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Course Narrative and Introduction to
*Business and Marketing Essentials (Standard)*

Section 1
Introduction to Business and Marketing Essentials (Standard)

According to the United States’ Bureau of Labor Statistics, a business exists when one or more of the following conditions is met:

- Machinery or equipment of substantial value is used in conducting the business, or
- An office, store, or other place of business is maintained, or
- The business is advertised by:
  - listing in the classified section of the telephone book, or
  - displaying a sign, or
  - distributing cards or leaflets or otherwise publicizing that the work or service is offered to the general public.

“Business,” therefore, is not limited by being for- or not-for profit, having a brick and mortar or a virtual location, being public or private, or being large or small. Neither is it limited to organizations providing physical goods. Hospitals, attorneys’ offices, and colleges are businesses. Regardless of where people are employed, they are part of the business world.

To succeed in business, staff needs to perform a variety of activities. These activities include financial analysis, human-resources management, information management, marketing, operations, and strategic management. In large companies, entire departments may be devoted to carrying out one of these activities. In small companies, on the other hand, one person performs a number of the activities.

The business world in which people work is dynamic and changing. The pace at which it is changing has accelerated due to a variety of environmental shifts: downsizing, outsourcing, mergers, global competition, world markets, legal requirements, and technological innovations, to name a few.

In 2016, meetings were conducted with executive-level business and marketing leaders to examine trends impacting how they do business. The panel stressed the impact that technology has had on their businesses. They cited the following examples:

- Incoming employees have an increased technological savvy-ness over people who’ve been in the workplace for some time. However, they lack knowledge of appropriate use of technology for business and marketing purposes.
- There are decreased opportunities for entry-level jobs.
- Technology has become a pervasive aspect of the business world.
- Clients expect 24/7 access to staff, necessitating staff to be diligent in balancing personal and professional time.
- The use of the human touch has decreased; however, the pendulum has started to swing back so that businesses are trying to balance high tech with high touch.
- Social and mobile technology have changed the face of business.
• The pace/speed with which everything happens has increased; therefore, business has to be ready to act at the existing pace.
• Agility and adaptability are needed for business continuity.
• Data analysis and decision-making cut across functional areas with increased reliance on data.
• Customer-experience management has emerged and should involve all departments playing a role in customer journeys.
• Knowing what information technology to use has increased in complexity.

The finance, management, and marketing leaders also discussed the changing workplace landscape. They discussed the fact that people are staying in the workplace longer, thereby increasing the range of ages found in businesses. This has created the need to build bridges across generational differences and to recognize and work with those differences. Likewise, the ethnic diversity in the workplace is greater than at any other time in U.S. history. Employees are actually citizens of the world, not just of their local community. This has created the need to utilize multiple languages to communicate written and oral directions and to hire bilingual staff who can communicate clearly with customers and other staff members.

The participants stressed the need for employees to be able to relate to others throughout the company, having an understanding of how each person contributes to the business’s overall success. They stated that employees should be critical, analytical thinkers who possess good organizational skills and understand the need for workplace accountability.

All of the factors identified by the finance, management, and marketing leaders impact the skills, attitudes, and abilities needed for success in today’s workplace. To that end, the Business & Marketing Essentials (Standard) course has been developed to introduce students to the functional areas of business, giving them opportunities to examine the business environment, types of businesses, and the business activities that take place in the work environment.
Goals

The broad goals of the Business and Marketing Essentials (Standard) course are to accomplish the following:

- Reinforce academic skills in such areas as communication, reading, and writing
- Encourage creative thought, problem solving, and decision making
- Enable students to understand and appreciate businesses and their significance to the economy
- Stimulate student interest in business and marketing careers
- Increase student awareness of the increasingly complex business world
- Assist students in developing appropriate attitudes about business and marketing
- Encourage the use of technology in classroom projects
- Facilitate student understanding of the impact of a global economy on future career opportunities
- Assist students with enhancing their teamwork skills
- Stimulate reflection on processes, performance, and outcomes

Program of Study

Business and Marketing Essentials (Standard) is a component of the MBA Research 4- and 3-Credit Standard Business Management and Administration, Entrepreneurship, Finance, and Marketing Programs of Study.

Credit

1 unit

Grade Level

10

Prerequisites

There are no prerequisites for enrollment in Business and Marketing Essentials (Standard).

Student Characteristics

Business and Marketing Essentials (Standard) is targeted at typical students as well as ESL students and other students with special needs. Students in the course represent a cross section of the student body in terms of gender, race, and ethnicity, are 15- to 16-years old, and have an interest in business or marketing.
Course Description & Learning Outcomes

Section 2
Course Description

*Business and Marketing Essentials (Standard)*, an introductory business and marketing course, enables students to acquire a realistic understanding of business processes and activities. Students examine fundamental economic concepts, the business environment, and primary business activities. They develop an understanding of and skills in such areas as customer relations, economics, emotional intelligence, financial analysis, human resources management, information management, marketing, operations, professional development, and strategic management. Throughout the course, students are presented ethical dilemmas and problem-solving situations for which they must apply academic and critical-thinking skills.

**Instructional Area:** Customer Relations (CR)

**Performance Element:** Foster positive relationships with customers to enhance company image.

**Performance Indicator:** CR:003 Explain the nature of positive customer relations (CS) LAP-CR-001

**Objectives:**
- a. Explain what it means to have positive customer relations.
- b. Identify factors that affect customer relations.
- c. Discuss the importance of positive customer relations.
- d. Describe techniques for building positive customer relations.

**Instructional Area:** Economics (EC)

**Performance Element:** Understand fundamental economic concepts to obtain a foundation for employment in business.

**Performance Indicator:** EC:002 Distinguish between economic goods and services (CS) LAP-EC-010

**Objectives:**
- a. Define the following terms: want, economic want, noneconomic want, goods, services, consumer goods, and industrial goods.
- b. Distinguish between economic and noneconomic wants.
- c. Identify the characteristics of goods.
- d. Identify the characteristics of services.
- e. Distinguish between consumer and industrial goods and services.
- f. Classify consumer goods.
- g. Classify industrial goods.
- h. Explain why consumers cannot have everything that they want.
- i. Explain how consumers affect the decision of what goods and services will be produced.
Instructional Area: Economics (EC) (cont’d)

Performance Element: Understand fundamental economic concepts to obtain a foundation for employment in business.

Performance Indicator: EC:003 Explain the concept of economic resources (CS) LAP-EC-014
Objectives:
   a. Define the following terms: economic resources, natural resources, capital goods, human resources, and factors of production.
   b. List reasons that economic resources are important for business.
   c. Explain why natural resources are limited.
   d. Describe ways that businesses respond to limited natural resources.
   e. Explain why human resources are limited.
   f. Describe ways that businesses respond to limited human resources.
   g. Explain why capital goods are limited.
   h. Describe ways that businesses respond to limited capital goods.

Performance Indicator: EC:001 Describe the concepts of economics and economic activities (CS) LAP-EC-006
Objectives:
   a. Define the following terms: economics, scarcity, economizing, opportunity cost, trade-offs, consumption, consumer, production, producer, exchange, and distribution.
   b. Explain why wants are considered unlimited.
   c. Discuss why scarcity exists.
   d. Describe the three economic questions that all societies must answer.
   e. Explain the importance of decision making in economics.
   f. Describe four economic activities.
   g. Discuss three factors that affect the value of money payments in a market economy.

Performance Indicator: EC:004 Determine economic utilities created by business activities (CS) LAP-EC-013
Objectives:
   a. Define the following terms: utility, form utility, place utility, time utility, and possession utility.
   b. Identify ways in which a product’s utility can vary.
   c. Cite an example of each type of utility.
   d. Describe how marketing affects each type of utility.

