

## Lesson A4–10

# Prepare Outlines

**Unit A.** Technology

**Problem Area 4.** Format Business Documents

**Lesson 10.** Prepare Outlines

■ **Illinois State Goal and Learning Standard.** This lesson is correlated with the following State Goal and Learning Standard:

**State Goal 5:** Use the language arts to acquire, assess, and communicate information.

**Learning Standard A:** Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

**Performance Descriptor H5:** Arrange information in an orderly manner (e.g., outlining, sequencing.)

**National Standards for Business Education.** Communication. I. Foundations of Communication. Business students will communicate in a clear, courteous, concise, and correct manner on personal and professional levels. C. Written Communication. Level 3: Use acceptable steps in the writing process. Information Technology. V. Application Software. Level 3: Use advanced features of common application software.

**Workplace Skills:** H2: Solving problems and critical thinking. K2: Demonstrate basic knowledge of computing.

**Occupational Skill Standards:** (1) Administrative Support (IL.96.BAI.AS.66); (2) Legal Office (IL.97.BAI.LGL.43); (3) Medical Office (IL.97.BAI.MO.98)



■ **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

- 1 Define the purpose of an outline.**
- 2 Identify two popular outline formats: alphanumeric and decimal.**
- 3 Recognize the basic elements typically found in an outline.**
- 4 Format an MLA outline by customizing an outline numbered style in Microsoft Word.**

■ **List of Resources.** The following resources may be useful in teaching this lesson:

Guffey, Mary Ellen. *Business Communication Process and Product*, 5th ed. Ohio: Thomson South-Western, 2006.

Johnson, Jack E., Judith Chiri-Mulkey, Delores Sykes Cotton, and Carole Glosup Stanley. *Glencoe Keyboarding with Computer Applications, Lessons 1–150*. New York: McGraw-Hill–Glencoe, 2007.

“Preparing and Using Outlines,” *A Guide for Writing Research Papers Based on Modern Language Association (MLA) Documentation*. May 2004. Capital Community College Library. 11 Jul 2006. <http://www.ccc.commnet.edu/mla/outlines.shtml>

Wienbroer, Diana Roberts, Elaine Hughes, and Jay Silverman. *Rules of Thumb for Business Writers*. New York: McGraw-Hill, 2000.

■ **List of Equipment, Tools, Supplies, and Facilities**

- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of test, lab sheet(s), and/or other items designed for duplication
- ✓ Materials listed on duplicated items
- ✓ Computers with Internet access and MS Word vers. XP or higher
- ✓ Printer
- ✓ Classroom resource and reference materials

■ **Terms.** The following terms are presented in this lesson (shown in bold italics):

- ▶ alphanumeric format
- ▶ customizing
- ▶ decimal format
- ▶ final outline
- ▶ hierarchy
- ▶ major components
- ▶ *MLA Handbook*

- ▶ outline
- ▶ sentence case
- ▶ subpoints
- ▶ title case
- ▶ working outline

■ **Interest Approach.** Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situation. A possible approach is included here.

*Introduce the topic of outlines to the students. Pose the questions, “Have you ever written an outline? If so, did you have difficulty formatting the document?” Inform the class that this particular lesson will help them prepare an outline by customizing their MS Word software.*

## SUMMARY OF CONTENT AND TEACHING STRATEGIES

**Objective 1:** Define the purpose of an outline.

**Anticipated Problem:** What is the purpose of an outline?

- I. Purpose of an outline
  - A. A writer needs to organize his or her ideas—especially if the project is complex—into a **hierarchy**, a series in which each element is graded, or ranked. By preparing an **outline**, a document that shows a condensed version of a particular subject, a writer has a chance to organize his or her thoughts before getting bogged down with word choice and sentence structure (Guffey 168).
  - B. Working outline
    1. A **working outline** might be only an informal list of topics and subtopics that the writer is thinking of covering in the paper.
    2. In the academic setting, instructors often assign outlines to be submitted several weeks in advance of reports so that they can check the students’ logic, steer them to new resources, suggest ways to develop or narrow the selected topics, etc.
    3. A working outline can be revised when new material or new ideas are discovered through the research process (“Preparing and Using Outlines”).

