Scenario #2

You are the Training Co-ordinator. You have been asked to make arrangements for a half-day seminar at the Conference Centre. The seminar is for 25 Division Chiefs from various departments. Write a memo to the director of the Conference Centre, Mary-Ann Downs, making arrangements for space, tables, audio-visual equipment, and refreshments.

Scenario # 3

You are employed in the accounting department for a large company. Your department paper shredder has been causing problems because it gets used so much. Write a memo to the purchasing manager explaining the problem and requesting the purchase of a new, larger capacity paper shredder. Provide a rationale for the expense.

Company Name Here

Memo

To: [Click **here** and type name]

From:[Click **here** and type name]

Date: 3/7/2013

Re: [Click **here** and type subject]

How to Use This Memo Template

Select text you would like to replace, and type your memo. Use styles such as Heading 1-3 and Body Text in the Style control on the Formatting toolbar. To save changes to this template for future use, choose Save As from the File menu. In the Save As Type box, choose Document Template. Next time you want to use it, choose New from the File menu, and then double-click your template.

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Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
A1.1	<ul style="list-style-type: none"> Identifies the main idea in brief texts 			
A1.2	<ul style="list-style-type: none"> Locates multiple pieces of information in simple texts 			
	<ul style="list-style-type: none"> Obtains information from detailed reading 			
	<ul style="list-style-type: none"> Makes connections between sentences and between paragraphs in a single text 			
	<ul style="list-style-type: none"> Begins to identify sources and evaluate information 			
B2.2	<ul style="list-style-type: none"> Writes texts to explain or describe 			
	<ul style="list-style-type: none"> Connects ideas using paragraph structure 			
	<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"> Begins to select words and tone appropriate to the task 			
	<ul style="list-style-type: none"> Begins to organize writing to communicate effectively 			
B3.2	<ul style="list-style-type: none"> Begins to make some inferences to decide what information is needed, where and how to enter the information 			
B3.2	<ul style="list-style-type: none"> Identifies parts of documents using titles, row and column headings, and labels 			
C4.1	<ul style="list-style-type: none"> Identifies and compares quantities of items 			
	<ul style="list-style-type: none"> Makes simple estimates 			
D1	<ul style="list-style-type: none"> Follows apparent steps to complete tasks 			
	<ul style="list-style-type: none"> Locates specific functions and information 			

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

Learner Comments

Instructor (print)

Learner Signature