Performance Indicator: EC:005 Explain the principles of supply and demand (CS) LAP-EC-011
Objectives:
   a. Define the following terms: demand, law of demand, supply, law of supply, law of supply and demand, buyer’s market, seller’s market, elasticity, elastic demand, and inelastic demand.
   b. List the conditions required for demand to exist.
   c. Describe how the law of supply and demand affects businesses.
   d. Identify factors that affect elasticity.
   e. Explain the importance of understanding elasticity.
   f. Describe factors that affect demand.
   g. Describe factors that affect supply.
Instructional Area: Economics (EC) (cont’d)

Performance Element: Understand fundamental economic concepts to obtain a foundation for employment in business.

Performance Indicator: EC:006 Describe the functions of prices in markets (CS) LAP-EC-012

Objectives:
- Define the following terms: price, relative prices, substitution effect, rationing, equilibrium price, excess supply, excess demand, and market price.
- Explain the importance of price in business.
- Explain the significance of relative prices to businesses and to consumers.
- Identify an example of the change in relative prices of two products.
- Identify an example of the change in prices that does not result in a change in relative prices.
- Explain how customers react to changes in relative price.
- Discuss the relationship of relative prices to the three economic questions.
- Describe the functions of relative prices.
- Explain how prices are determined.
- Explain how producers respond to excess supply.
- Explain how producers respond to excess demand.

Performance Element: Understand the nature of business to show its contributions to society.

Performance Indicator: EC:070 Explain the role of business in society (CS) LAP-EC-070

Objectives:
- Define the following terms: social responsibility, producers, raw-goods producers, manufacturers, builders, trade industries, retailers, wholesalers, and service businesses.
- Identify two categories of social responsibility.
- Identify ways in which businesses contribute to public interests.
- List individuals, groups, or agencies to which retailers are socially responsible.
- Categorize types of producers in our society.
- Identify examples of retailers.
- Identify examples of wholesalers.
- Distinguish between retailers and wholesalers.
- Describe factors that differ among trade industries.
- Describe classifications of service businesses found in our society.
- Explain the importance of service businesses in our society.
Instructional Area:  Economics (EC) (cont’d)

Performance Element:  Understand the nature of business to show its contributions to society.

Performance Indicator:  EC:071 Describe types of business activities  (CS) LAP-EC-019

Objectives:
1. Define the following terms: business, accounting, customer relations, finance, human resources management, information management, management, marketing, operations, and production.
2. Identify types of primary business activities.
3. Explain the importance of primary business activities.
4. Explain the interrelationship of business activities.

Performance Element:  Understand economic systems to be able to recognize the environments in which businesses function.

Performance Indicator:  EC:007 Explain the types of economic systems  (CS) LAP-EC-017

Objectives:
1. Define the following terms: economic system, traditional economic system, command economic system, communism, socialism, and market economic system.
2. Explain why economic systems are needed.
3. Describe the characteristics of traditional economic systems.
4. Describe the characteristics of communism.
5. Describe the characteristics of socialism.
6. Describe the characteristics of a market economic system.
7. Explain how each type of economic system addresses the three economic questions.
8. Describe the strengths and weaknesses of traditional economies.
9. Describe the strengths and weaknesses of communist command economies.
10. Describe the strengths and weaknesses of socialist command economies.
11. Describe the strengths and weaknesses of market economies.

Performance Indicator:  EC:065 Identify the impact of small business/entrepreneurship on market economies  (CS)

Objectives:
1. Define the terms small business and entrepreneurship.
2. Explain the relationship between small business and entrepreneurship.
3. Describe barriers to small business/entrepreneurial success.
4. Discuss reasons for the growth of small business.
5. Identify ways that small business has contributed to society.

Performance Indicator:  EC:009 Explain the concept of private enterprise  (CS) LAP-EC-015

Objectives:
1. Define the term private enterprise.
2. Describe the characteristics of a private enterprise system.
3. Discuss the advantages and disadvantages of private enterprise.
4. Explain the economic freedoms found in a private enterprise system.
5. Describe the limits to freedom in a private enterprise system.
Instructional Area: Economics (EC) (cont’d)

Performance Element: Understand economic systems to be able to recognize the environments in which businesses function.

Performance Indicator: EC:010 Identify factors affecting a business's profit (CS) LAP-EC-002
Objectives:
a. Define the following terms: profit, profit motive, income, expenses, cost of goods, operating expenses, gross profit, and net profit.
b. Identify reasons that people are willing to invest in businesses.
c. Explain how profit is calculated.
d. Explain the importance of profit.
e. Describe factors that affect profit (i.e., the economy, demand, chance, expenses, pricing).
f. Explain ways that businesses can increase profit (i.e., decrease expenses, increase sales).
g. Defend businesses’ need to make a profit.

Performance Indicator: EC:011 Determine factors affecting business risk (CS) LAP-EC-003
Objectives:
a. Define the following terms: business risk, economic risks, natural risks, human risks, pure risks, speculative risks, guarantees, and warranties.
b. Classify business risks.
c. List types of economic risks.
d. Identify examples of natural risks.
e. Identify examples of human risks.
f. Distinguish between pure and speculative risks.
g. Describe ways that businesses can prevent or control risks.
h. Describe ways that businesses can transfer risks.
i. Describe reasons that businesses retain risks.
j. Explain ways that businesses can avoid risks.
Instructional Area: Economics (EC) (cont’d)

Performance Element: Understand economic systems to be able to recognize the environments in which businesses function.

Performance Indicator: EC:012 Explain the concept of competition (CS) LAP-EC-008

Objectives:
- a. Define the following terms: competition, direct competition, indirect competition, price competition, nonprice competition, monopoly, oligopoly, perfect competition, and regulated monopolies.
- b. Cite examples of direct competition.
- c. Cite examples of indirect competition.
- d. List examples of price competition.
- e. List examples of nonprice competition.
- f. Distinguish among market structures of businesses.
- g. Describe characteristics of pure competition.
- h. Explain characteristics of pure monopoly.
- i. Discuss characteristics of monopolistic competition.
- j. Describe characteristics of oligopolies.
- k. Describe government legislation affecting competition.
- l. Explain ways that competition affects producers.
- m. Describe how consumers benefit from competition.
- n. Explain how our society benefits from competition.
- o. Support the need for competition in a private enterprise economy.

Instructional Area: Emotional Intelligence (EI)

Performance Element: Apply ethics to demonstrate trustworthiness.

Performance Indicator: EI:123 Describe the nature of ethics (CS) LAP-EI-123

Objectives:
- a. Define the following terms: ethics, ethical principles, ethical situation, integrity, trust, accountability, transparency, fairness, respect, rule of law, and viability.
- b. Discuss the value of following ethical principles consistently.
- c. Describe the role of ethical principles in decision making.
- d. Discuss ethical principles that aid in making wise choices and ethical decisions (i.e., integrity, trust, accountability, transparency, fairness, respect, rule of law, and viability).
- e. Describe consequences of acting unethically.

Performance Indicator: EI:124 Explain reasons for ethical dilemmas (CS) LAP-EI-124

Objectives:
- a. Define the following terms: dilemma and ethical dilemma.
- b. Distinguish between ordinary dilemmas and ethical dilemmas.
- c. Identify common causes of ethical dilemmas (e.g., pressure from others, desire to prove yourself, conflicting values, greed, bad role models, lack of consequences).
**Instructional Area:** Emotional Intelligence (EI) (cont’d)

**Performance Element:** Apply ethics to demonstrate trustworthiness.

**Performance Indicator:** EI:125 Recognize and respond to ethical dilemmas (CS) LAP-EI-125

**Objectives:**
- a. Define the term ethical dilemma.
- b. Discuss characteristics of ethical dilemmas.
- c. Explain reasons to recognize and respond to ethical dilemmas.
- d. Discuss things to consider when determining if a problem is an ethical dilemma.
- e. Demonstrate techniques for recognizing and responding to ethical dilemmas.