C. Final outline

1. A **final outline** should enhance the organization and coherence of the paper and is usually submitted with the final version of a report.
2. A final outline can be written as a topic outline, in which the writer uses only short phrases to suggest ideas, or as a sentence outline, in which the writer uses full sentences to show the development of ideas more fully (“Preparing and Using Outlines”).

*Many techniques may be used to help students master this objective. You may want to share your own personal experiences in writing outlines for term papers, oral presentations, lesson plans, etc.*

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**Objective 2:** Identify two popular outline formats: alphanumeric and decimal.

**Anticipated Problem:** What are two popular outline formats?

II. Two popular outline formats

A. **Alphanumeric format**

1. This format uses Roman numerals, letters, and numbers to show major and minor ideas.
2. The alphanumeric format is simple and familiar and is often used in academic assignments.

B. **Decimal format**

1. This format uses numbers and decimals to indicate major and minor ideas.
2. The decimal format shows how every item at every level relates to the whole and is often used in outlining meeting agendas (Guffey 169).

*Many techniques can be used to help students master this objective. As an example, use VM–A to illustrate the basic alphanumeric and decimal outline formats. At this time, you may want to focus only on the skeletal structure of the outlines, comparing the appearance of the alphanumeric format with that of the decimal format.*

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**Objective 3:** Recognize the basic elements typically found in an outline.

**Anticipated Problem:** Although there are different outline formats, what are the basic elements typically found in an outline?

III. Basic elements of an outline

- A. Report title, which, at a glance, should indicate the main idea or purpose of the report

- B. Major components, or categories
1. Divide the main topic into three to five **major components**, or categories. A major component describes an important ingredient, element, or part of the main topic.
  2. These major components will become the major or side headings in the report.
  3. If necessary, combine smaller segments into broader components.
  4. Major components can be organized according to the writer's purposes: chronological, cause-and-effect relationship, procedural, comparison and contrast, presenting an argument, defining and analyzing, etc.
  5. Grouping ideas into major components also depends on the topic and channel of communication.
- C. **Subpoints** or subcategories
1. Each major component is divided into at least two subpoints, or subcategories. In moving from a major point to a subpoint, progress from large abstract concepts to small concrete ideas.
  2. Logic requires that if an "A" is used in an outline, then a "B" is also needed; a "1" requires a "2," and so forth.
- D. Support subpoints (details, illustrations, and evidence)
1. Each subpoint, or subcategory, is then supported with examples, details, statistics, case histories, and other data.
  2. Strive to make each support subpoint exclusive (no overlapping).
  3. The amount of detail in each support subpoint is determined by the audience's knowledge on the topic (Guffey 169–170).

*Many techniques can be used to help students master this objective. As an example, students could use Chapter 6, Writing Process Phrase 2: Organize in the textbook Business Communication Process and Product. Use VM-A to illustrate again the basic elements of an alphanumeric or digital outline. Use VM-B to illustrate typical major components arranged in business outlines.*

**Objective 4:** Format an MLA outline by customizing an outline numbered style in Microsoft Word.

**Anticipated Problem:** Although there are several outline numbered styles offered in Microsoft Word, currently none of them conform to the traditional *MLA Handbook*-suggested outline. How can the outline numbered style be customized?

- IV. Format an MLA-suggested outline by **customizing** (altering to fit individual specifications) an MS Word outline numbered style. The **MLA Handbook** is accepted by most English instructors as the authority or reference book for writing reports.
- A. Using an overhead projector, demonstrate how the existing alphanumeric outline style does not conform to the *MLA Handbook*-suggested outline style.

1. In MS Word, first change the screen view to Print Layout (found under View).
  2. Select Format, Bullets and Numbering, the Outline Numbered index tab, and the third style option on the bottom row.
  3. Type a quick outline using the Tab key to move to sublevels (major or subpoint components).
  4. Show the students that the Roman numeral outline style appears in a Heading 1 style and that sublevels do not align in desired locations.
- B. Using an overhead projector, demonstrate how an outline numbered style can be customized. At this time, do not focus the instruction on the outline margins, title, line spacing, content, etc.
1. In MS Word, make sure the font face is Times New Roman, the font size is 12 point, and the screen view is Print Layout.
  2. Select Format, Bullets and Numbering.
  3. Click on the Outline Numbered index tab located at the top of the Bullets and Numbering dialog box.
  4. Select the third style on the bottom row and click on the Reset button located in the lower left corner of the Outline Numbered style screen. If the Reset button is gray, skip this step.
  5. Click on the Customize button located in the lower right corner of the Outline Numbered style screen.
  6. Click once on the More button located under the Cancel button; more options appear at the bottom of the dialog box. If the Less button appears under the Cancel button, skip this step.
  7. Make the attribute changes listed below in the ruled table.
    - a. The “no style” is located at the top of the drop-down list under Link Level to Style.
    - b. The 4th Level Number Format will have to be edited by removing the right parenthesis and inserting a period; do not delete the number format code that appears before the parenthesis in gray.

Level	Number Format	Number Style	Number Position	Aligned at	Tab Sp. After	Indent at	Link Level to Style	Follow Number with
1	I.	I, II, III,	Right	.40	.49	.49	no style	Tab char.
2	A.	A, B, C,	Left	.49	.74	.74	no style	Tab char.
3	1.	1, 2, 3,	Left	.74	.99	.99	no style	Tab char.
4	a.	a, b, c,	Left	.99	1.24	1.24	no style	Tab char.

8. Press the OK button and see if an “I.” appears on the document. Type a sample outline by using the Tab key to increase a level and the Shift-Tab keys to decrease a level. If the Tab key does not increase a level, click on Tools,

AutoCorrect Options, and the Format As You Type index tab. Select Set left- and first-indent with tabs and backspaces.

9. Once an outline numbered style is customized, Steps B5 through B8 will not have to be repeated for future outlines unless another user presses the Reset button on that particular outline style.
- C. Using an overhead projector, guide the students through the steps needed to customize an outline numbered style suggested above (Steps B1 through B9).
1. Suggest to the students that they change an outline numbered style on their home computers for future academic use.
  2. Remind students that the customized outline numbered style will remain in place unless another user selects the Reset button on that particular outline style. Since classroom computers are used by several students with individual formatting needs, the outline numbered style should be checked for accuracy by selecting the Customize button and verifying the attributes for each level.
- D. Using an overhead projector, guide the students through formatting an MLA outline.
1. Start a new blank document and change the font style to Times New Roman, 12 point (if necessary).
  2. Set all margins at 1 inch and double-space the document (Ctrl-2). Please inform students that some sources will show outlines to be single-spaced between components—tell them to be flexible and following the instructions issued by the instructor or employer.
  3. Center the outline title in **title case** (capitalize the first character of every significant word—i.e., *Lady in Red*). Ctrl-E may also be used to center align the text. Press the Enter key once; the insertion point should be double-spaced below the title.
  4. Left align (Ctrl-L) the insertion point.
  5. Select the previously customized outline numbered style (Format, Bullets and Numbering, Outline Numbered index tab, third option on bottom row).
  6. Practice typing an outline. Use the Tab key to increase a level; use the Shift-Tab keys to decrease a level. Reminder: If the Tab key does not increase a level on the students' computers, perform the steps listed in B8.
  7. When typing the outline body, capitalize the first character of each component (**sentence case**). Inform students that different sources recommend different case styles for typing an outline. MLA suggests sentence case, but an instructor or employer may request uppercase or title case for major categories. If the components are written as complete sentences, use ending punctuation.