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**Instructional Area:** Financial Analysis (FI)

**Performance Element:** Acquire a foundational knowledge of accounting to understand its nature and scope.

**Performance Indicator:** FI:579 Describe the need for financial information (CS) LAP-FI-009

**Objectives:**
- a. Discuss characteristics of useful financial information (e.g., credible, transparent, timely, understandable, comparable, reliable, etc.).
- b. Describe the usefulness of financial information in identifying trends.
- c. Explain how managers use financial information (e.g., in planning strategies, executing strategies, and feedback from execution of the strategy).
- d. Discuss the usefulness of financial information in contracts.
- e. Discuss how analysis of financial data aids in understanding accounting treatment.
- f. Describe how analysis of financial data aids in verifying information.
- g. Explain how analysis of financial data aids in determining variance.
- h. Discuss how analysis of financial data guides financial decision-making.

**Performance Indicator:** FI:085 Explain the concept of accounting (CS) LAP-FI-085

**Objectives:**
- b. Identify purposes of accounting.
- c. Explain who uses accounting data.
- d. Describe requirements that an accounting system should fulfill.
- e. Explain the need for accounting standards.
- g. Explain the nature of managerial accounting.
- h. Discuss the nature of cost accounting.
- i. Explain the flow of financial data from customer transaction to financial information users.
Instructional Area: Financial Analysis (FI)

Performance Element: Acquire a foundational knowledge of finance to understand its nature and scope.

Performance Indicator: FI:354 Explain the role of finance in business (CS) LAP-FI-007

Objectives:
- b. Discuss the primary finance activities.
- c. Explain the contributions of finance to business operations.
- d. Discuss the relationship of finance with other business functions.
- e. Distinguish between capital investment decisions and working capital management.
- f. Describe the decisions that make up capital investment decisions.
- g. Explain the use of cash conversion cycles in managing working capital.
- h. Discuss the use of return on capital in managing working capital.

Instructional Area: Human Resources Management (HR)

Performance Element: Understand the role and function of human resources management to obtain a foundational knowledge of its nature and scope.

Performance Indicator: HR:410 Discuss the nature of human resources management (CS) LAP-HR-035

Objectives:
- a. Describe activities included in human resources management (i.e., employee benefits, employee relations, compensation, selection and staffing, and performance management and appraisal).
- b. Explain the importance of human resources management to business effectiveness.
- c. Discuss reasons that the human resources management function is changing/evolving.
- d. Describe the role of human resources management in strategic management.
Instructional Area: Marketing (MK)

Performance Element: Understand marketing’s role and function in business to facilitate economic exchanges with customers.

Performance Indicator: MK:001 Explain marketing and its importance in a global economy (CS)

Objectives:
- Explain marketing and its importance in a global economy.
- Define the following terms: marketing and marketing concept.
- Identify marketing activities.
- Categorize items that are marketed.
- Explain where marketing occurs.
- Explain the elements of the marketing concept.
- Explain the role of marketing in a private enterprise system.
- Describe ways in which consumers and businesses would be affected if marketing did not exist.
- Explain how marketing benefits our society.

Instructional Area: Information Management (NF)

Performance Element: Use information literacy skills to increase workplace efficiency and effectiveness.

Performance Indicator: NF:077 Assess information needs (CS)

Objectives:
- Distinguish among factual information, criticism, and opinions.
- Explain how information needs evolve through discussion and research.
- Discuss how existing information can be combined to create new information.
- Describe a variety of types and formats of information sources (e.g., formality of information, disciplines, current vs. historical, primary vs. secondary, etc.)
- Discuss the nature of criteria that can be used to make information decisions and choices.
- Explain the need to evaluate the cost and benefits associated with obtaining information.
- Demonstrate procedures for assessing the nature and extent of needed information.

Performance Indicator: NF:078 Obtain needed information efficiently (CS)

Objectives:
- Explain investigative methods/techniques that can be used to obtain or retrieve information.
- Discuss the advantages/disadvantages of each investigative method/technique.
- Describe the use of search strategies that are applied to obtain information.
- Implement a search strategy to obtain needed information.
- Retrieve needed information from online sources.
- Identify the main idea/point in a document.
- Demonstrate procedures for obtaining information.
Instructional Area: Information Management (NF) (cont’d)

Performance Element: Use information literacy skills to increase workplace efficiency and effectiveness.

Performance Indicator: NF:079 Evaluate quality and source of information (CS)

Objectives:

a. Identify factors that should be evaluated when assessing information's quality (e.g., validity, reliability, accuracy, timeliness, and bias).
b. Explain how to detect bias or prejudice in information sources.
c. Discuss how context impacts the interpretation of information.
d. Describe how to detect contradictory information.
e. Demonstrate procedures for evaluating the quality and source of information.

Performance Indicator: NF:080 Apply information to accomplish a task (CS)

Objectives:

a. Explain ways to organize information to support the purpose and format needed for a task (e.g., outlines, drafts, storyboards, proposals, summaries, etc.).
b. Discuss ways to integrate existing information, data, or images into a new product or performance (e.g., quoting, summarizing, copying, manipulating, etc.).
c. Describe the need to modify the information-development process in order to use the information in a new product or process.
d. Identify communications media that can be used to inform others about a product or process.
e. Explain the need to consider the intended audience for a product before communicating information to them.
f. Determine appropriate information technology to apply to a task.
g. Demonstrate procedures for applying information to accomplish a task.

Performance Indicator: NF:081 Store information for future use (CS)

Objectives:

a. Identify occasions when information should be stored or recorded.
b. Discuss advantages of storing/recording information (e.g., documentation, audit trail, personal files, heritage preservation, etc.).
c. Explain negative results of storing/recording information (e.g., obsolescence of format or medium, security of information, etc.).
d. Compare virtual vs. physical storage/recording of information.
e. Discuss electronic vs. manual storage/recording of information.
f. Describe problems that might arise from storage of information (e.g., recordkeeping, storage space, filing systems, employer analysis, etc.).
g. Demonstrate procedures for storing/recording information for future use.
Instructional Area: Information Management (NF) (cont’d)

Performance Element: Acquire a foundational knowledge of information management to understand its nature and scope.

Performance Indicator: NF:110 Discuss the nature of information management (CS) LAP-NF-110

Objectives:
- a. Explain the scope of the information management function.
- b. Discuss the importance of information management to business success.
- c. Identify challenges to information management.
- d. Explain principles that can be used to ensure effectiveness of information management activities.
- e. Describe factors driving industry-wide change in information management practices.
- f. Discuss risks associated with information management.
- g. Explain elements of an information management program.

Performance Element: Utilize information-technology tools to manage and perform work responsibilities.

Performance Indicator: NF:003 Identify ways that technology impacts business (PQ) LAP-NF-004

Objectives:
- a. Identify types of technology affecting business.
- b. Describe ways that businesses use technology.
- c. Explain ways that business has changed due to technological innovation.
- d. Explain ways that information obtained from technology can be used by business.

Performance Indicator: NF:083 Explain the role of information systems (PQ)

Objectives:
- a. Define the term information system.
- b. Discuss purposes of information systems (e.g., store, retrieve, manage, etc.).
- c. Differentiate between information systems and information technology.
- d. Explain types of information systems (e.g., intranets, databases, etc.).

Performance Indicator: NF:084 Discuss principles of computer systems (PQ)

Objectives:
- a. Define the term computer system.
- b. Describe components of computer systems (e.g., monitor, keyboard, mouse, motherboard, central processing unit, etc.).
- c. Identify types of computer systems (e.g., desktop computers, laptop computers, smartphones, etc.).
- d. Explain the advantages and drawbacks of different computer systems.
Instructional Area: Information Management (NF) (cont’d)

Performance Element: Utilize information-technology tools to manage and perform work responsibilities.

Performance Indicator: NF:085 Use basic operating systems (PQ)

Objectives:
   a. Explain purposes of operating systems.
   b. Describe the relationship between computer systems and operating systems.
   c. Identify types of operating systems.
   d. Discuss the advantages and drawbacks of different operating systems.
   e. Demonstrate procedures for using basic operating systems.