*Many techniques can be used to help students master this objective. As an example, students can use LS-A to reinforce customizing an outline numbered style suggested by the MLA Handbook.*

- **Review/Summary.** Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or taught from a different angle.
- **Application.** Use the included visual master(s) and lab sheet(s) to apply the information presented in the lesson.
- **Evaluation.** Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is provided.

## ■ **Answers to Sample Test:**

### **Part One: Matching**

1. h
2. g
3. a
4. l
5. e
6. d
7. c
8. j
9. b
10. i
11. f
12. k

### **Part Two: Completion**

1. title (or report title)
2. three, five

### **Part Three: Short Answer**

1. Format
2. Bullets and Numbering
3. Outline Numbered index tab
4. Third option on bottom row
5. Customize button



# Prepare Outlines

## ► Part One: Matching

**Instructions:** Match the term with the correct definition.

- |                        |                        |                    |
|------------------------|------------------------|--------------------|
| a. alphanumeric format | e. hierarchy           | i. sentence case   |
| b. customizing         | f. major component     | j. subpoints       |
| c. decimal format      | g. <i>MLA Handbook</i> | k. title case      |
| d. final outline       | h. outline             | l. working outline |

- \_\_\_\_\_ 1. A document that shows a condensed version of a particular subject.
- \_\_\_\_\_ 2. A source that provides a reference for writing formal reports.
- \_\_\_\_\_ 3. This outline format uses Roman numerals, letters, and numbers to show major and minor component levels.
- \_\_\_\_\_ 4. A document used as an informal list of topics and subtopics that the writer is thinking of covering in the paper.
- \_\_\_\_\_ 5. A series in which each element is graded or ranked.
- \_\_\_\_\_ 6. A document that enhances the organization and coherence of a paper and is usually submitted with the completed report.
- \_\_\_\_\_ 7. This outline format uses numbers and decimals to indicate major and minor ideas.
- \_\_\_\_\_ 8. A major component subcategory that includes concrete ideas instead of abstract concepts.
- \_\_\_\_\_ 9. Changing an outline numbered style to fit an individual's specifications.
- \_\_\_\_\_ 10. Only the first character of a component is capitalized.
- \_\_\_\_\_ 11. A category that describes an important ingredient, element, or part of the main topic.
- \_\_\_\_\_ 12. Only the first character of every significant word is capitalized.



## ▶ Part Two: Completion

**Instructions:** Provide the words or words to complete the following statements.

1. At a glance, the outline \_\_\_\_\_ should indicate the main idea or purpose of the report.
2. In creating an outline, divide the main topic into \_\_\_\_\_ to \_\_\_\_\_ major components or classifications.

## ▶ Part Three: Short Answer

**Instructions:** Complete the following.

Write out the steps needed to arrive at the Customize Outline Numbered List dialog box. Place a number in front of each step and assume each sentence will start with "Click on ..."

# It's All About Me!

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## Performance Standard 5A.H

Students in Business Information Technology will write an outline describing the details of their own lives in chronological order. They will format the outline using the *MLA Handbook*–suggested style, customizing outline numbered lists if necessary. Students will be evaluated accordingly:

- ◆ *Number/Format*: Assigned number of major/minor components of an outline are completed; outline is formatted using *MLA Handbook*–suggested outline style.
- ◆ *Accuracy of Information*: Correct, complete sentences are used and are varied, smooth, and polished; there are no mechanical, grammatical, or word usage errors; the information is presented in a logical and chronological order.

## Procedures

1. ***In order to locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas (5A)***, students should experience sufficient learning opportunities to develop the following:
  - ◆ Arrange information in an orderly manner (e.g., outlining, sequencing).

Students employed in various business careers are required to communicate in a clear, concise, and correct manner on personal and professional levels. Students should develop outlines to facilitate logical and understandable written documents. This assessment aligns with the National Standards for Business Education (Communication, Foundation of Communication, C. Written Communication, Level 3) and Workplace Skills Standards H2 (solving problems and critical thinking); K2 (demonstrate basic knowledge of computing).
2. Business students will review and discuss the assessment task and how the rubric will be used to grade their work.
3. Each student will create an outline describing his or her own life in chronological order. The outline should contain a title, five major components, at least two subpoints under each component, and at least two supporting statements under each subpoint. Each outline level will be written as a complete sentence without mechanical, grammatical, or word usage errors. The student will format the outline using the suggested *MLA Handbook* alphanumeric style, customizing an outline numbered style list if necessary.
4. This assignment may be given as a homework assignment.
5. Each student's performance will be evaluated using the rubric. Add each student's scores to determine the performance level.

## Time Requirements

One class period (45–50 min.)

## Resources

- ◆ Student Instructions
- ◆ Computer with word processing software
- ◆ Printer
- ◆ It's All About Me! scoring rubric

# It's All About Me!

## Instructions

Let's pretend that a publishing company approaches you with a lucrative contract for your autobiography! The money is unbelievable, and, quite honestly, you are extremely flattered. Your checkered past, however, spans many years. What aspects of your life will you include in this autobiography? Will you mention your family, school, hobbies, career, etc.? What goals, accomplishments, and failures will you highlight? To begin this autobiography, you will need to organize your thoughts into a workable plan so that your writing style flows smoothly from one event to another. In other words, you need an outline!

1. Create an outline describing your life in chronological order. The outline should contain a title, five major components, at least two subpoints under each component, and at least two supporting statements under each subpoint.
2. Each outline level will be written as a complete sentence without mechanical, grammatical, or word usage errors.
3. Format the outline using the *MLA Handbook*–suggested style, customizing an outline numbered style list if necessary.
4. Place a footer on the outline that displays your name and class period.
5. Save and print your outline. Attach the scoring rubric sheet behind your outline.



# It's All About Me!

- ◆ Exceeds standard (must receive 7 or 8 total points)
- ◆ Meets standard (must receive 5 or 6 total points)
- ◆ Approaches standard (must receive 3 or 4 total points)
- ◆ Begins standard (must receive 2 points)

	Number/Format	Accuracy of Information
4	<ul style="list-style-type: none"> <li>• All component levels are formatted correctly in MLA style.</li> <li>• Five major components</li> <li>• At least two subpoints per major component</li> <li>• At least two supportive statements per subpoint</li> </ul>	<ul style="list-style-type: none"> <li>• All sentences are complete.</li> <li>• There are no mechanical, grammatical, or word usage errors.</li> <li>• The information is presented in logical and chronological order.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Most of the component levels are formatted correctly in MLA style.</li> <li>• Three or four major components</li> <li>• At least two subpoints per major component</li> <li>• At least two supportive statements per subpoint</li> </ul>	<ul style="list-style-type: none"> <li>• The majority of the sentences are complete.</li> <li>• There are very few mechanical, grammatical, or word usage errors.</li> <li>• Good organization is demonstrated with only minor logical/transition errors.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Some of the component levels are formatted correctly, while others are unnumbered or misaligned.</li> <li>• Three major components in the outline</li> <li>• There are at least two subpoints per major component.</li> <li>• There are fewer than two supportive statements per subpoint.</li> </ul>	<ul style="list-style-type: none"> <li>• Some correct sentence structures are used, although some sentences may require further clarification.</li> <li>• Writing has few mechanical, grammatical, or word usage errors, so the component is adequately conveyed.</li> <li>• Some organization is evident, but the information may have components out of logical or chronological order.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Most of the component levels are incorrectly formatted.</li> <li>• Fewer than three major components</li> <li>• Fewer than two subpoints per major component</li> <li>• Fewer than two supporting statements per subpoint</li> </ul>	<ul style="list-style-type: none"> <li>• The majority of the sentence structures are incorrect.</li> <li>• Major mechanical, grammatical, and/or word usage errors are evident.</li> <li>• Little organization is evident; information is not in logical or chronological order.</li> </ul>
<b>Score</b>		