Performance Indicator: NF:086 Describe the scope of the Internet (PQ)

Objectives:
   a. Explain the hierarchical structure of domain names.
   b. Discuss the role of organizations in administration of Internet activities.
   c. Explain the role of Internet Service Providers (ISPs).
   d. Describe types of resources that can be accessed through the Internet (e.g., web pages, USENET Newsgroups, listserves, files and programs, email, etc.).
   e. Discuss the use of bookmarks.
   f. Explain how to organize bookmarks.
   g. Describe tools useful in navigating the Internet.

Performance Indicator: NF:004 Demonstrate basic email functions (PQ)

Objectives:
   a. Explain the features (capabilities) of email.
   b. Discuss email etiquette (netiquette).
   c. Write and send an email message.
   d. Reply to an email message.
   e. Forward an email message.
   f. Add signature file.
   g. Open attachments.
   h. Save attachments to hard drive.
   i. Append attachments.
   j. Label messages.
   k. Add names to address book.
   l. Set up distribution list.
   m. Put message in outbox.
   n. Sort mail.
   o. Search for messages.
   p. Use email shortcuts (i.e., cut, copy, paste).
   q. Use auto-responder (mailbox).
   r. Post a message on a listserv.
   s. Create new email folder.
   t. Store email messages in folders.
Instructional Area: Information Management (NF) (cont’d)

Performance Element: Utilize information-technology tools to manage and perform work responsibilities.

Performance Indicator: NF:005 Demonstrate personal information management/productivity applications (PQ)
Objectives:
- a. Discuss the capabilities of personal information management/productivity applications.
- b. Use the address book application.
- c. Use the calculator.
- d. Use the notes application.
- e. Use the scheduler application.
- f. Use the to-do application.
- g. Use the global search application.

Performance Indicator: NF:006 Demonstrate basic web-search skills (PQ)
Objectives:
- a. Define the following terms: world wide web (WWW), uniform resource locators (URL), browsers, gophers, search engines, file transfer protocol (FTP), newsgroups, and listservs.
- b. Identify the components in a URL.
- c. Explain the importance of search engines in locating information.
- d. Locate specified topics on the web.
- e. Access specified topics through links on a web page.
- f. Download information to a disk.

Performance Indicator: NF:007 Demonstrate basic word processing skills (PQ)
Objectives:
- a. Identify capabilities of word-processing software.
- b. Enter and store text in a word-processing software program.
- c. Search for and replace text in a document stored in a word-processing software program.
- d. Retrieve, edit, and print a document stored in a word-processing software program.
- e. Cut and paste information from one text document into another in a word-processing software program.
- f. Create a text document containing columns in a word-processing software program.
- g. Insert and print a graph in a word-processing document.
- h. Utilize the page numbering feature.

Performance Indicator: NF:008 Demonstrate basic presentation applications (PQ)
Objectives:
- a. Identify capabilities of presentation software programs.
- b. Describe characteristics of effective presentation software documents.
- c. Enter and store text into a presentation software document.
- d. Import graphics into a presentation software document.
- e. Develop builds and transitions for screens in a presentation software document.
- f. Retrieve and edit presentation software screens.
- g. Add/Delete screens from a presentation software package.
Instructional Area:  Information Management (NF) (cont’d)

Performance Element:  Utilize information-technology tools to manage and perform work responsibilities.

Performance Indicator:  NF:009 Demonstrate basic database applications (PQ)

Objectives:
- a. Identify capabilities of database software.
- b. Create a database structure.
- c. Construct queries.
- d. Enter and store data in a database software program.
- e. Retrieve and modify data in a database software program.
- f. Delete database records.
- g. Sort data in a database given predetermined criteria.
- h. Output data in a report format.
- i. Create a chart or graph using information in a database file.
- j. Print labels from a database.
- k. Print database list/report.
- l. Ensure data integrity.
- m. Validate data.
- n. Eliminate data redundancy (i.e., normalize data).

Performance Indicator:  NF:010 Demonstrate basic spreadsheet applications (PQ)

Objectives:
- a. Define the following terms: rows, columns, and cells.
- b. Describe components of a spreadsheet.
- c. Identify capabilities of spreadsheet software.
- d. Format spreadsheets.
- e. Enter and store data in a spreadsheet software file.
- f. Retrieve, edit, and print data in a spreadsheet.
- g. Create charts and graphs using information in a spreadsheet.

Instructional Area:  Operations (OP)

Performance Element:  Understand operation's role and function in business to value its contribution to a company.

Performance Indicator:  OP:189 Explain the nature of operations (CS) LAP-OP-189

Objectives:
- a. Explain activities that make up the operations function (i.e., purchasing, inventory control, quality control, storage, logistics and evaluations).
- b. Discuss the impact of a business's product on operations.
- c. Describe how operations principles apply to service businesses.
- d. Explain the impact of operations on other business functions.
- e. Discuss the impact of technology on operations.
Instructional Area: Professional Development (PD)

Performance Element: Acquire self-development skills to enhance relationships and improve efficiency in the work environment.

Performance Indicator: PD:002 Maintain appropriate personal appearance (PQ) LAP-PD-005

Objectives:
- a. Define the following terms: personal appearance, nutrition, and posture.
- b. Describe the relationship between personal appearance and self-concept.
- c. Discuss the importance of first impressions.
- d. Explain why employers are concerned about the appearance of job applicants.
- e. Describe the importance of personal appearance in the workplace.
- f. Discuss factors which affect overall personal appearance.
- g. Describe guidelines for personal grooming.
- h. Explain procedures for dressing appropriately for work.

Performance Element: Understand and follow company rules and regulations to maintain employment.

Performance Indicator: PD:250 Adhere to company protocols and policies (CS)

Objectives:
- a. Define the following terms: protocol, policy, procedure.
- b. Discuss types of company protocols, policies, and procedures (e.g., employee conduct, discipline, ethics, health and safety, etc.).
- c. Explain purposes of company protocols, policies, and procedures.
- d. Describe benefits of company protocols, policies, and procedures.
- e. Discuss the importance of adhering to company protocols and policies.
- f. Demonstrate techniques for adhering to company protocols and policies.

Performance Indicator: PD:252 Follow chain of command (CS)

Objectives:
- a. Discuss the importance of following the chain of command.
- b. Discuss the use of the chain of command to resolve issues or problems.
- c. Explain possible consequences of failing to follow the chain of command.
- d. Describe situations in which bypassing the chain of command is appropriate.
- e. Explain techniques used to work through the chain of command.
- f. Demonstrate techniques used to follow a chain of command.
Instructional Area: Professional Development (PD) (cont’d)

Performance Element: Participate in career planning to enhance job-success potential.

Performance Indicator: PD:013 Assess personal interests and skills needed for success in business (PQ)
  Objectives:
  a. Define the following personal characteristics: realistic, investigative, artistic, social, enterprising, and conventional.
  b. Identify aspects of an individual that should be examined in order to determine strengths and weaknesses.
  c. Explain reasons for assessing personal interests and skills.
  d. Discuss the importance of objectivity in personal assessments.
  e. Describe steps for assessing personal interests and skills.

Performance Indicator: PD:020 Analyze employer expectations in the business environment (PQ)
  Objectives:
  a. Describe characteristics and actions employers expect of employees.
  b. Explain ways of maintaining positive working relationships with others.
  c. Determine employer’s expectations.

Performance Indicator: PD:021 Explain the rights of workers (PQ)
  Objectives:
  a. Describe the employee right to a safe working environment.
  b. Discuss the employee right to form unions.
  c. Explain the employee right to fair treatment.
  d. Describe the employee right to expect criticism.
  e. Explain the employee right to expect recognition.

Performance Indicator: PD:022 Identify sources of career information (CS)
  Objectives:
  a. Identify information that can be obtained at libraries about careers.
  b. Identify nonprint sources of career information.
  c. Identify career-information guides provided by the U.S. Department of Labor.
  d. Identify databases that provide career information.
  e. Identify career information that can be obtained on the Internet.
  f. Describe how school counselors can assist in providing career information.
  g. Explain the importance of discussing career opportunities with workers who are employed in jobs in which you are interested.