“Writing Characteristics (Levels 1–5).” *WorkKeys® System*. 2006. ACT, Inc. 14 Jul 2006.  
<http://www.act.org/workkeys/assess/writing/levels.html>

# TWO POPULAR OUTLINE FORMATS

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## Format for Alphanumeric Outline

Title: Major idea, Purpose

- I. First major component
  - A. First subpoint
    1. Detail, illustration, evidence
    2. Detail, illustration, evidence
  - B. Second subpoint
    - 1.
    - 2.
- II. Second major component
  - A. First subpoint
    - 1.
    - 2.
  - B. Second subpoint
    - 1.
    - 2.
- III. Third major component
  - A.
    - 1.
    - 2.
  - B.
    - 1.
    - 2.

*(This method is simple and familiar.)*

## Format for Decimal Outline

Title: Major idea, Purpose

- 1.0. First major component
  - 1.1. First subpoint
    - 1.1.1. Detail, illustration, evidence
    - 1.1.2. Detail, illustration, evidence
  - 1.2. Second subpoint
    - 1.2.1.
    - 1.2.2.
- 2.0. Second major component
  - 2.1. First subpoint
    - 2.1.1.
    - 2.1.2.
  - 2.2. Second subpoint
    - 2.2.1.
    - 2.2.2.
- 3.0. Third major component
  - 3.1.
    - 3.1.1.
    - 3.1.2.
  - 3.2.
    - 3.2.1.
    - 3.2.2.

*(This method relates every item to the overall outline.)*

(Guffey 169)



# TYPICAL MAJOR COMPONENTS USED IN BUSINESS OUTLINES

## Letter or Memo

- I. Opening
- II. Body
- III. Closing

## Procedure

- I. Step 1
- II. Step 2
- III. Step 3
- IV. Step 4



## **Informational Report**

- I. Introduction
- II. Facts
- III. Summary

## **Analytical Report**

- I. Introduction/problem
- II. Facts/findings
- III. Conclusions
- IV. Recommendations (if requested)

## **Proposal**

- I. Introduction
- II. Proposed solution
- III. Staffing
- IV. Schedule, cost
- V. Authorization

(Guffey 170)

# Formatting Outlines for MLA Reports

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## Purpose

The purpose of this activity is to reinforce the procedures needed to format an MLA-suggested outline.

## Objectives

1. Customize one of MS Word’s outline numbered alphanumeric styles.
2. Format an MLA-suggested outline.

## Materials

- ◆ lab sheets
- ◆ computer with MS Word vers. XP or higher
- ◆ printer
- ◆ writing utensil
- ◆ writing surface

## Procedure

1. Ask the students to verify that their font face is Times New Roman, the font size is 12 point, and the screen is set to Print Layout View.
2. Instruct the students to reset their outline numbered alphanumeric style (Format, Bullets and Numbering, Outline Numbered index tab, third style on bottom row, Reset button). Quickly glance at the students’ monitors to see if the Reset button is inactive (gray) for the third option on the bottom row of this screen.
3. Using LS–A: Student Lab Sheet, have the students customize the same alphanumeric style previously practiced throughout this lesson’s Objective 4.
4. Using LS–B: Student Lab Sheet, have the students format the document for an MLA-suggested outline.
5. Using LS–B: Student Lab Sheet, ask the students to type the sample outline, correcting all typing errors. Remind them to use the Tab key to increase a level and the Shift-Tab keys to decrease a level.

6. Request that each student place a footer at the bottom of his or her paper with name and any other information pertinent to the class (e.g., Student's Name, 1st Hr. Keyboarding).
7. Have each student print the final copy and save the document with a designated file name and location.
8. Use LS KEY-B as an Answer Key.

# Customizing an Outline Numbered Style

1. In MS Word, start a new blank document and set the font face to Times New Roman, the font size to 12 point, and the screen view to Print Layout View.
2. Select Format, Bullets and Numbering on the Menu bar.
3. Click on the Outline Numbered index tab located at the top of the Bullets and Numbering dialog box.
4. Select the third style on the bottom row and click on the Reset button located in the lower left corner of the Outline Numbered style screen. If the Reset button is inactive, skip this step.
5. Click on the Customize button located in the lower right corner of the Outline Numbered style screen.
6. Click once on the More button located under the Cancel button; more options appear at the bottom of the dialog box. If the Less button appears under the Cancel button, skip this step.
7. Make the attribute changes listed below in the ruled table.
  - a. The “no style” is located at the top of the drop-down list under the Link Level to Style.
  - b. The 4th Level Number Format will also have to be edited by removing the right parenthesis and inserting a period; do not delete the number format code that appears before the parenthesis in gray.

Level	Number Format	Number Style	Number Position	Aligned at	Tab Sp. After	Indent at	Link Level to Style	Follow Number with
1	I.	I, II, III,	Right	.40	.49	.49	no style	Tab char.
2	A.	A, B, C,	Left	.49	.74	.74	no style	Tab char.
3	1.	1, 2, 3,	Left	.74	.99	.99	no style	Tab char.
4	a.	a, b, c,	Left	.99	1.24	1.24	no style	Tab char.

8. Press the OK button and see if an “I.” appears on the document. As you type, use the Tab key to increase a level and use the Shift-Tab keys to decrease a level. If the Tab key does not increase a level, click on Tools, AutoCorrect Options, and the Format As You Type index tab. Select Set left- and first-indent with tabs and backspaces.
9. Once an outline numbered style is customized, Steps 5 through 8 will not be repeated unless another user clicks the Reset button on that particular outline style.

# Outline Formatting Instructions

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1. Backspace off the Roman number “I.” or start a new blank document; if necessary, set all margins to 1 inch. Change the line spacing to double-space (Ctrl-2).
2. Center the insertion point (Ctrl-E), type the report title in title case, and press the Enter key once. The insertion point should be double-spaced below the title.
3. Left align the insertion point (Ctrl-L).
4. Select the previously customized outline numbered style (Format, Bullets and Numbering, Outline Numbered index tab, third option on bottom row). You do not have to customize this style again.
5. Type the outline presented below. As you type, use the Tab key to increase a level; use the Shift-Tab keys to decrease a level. Reminder: If the Tab key does not increase a level, verify that you are in the Print Layout View and/or perform the corrective procedure listed in Step 8 of LS-A: Student Lab Sheet.

## How to Make Decisions on the Job

- I. Determine what choices you have.
  - A. Make use of all available reference materials.
    1. Check company policy manuals.
    2. Go to the company library or files.
  - B. Ask your co-workers and your supervisors questions.
  - C. Be observant and pay close attention in meetings.
- II. Do not make decisions hastily.
  - A. Postpone any doubtful decisions.
  - B. Remember that decisions based on emotions are usually not the best ones.
    1. If you are angry, allow enough time to consider things calmly.
    2. Do not risk losing the respect of others by acting impulsively.
  - C. Evaluate your decisions objectively.
    1. Keep an open mind about the consequences of your decisions.
    2. Learn from past decisions you have made.
      - a. Evaluate the results of each decision you make.
      - b. Learn something good from a poor decision.

(Johnson et al. R1)

# Outline Formatting Instructions

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## How to Make Decisions on the Job

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  - B. Ask your co-workers and your supervisors questions.
  - C. Be observant and pay close attention in meetings.
- II. Do not make decisions hastily.
  - A. Postpone any doubtful decisions.
  - B. Remember that decisions based on emotions are usually not the best ones.
    1. If you are angry, allow enough time to consider things calmly.
    2. Do not risk losing the respect of others by acting impulsively.
  - C. Evaluate your decisions objectively.
    1. Keep an open mind about the consequences of your decisions.
    2. Learn from past decisions you have made.
      - a. Evaluate the results of each decision you make.
      - b. Learn something good from a poor decision.