Performance Indicator: PD:023 Identify tentative occupational interest (CS)
  Objectives:
  a. Define the terms interests and aptitudes.
  b. Explain reasons for selecting occupations that match one's interests and aptitudes.
  c. Describe the importance of comparing and evaluating information about occupations.
  d. Explain the reasons for narrowing the choice of occupations when developing a career path.
Instructional Area: Professional Development (PD) (cont’d)

Performance Element: Participate in career planning to enhance job-success potential.

Performance Indicator: PD:025 Explain employment opportunities in business (CS) LAP-PD-015

Objectives:
- a. Identify types of careers in business.
- b. Describe traits and skills needed for success in business careers.
- c. Explain educational requirements for business careers.

Performance Element: Implement job-seeking skills to obtain employment.

Performance Indicator: PD:026 Utilize job-search strategies (PQ)

Objectives:
- a. Identify procedures for conducting a self-analysis.
- b. Identify sources of job information.
- c. Describe steps in conducting a job search.
- d. Implement job-search strategies.

Performance Indicator: PD:027 Complete a job application (PQ)

Objectives:
- a. List factors that employers consider when evaluating job application forms.
- b. Identify the information required on the application.
- c. Describe procedures for completing job application forms.
- d. Complete a job application form.

Performance Indicator: PD:028 Interview for a job (PQ)

Objectives:
- a. Identify appropriate attire for job interviews.
- b. Describe the use of questions in job interviews.
- c. Identify appropriate questions to ask during job interviews.
- d. Describe appropriate behavior during job interviews.
- e. Explain procedures for interviewing for a job.
- f. Interview for a job of interest.

Performance Indicator: PD:029 Write a follow-up letter after job interviews (CS)

Objectives:
- a. Describe reasons for writing follow-up letters after job interviews.
- b. Explain content that should be included in follow-up letters after job interviews.
- c. Demonstrate procedures for writing a follow-up letter after a job interview.

Performance Indicator: PD:030 Write a letter of application (CS)

Objectives:
- a. Identify the purpose of the letter of application.
- b. Explain when a letter of application is to be used.
- c. Explain the importance of the letter’s appearance.
- d. Describe procedures for writing letters of application.
- e. Write an application letter for a job of interest.
Instructional Area: Professional Development (PD) (cont’d)

Performance Element: Implement job-seeking skills to obtain employment.

Performance Indicator: PD:031 Prepare a résumé (CS)

Objectives:
- a. Identify information needed to prepare a résumé.
- b. Explain the uses of résumés.
- c. Explain the importance of keeping a specific personal file of work, education history and references.
- d. Discuss the value of neat appearance for résumés.
- e. Discuss the value of accurate information, spelling, punctuation, and grammar in résumés.
- f. Describe procedures for preparing résumés.
- g. Prepare a résumé.

Performance Element: Utilize career-advancement activities to enhance professional development.

Performance Indicator: PD:032 Describe techniques for obtaining work experience (e.g., volunteer activities, internships) (PQ)

Objectives:
- a. Define the term internship.
- b. Identify reasons that employers often choose to hire experienced workers.
- c. Identify activities that can be valued as work experience.
- d. Explain ways to obtain experiences that can substitute for workplace skills.

Performance Indicator: PD:033 Explain the need for ongoing education as a worker (PQ)

Objectives:
- a. Explain the benefits associated with the ongoing education of employees.
- b. Identify training provided by companies for their employees.
- c. Identify external sources of employee training.
- d. Explain the types of external training available to employees.
- e. Describe occasions when employees need training.

Performance Indicator: PD:034 Explain possible advancement patterns for jobs (PQ)

Objectives:
- a. Define the following terms: job, career, occupation, job promotion, and seniority.
- b. Distinguish among occupations, jobs, and careers.
- c. Explain the value of entry-level job positions for beginning workers.
- d. Identify reasons promotion opportunities arise.
- e. Explain why a job change may be necessary for workers to advance.
- f. Describe the role of seniority in job advancement.
- g. Compare and contrast promotion opportunities among occupations and industries.
Instructional Area: Strategic Management (SM)

Performance Element: Recognize management's role to understand its contribution to business success.

Performance Indicator: SM:001 Explain the concept of management  (CS) LAP-SM-003

Objectives:
   a. Define the following terms: management, planning, organizing, staffing, directing, and controlling.
   b. Explain the role of managers in business organizations.
   c. Describe the categories of resources managed by businesses.
   d. Explain the responsibilities of each level of management.
   e. Identify management functions.
   f. Describe the purposes of management functions.
Sequence of Instruction

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27 days

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## Semester 2

### Business Technology

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### Finding and Getting a Job

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EI:123 Describe the nature of ethics

LAP: LAP-EI-123  
© LAP: 2016

Curriculum Planning Level: CS

Objectives:

a. Define the following terms: ethics, ethical principles, ethical situation, integrity, trust, accountability, transparency, fairness, respect, rule of law, and viability.

b. Discuss the value of following ethical principles consistently.

c. Describe the role of ethical principles in decision making.

d. Discuss ethical principles that aid in making wise choices and ethical decisions (i.e., integrity, trust, accountability, transparency, fairness, respect, rule of law, and viability).

e. Describe consequences of acting unethically.

Activity:

Divide the class into eight groups, and assign a different ethical principle to each group (i.e., integrity, trust, accountability, transparency, fairness, respect, rule of law, and viability). Ask each group to identify an individual (real or fictional) who embodies its assigned ethical principle. Each group should then create a poster, presentation, video, song, etc. of its choice to explain how the person’s behavior exhibits that particular ethical principle. Finally, each group should share its work with the class.

Ethics Case for Students: Ashlyn and her team just finished presenting to the board of directors, and it went extremely well! After the presentation, one of the directors approached Ashlyn and told her that she did an excellent job. He told her that because of her hard work, he was going to recommend her for a promotion. Ashlyn was excited and proud, but she also felt guilty. The presentation was successful because of her whole team, not just her individual efforts. What should Ashlyn do? Should she accept the praise and what comes with it? Or should she make sure to give credit to her teammates, even if it costs her a promotion? (Ethical Principles Involved: Integrity, Transparency, Fairness, Respect)

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Author: Clark, B., Basteri, C.G., Gassen, C., & Walker, M.  
References: [pp. 17, 82-91, 503]  
Publisher: Tinley Park, IL: Goodheart-Willcox.  
Copyright: 2014

Title: Marketing essentials 2012  
Author: Farese, L.S., Kimbrell, G., & Woloszyk, C.A.  
References: (pp. 150-153)  
Publisher: Columbus, OH: Glencoe/McGraw-Hill  
Copyright: 2012

Title: Succeeding in the world of work  
Author: Kimbrell, G.  
References: [pp. 118-121]  
Publisher: Columbus, OH: McGraw-Hill Education  
Copyright: 2012

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Author: Amico, S.  
URL: http://smallbusiness.chron.com/workplace-ethics-behavior-5239.html  
Copyright: n.d.  
Accessed on: 2017-02-20
Title: Values, morals, and ethics.
Author: Changing Minds.com.
URL: http://changingminds.org/explanations/values/values_morals_ethics.htm
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Author: Daniels Fund.
Copyright: n.d.
Accessed on: 2017-02-20

Title: What is ethics? [Video].
Author: Lindstrom, L.
URL: https://www.youtube.com/watch?v=vAuv0HujFbc
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Title: What are characteristics of ethical people in the workplace?
Author: Schreiner, E.
URL: http://smallbusiness.chron.com/characteristics-ethical-people-workplace-15703.html
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Author: Ethnic Communities.
URL: https://www.youtube.com/watch?v=d7B52oOUpM
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Accessed on: 2017-02-20

Title: In life and business, learning to be ethical.
Author: Tugend, A.
Copyright: 2014, January 10
Accessed on: 2017-02-20

Title: What is ethics in research and why is it important?
Author: Resnik, D.
URL: http://www.niehs.nih.gov/research/resources/bioethics/whatisthis/
Copyright: 2015, December 1
Accessed on: 2017-02-20

Title: A framework for thinking ethically.
Author: Santa Clara University.
URL: http://www.scu.edu/ethics/practicing/decision/framework.html
Copyright: 2015, August 1
Accessed on: 2017-02-20

Title: What are characteristics of ethical people in the workplace?
Author: Schreiner, E.
URL: http://smallbusiness.chron.com/characteristics-ethical-people-workplace-15703.html
Copyright: n.d.
Accessed on: 2017-02-20
EI:124 Explain reasons for ethical dilemmas

LAP: LAP-EI-124
© LAP: 2016

Curriculum Planning Level: CS

Objectives:

a. Define the following terms: dilemma and ethical dilemma.
b. Distinguish between ordinary dilemmas and ethical dilemmas.
c. Identify common causes of ethical dilemmas (e.g., pressure from others, desire to prove yourself, conflicting values, greed, bad role models, lack of consequences).

Activity:

Divide the class into groups of three or four students each, and assign a different reason for ethical dilemmas to each group. Do not announce each group's assigned reason to the class; instead, each group's reason should remain a secret from the other groups. Instruct each group to create and present a skit that illustrates an ethical dilemma caused by its assigned reason. As each group completes its performance, ask the rest of the class to identify which cause for ethical dilemmas has been demonstrated. After all of the groups have shared their skits, lead the class in a discussion of the similarities and differences among the ethical dilemmas and their causes.

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| Author: Wanat, J.A., Pfeiffer, E.W., & Van Gulik, R. |
| References: [pp. 141, 181, 205, 237] |
| Publisher: Tinley Park, IL: Goodheart-Willcox. |
| Copyright: 2012 |

| Title: School to career (9th ed.) |
| Author: Littrell, J.J., Lorenz, J.H., & Smith, H.T. |
| References: [pp. 243-244] |
| Publisher: Tinley Park, IL: Goodheart-Willcox. |
| Copyright: 2012 |

| Title: Succeeding in the world of work |
| Author: Kimbrell, G. |
| References: [pp. 118-121] |
| Publisher: Columbus, OH: McGraw-Hill Education |
| Copyright: 2012 |

| Title: Career success: The attitude advantage |
| Author: Fruehling, R.T. & Moore, R. |
| References: [p. 43] |
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| Copyright: 2011 |

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Title: Seven business leaders share how they solved the biggest moral dilemmas of their careers.
Author: Giang, V.
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Accessed on: 2017-02-20

Title: What is an ethical dilemma?
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URL: http://www.ehow.com/about_5481837_ethical-dilemma_.html
Copyright: n.d.
Accessed on: 2017-02-20

Title: The top reasons for ethical problems in business.
Author: Kokemuller, N.
URL: http://smallbusiness.chron.com/top-reasons-ethical-problems-business-61968.html
Copyright: n.d.
Accessed on: 2017-02-20

Title: What causes an ethical dilemma in conducting business?
Author: Mann, T.
Copyright: n.d.
Accessed on: 2017-02-20

Title: Three companies and their clueless arrogance.
Author: Money Masters.
URL: http://blmoneymasters.com/blog/three-companies-and-their-clueless-arrogance/
Copyright: 2015, September 24
Accessed on: 2017-02-20

Title: Episode 363: Why people do bad things.
Author: Planet Money
Copyright: 2015, July 3
Accessed on: 2017-02-20

Title: Pressure to act unethically looms over Wall Street, survey finds.
Author: Ydstie, J.
URL: http://www.npr.org/2015/05/19/408010692/pressure-to-act-unethically-looms-over-wall-street-survey-finds
Copyright: 2015, May 19
Accessed on: 2017-02-20

Title: How people make ethical decisions.
{Video}.
Author: SAI Global Compliance.
URL: https://www.youtube.com/watch?v=XPKoDv9RTpQ
Copyright: 2012, February 2
Accessed on: 2017-02-20
EI:125 Recognize and respond to ethical dilemmas

LAP: LAP-EI-125
© LAP: 2016

Curriculum Planning Level: CS

Objectives:

a. Define the term ethical dilemma.
b. Discuss characteristics of ethical dilemmas.
c. Explain reasons to recognize and respond to ethical dilemmas.
d. Discuss things to consider when determining if a problem is an ethical dilemma.
e. Demonstrate techniques for recognizing and responding to ethical dilemmas.

Activity:

Give an index card or small piece of paper to each student. Explain that each student needs to think of an ethical dilemma that s/he has experienced at work, at school, or socially and then write a description of that ethical dilemma on the card/paper. If any students state that they have never encountered an ethical dilemma, instruct them to identify an ethical dilemma that someone they know has experienced. Students should not put their names on their cards/papers.

Collect all of the cards/papers from the students in a box, hat, etc., and have students pair up with a partner. Then, recruit a student to select a card/paper and read it to the class. Give the students two minutes with their partners to determine if the dilemma is truly an ethical dilemma and to devise an appropriate response to the ethical dilemma. At the end of the two minutes, call on different groups to share their conclusions. If other groups disagree, allow them to respond. Then, lead the class in a discussion of the best way to respond to the ethical dilemma and how to avoid this type of ethical dilemma in the future. Repeat this process until the end of class or until every ethical dilemma has been shared and discussed.

Ethics Case for Students: One of your classmates is struggling in biology class, so you offer to help him study for the upcoming exam. During your study session he asks if he can copy down your notes from class. He says that he’ll only use them to supplement his own notes. You agree, and he copies down all of your class notes into his own notebook.

A few days later several of your classmates approach you and thank you for letting them use your notes to study. They sense your confusion and say that your classmate gave out copies to the entire class. You’re angry that your classmate took advantage of your kindness, and you consider asking everyone for your notes back. But you don’t want the entire class to hate you, either! What should you do? (Ethical Principles Involved: Integrity, Trust, Respect)
Reference Books

Title: The leadership experience (4th ed.)
Author: Daft, R.L.
References: [pp. 12, 40-41, 164-167]
Publisher: Mason, OH: Thomson/South-Western
Copyright: 2008

Title: Leadership: Research findings, practice, and skills (6th ed.)
Author: DuBrin, A.
References: [pp. 176-180]
Publisher: Mason, OH: South-Western Cengage Learning
Copyright: 2010

Title: Discovering careers (7th ed)
Author: Wanat, J.A., Pfeiffer, E.W., & Van Gulik, R.
References: [pp. 141, 181, 205, 237]
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Title: Succeeding in the world of work
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Author: Mayhew, R.
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Author: The Happy Manager.
URL: http://www.the-happy-manager.com/tips/steps-in-decision-making/
Copyright: 2007-2017
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Author: Marshall, T.
URL: http://learning.blogs.nytimes.com/2014/04/01/do-the-right-thing-making-ethical-decisions-in-everyday-life/?_r=1
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URL: http://smallbusiness.chron.com/common-ethical-workplace-dilemmas-748.html
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Author: Kokemuller, N.
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Author: Muir, J.
URL: http://standingpartnership.com/blog/entry/six-questions-for-dealing-with-ethical-dilemmas
Copyright: 2014, May 21
Accessed on: 2017-02-20
Title: In pursuit of ethics--Education module. [Video].
Author: Better Business Bureau Foundation.
URL: https://www.youtube.com/watch?v=E8_xhKLMiME
Copyright: 2012, January 18
Accessed on: 2017-02-20
EC:070 Explain the role of business in society

LAP: LAP-EC-070
© LAP: 2015

Curriculum Planning Level: CS

Objectives:

a. Define the following terms: social responsibility, producers, raw-goods producers, manufacturers, builders, trade industries, retailers, wholesalers, and service businesses.
b. Identify two categories of social responsibility.
c. Identify ways in which businesses demonstrate social responsibility by maximizing their profits.
d. Identify ways in which businesses contribute to public interests.
e. List individuals, groups, or agencies to which retailers are socially responsible.
f. Categorize types of producers in our society.
g. Identify examples of retailers.
h. Identify examples of wholesalers.
i. Distinguish between retailers and wholesalers.
j. Describe factors that differ among trade industries.
k. Describe classifications of service businesses found in our society.
l. Explain the importance of service businesses in our society.

Activity:

Provide articles to the students about businesses that have been socially responsible. Students should categorize the purposes of the businesses' social responsibility, identify the groups to whom the businesses have been socially responsible, and discuss their responses with the class.

Ethics Case for Students: Kyle owns and operates his own company. He is approached by a friend who is looking for people to purchase tickets to a charity auction. The proceeds from the auction will go to a local food pantry. Kyle is not sure what to do: He wants to help his community, but he feels that he is already giving back to society by maximizing his profits and providing jobs. Kyle decides that the cost of tickets to the auction is just too expensive. Is Kyle’s choice ethical? Does he already contribute enough to society through his business success, or does he have a duty to support local causes? (Ethical Principles Involved: Respect, Viability)

Reference Books

Title: Marketing (3rd ed.)
Author: Burrow, J.L.
References: [pp. 47, 49-55, 111-112, 332-333]
Publisher: Mason, OH: South-Western Cengage Learning
Copyright: 2012

Title: Intro to business (7th ed.)
Author: Diabay, L.R., Burrow, J.L., & Kleindl, B.
References: [pp. 23, 76-78, 106-107, 134-135, 195, 318, 320]
Publisher: Mason, OH: South-Western Cengage Learning
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Title: Marketing essentials 2009  
Author: Farese, L.S., Kimbrell, G., & Woloszylko, C.A.  
References: (pp. 114-116, 133-138, 446-448, 485)  
Publisher: Woodland Hills, CA: Glencoe/McGraw-Hill  
Copyright: 2009

Title: Business (9th ed.)  
Author: Pride, W. M., Hughes, R. J., & Kapoor, J. R.  
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Publisher: Boston: Houghton Mifflin  
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Title: Marketing dynamics (3rd ed.)  
Author: Clark, B., Basteri, C.G., Gassen, C., & Walker, M.  
References: [pp. 93-97, 260-261, 264, 503, 668]  
Publisher: Tinley Park, IL: Goodheart-Willcox.  
Copyright: 2014

Title: Contemporary marketing: 2013 edition  
Author: Kurtz, D.  
References: (pp. 24-26, 89-93, 416, 426-427, 432, 450, 465-466)  
Publisher: Mason, OH: South-Western Cengage Learning  
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Author: Farese, L.S., Kimbrell, G., & Woloszylko, C.A.  
References: (pp. 125-126, 147-149, 493-494)  
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Author: AmosWEB  
URL: http://www.amosweb.com/cgi-bin/awb_nav.pl?s=wpd&c=dsp&k=service  
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Title: What is corporate social responsibility?
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Author: Preece, D.
URL: https://www.youtube.com/watch?v=oMhdBdBvX1I
Copyright: 2014, November 25
Accessed on: 2017-01-22
EC:002 Distinguish between economic goods and services

LAP: LAP-EC-010
© LAP: 2015

Curriculum Planning Level: CS

Objectives:

a. Define the following terms: want, economic want, noneconomic want, goods, services, consumer goods, and industrial goods.
b. Distinguish between economic and noneconomic wants.
c. Identify the characteristics of goods.
d. Identify the characteristics of services.
e. Distinguish between consumer and industrial goods and services.
f. Classify consumer goods.
g. Classify industrial goods.
h. Explain why consumers cannot have everything that they want.
i. Explain how consumers affect the decision of what goods and services will be produced.

Activity:

Instruct each student to select five products from local businesses, classify each product on the basis of its type of consumer or industrial good, and discuss the classifications with the class.

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Author: Burrow, J.L.
References: [pp. 23, 100, 189-190, 276-278, 539]
Publisher: Mason, OH: South-Western Cengage Learning
Copyright: 2012

Title: Contemporary business (12th ed.)
Author: Kurtz, D.L.
References: [pp. 411-413]
Publisher: Mason, OH: South-Western Cengage Learning
Copyright: 2009

Title: Intro to business (7th ed.)
Author: Dlabay, L.R., Burrow, J.L., & Kleindl, B.
References: [pp. 7-8, 18]
Publisher: Mason, OH: South-Western Cengage Learning
Copyright: 2009

Title: Marketing essentials 2009
Author: Farese, L.S., Kimbrell, G., & Woloszyk, C.A.
References: (p. 5)
Publisher: Woodland Hills, CA: Glencoe/McGraw-Hill
Copyright: 2009

Title: The future of business: The essentials (3rd ed.)
Author: Gitman, L.J. & McDaniel, C.
References: [p. 30]
Publisher: Mason, OH: Thomson/South-Western
Copyright: 2008
Title: Business (9th ed.)
Author: Pride, W. M., Hughes, R. J., & Kapoor, J. R.
References: [pp. 442-443]
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Copyright: 2008

Title: Marketing dynamics (3rd ed.)
Author: Clark, B., Basteri, C.G., Gassen, C., & Walker, M.
References: [pp. 26-27, 243-244, 292-293, 397]
Publisher: Tinley Park, IL: Goodheart-Willcox.
Copyright: 2014

Title: Contemporary marketing: 2013 edition
Author: Kurtz, D.
References: (pp. 13, 148, 348-356)
Publisher: Mason, OH: South-Western Cengage Learning
Copyright: 2013

Title: Marketing essentials 2012
Author: Farese, L.S., Kimbrell, G., & Woloszyk, C.A.
References: (p. 7)
Publisher: Columbus, OH: Glencoe/McGraw-Hill
Copyright: 2012

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Author: AmosWEB
URL: http://www.amosweb.com/cgi-bin/awb_nav.pl?s=wpd&c=dsp&k=economic+good
Copyright: 2000-2017
Accessed on: 2017-01-22

Title: Good.
Author: AmosWEB
URL: http://www.amosweb.com/cgi-bin/awb_nav.pl?s=wpd&c=dsp&k=good
Copyright: 2000-2017
Accessed on: 2017-01-22

Title: Service.
Author: AmosWEB
URL: http://www.amosweb.com/cgi-bin/awb_nav.pl?s=wpd&c=dsp&k=service
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Title: Difference between goods and services.
Author: Kumar, M.
URL: http://www.differencebetween.net/business/difference-between-goods-and-services/
Copyright: 2009, September 14
Accessed on: 2017-01-22

Title: What are goods and services?
Author: Tatum, M. & Joseph, A.
URL: http://www.wisegeek.org/what-are-goods-and-services.htm
Copyright: 2016, December 21
Accessed on: 2017-01-22

Title: What are consumer goods?
Author: Ellis-Christensen, T.
URL: http://www.wisegeek.org/what-are-consumer-goods.htm
Copyright: 2016, December 21
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Title: Services marketing--Definition and characteristics
Author: Management Study Guide.
URL: http://www.managementsudyguide.com/definition-and-characteristics-of-services.htm
Copyright: n.d.
Accessed on: 2017-01-22

Title: What are industrial goods?
Author: Tatum, M.
URL: http://www.wisegeek.com/what-are-industrial-goods.htm
Copyright: 2017, January 21
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© 2017, MBA Research and Curriculum Center®
Title: Difference between industrial and consumer goods
Author: Vossos, T.
URL: http://www.ehow.com/info_8558130_difference-between-industrial-consumer-goods.html
Copyright: n.d.
Accessed on: 2017-01-22

Title: Economics video 2: Goods and services. [Video].
Author: Earthflix
URL: https://www.youtube.com/watch?v=5mC9bd5f570&list=PLaPwgg715CKygXHpfLuXNxyuWWVKgusG&index=2
Copyright: 2014, November 4
Accessed on: 2017-02-09
EC:003 Explain the concept of economic resources

LAP: LAP-EC-014
© LAP: 2016

Curriculum Planning Level: CS

Objectives:

a. Define the following terms: economic resources, natural resources, capital goods, human resources, and factors of production.
b. List reasons that economic resources are important for business.
c. Explain why natural resources are limited.
d. Describe ways that businesses respond to limited natural resources.
e. Explain why human resources are limited.
f. Describe ways that businesses respond to limited human resources.
g. Explain why capital goods are limited.
h. Describe ways that businesses respond to limited capital goods.

Activity:

Instruct each student to make a list of the capital goods used by a local business, compare the list with that of others in the class, and discuss how the business would be affected if one or more of the capital goods were eliminated.

Ethics Case for Students: Amal is the manager of a restaurant. One busy weekend, all of the cooks and bussers at the restaurant decide to go on strike. Amal is stuck with a shortage of human resources. She needs workers to keep her restaurant running, but she sympathizes with her current employees and does not want them to lose their jobs. Is it ethical for Amal to hire temporary, cheaper workers to replace those on strike? Why or why not? What could Amal do instead? (Ethical Principles Involved: Integrity, Trust, Fairness, Respect)

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Author: Burrow, J.L.
References: [p. 69]
Publisher: Mason, OH: South-Western Cengage Learning
Copyright: 2012

Title: Contemporary business (12th ed.)
Author: Kurtz, D.L.
References: [pp. 6-8, 411-412]
Publisher: Mason, OH: South-Western Cengage Learning
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Author: Dlabay, L.R., Burrow, J.L., & Kleindl, B.
References: [pp. 8-11, 76, 318]
Publisher: Mason, OH: South-Western Cengage Learning
Copyright: 2009

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Author: Farese, L.S., Kimbrell, G., & Woloszyk, C.A.
References: (pp. 53-54)
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**Title:** The future of business: The essentials (3rd ed.)  
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**References:** [pp. 32-33]  
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**Copyright:** 2008

**Title:** Business (9th ed.)  
**Author:** Pride, W. M., Hughes, R. J., & Kapoor, J. R.  
**References:** [pp. 12-13]  
**Publisher:** Boston: Houghton Mifflin  
**Copyright:** 2008

**Title:** Marketing dynamics (3rd ed.)  
**Author:** Clark, B., Basteri, C.G., Gassen, C., & Walker, M.  
**References:** [pp. 70, 109-110, 113]  
**Publisher:** Tinley Park, IL: Goodheart-Willcox.  
**Copyright:** 2014

**Title:** Contemporary marketing: 2013 edition  
**Author:** Kurtz, D.  
**References:** (pp. 78-79)  
**Publisher:** Mason, OH: South-Western Cengage Learning  
**Copyright:** 2013

**Title:** Marketing essentials 2012  
**Author:** Farese, L.S., Kimbrell, G., & Woloszyk, C.A.  
**References:** (pp. 61-62, 68)  
**Publisher:** Columbus, OH: Glencoe/McGraw-Hill  
**Copyright:** 2012

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**Title:** Economic resource.  
**Author:** AmosWEB  
**URL:** http://www.amosweb.com/cgi-bin/awb_nav.pl?s=wpd&c=dsp&k=economic+resource  
**Copyright:** 2000-2017  
**Accessed on:** 2017-01-22

**Title:** Factors of production.  
**Author:** AmosWEB  
**URL:** http://www.amosweb.com/cgi-bin/awb_nav.pl?s=wpd&c=dsp&k=factors+of+production  
**Copyright:** 2000-2017  
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**Title:** Limited resources.  
**Author:** AmosWEB  
**URL:** http://www.amosweb.com/cgi-bin/awb_nav.pl?s=wpd&c=dsp&k=limited+resources  
**Copyright:** 2000-2017  
**Accessed on:** 2017-01-22

**Title:** What are capital goods?  
**Author:** Kelsey, A.B. & Joseph, A.  
**URL:** http://www.wisegeek.org/what-are-capital-goods.htm  
**Copyright:** n.d.  
**Accessed on:** 2017-01-22

**Title:** What are the differences in capital resource, human resource, and natural resource?  
**Author:** Ashe-Edmunds, S.  
**Copyright:** n.d.  
**Accessed on:** 2017-01-22

**Title:** Three types of economic resources: Factors of production. [Video].  
**Author:** Lamon, A.  
**URL:** https://www.youtube.com/watch?v=Znu5gQr-NNO  
**Copyright:** 2014, July 2  
**Accessed on:** 2017-01-22

**Title:** Economic resources presentation. [Video].  
**Author:** Mr. Sandberg's YouTube Channel  
**URL:** https://www.youtube.com/watch?v=byNEj6Mh-Fo  
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Title: Why are factors of production important to economics?
Author: Lutzenberger, T.
URL: http://www.ehow.com/info_8502269_factors-production-important-economics.html
Copyright: n.d.
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Title: Why do some economists consider entrepreneurship to be a factor of production?
Author: Ross, S.
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Author: McGlasson, M.
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Author: Atkinson, W.
URL: http://www.hreonline.com/HRE/view/story.jhtml?id=534359115
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Accessed on: 2017-01-22

Title: The future of renewable energy. [Video].
Author: VideoInfographics
URL: https://www.youtube.com/watch?v=MjCcmSdraRI
Copyright: 2011, December 1
Accessed on: 2017-01-22
EC:001 Describe the concepts of economics and economic activities

LAP: LAP-EC-006
© LAP: 2016

Curriculum Planning Level: CS

Objectives:

a. Define the following terms: economics, scarcity, economizing, opportunity cost, trade-offs, consumption, consumer, production, producer, exchange, and distribution.
b. Explain why wants are considered unlimited.
c. Discuss why scarcity exists.
d. Describe the three economic questions that all societies must answer.
e. Explain the importance of decision making in economics.
f. Describe four economic activities.
g. Discuss three factors that affect the value of money payments in a market economy.

Activity:

Review and present the Economic Concepts and Activities Briefing (starting on page 4-21) to students in a lecture or discussion format. Then instruct each student to ask five people to explain what economics means to them. Students should record their responses and compare and contrast their findings with those collected by their classmates. Finally, each student should write a one-page paper explaining the similarities and differences identified.

Reference Books

Title: Economic education for consumers (4th ed.)
Author: Miller, R.L., & Stafford, A.D.
References: [pp. 8-9, 13, 16-17]
Publisher: Mason, OH: South-Western Cengage Learning
Copyright: 2010

Title: Marketing (3rd ed.)
Author: Burrow, J.L.
References: [pp. 61-62]
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Copyright: 2012

Title: Intro to business (7th ed.)
Author: Dlabay, L.R., Burrow, J.L., & Kleindl, B.
References: [pp. 12, 23, 252]
Publisher: Mason, OH: South-Western Cengage Learning
Copyright: 2009

Title: Marketing essentials 2009
Author: Farese, L.S., Kimbrell, G., & Woloszyk, C.A.
References: (p. 54)
Publisher: Woodland Hills, CA: Glencoe/McGraw-Hill
Copyright: 2009
Title: Marketing dynamics (3rd ed.)  
Author: Clark, B., Basteri, C.G., Gassen, C., & Walker, M.  
References: [pp. 108-110]  
Publisher: Tinley Park, IL: Goodheart-Willcox  
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Title: Marketing essentials 2012  
Author: Farese, L.S., Kimbrell, G., & Woloszyk, C.A.  
References: (pp. 62-63)  
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Title: Adopter's Desk Copy for Miller: Economics today, the macro view, and the micro view (16th ed.)  
Author: Miller, R.L.  
References: [pp. 26-31, 36, 66, 80]  
Publisher: Boston: Addison Wesley  
Copyright: 2012

Title: Understanding the survey of economics (2nd ed.)  
Author: Dolan, E.G., Klein, K.C., & Long, J.J.  
References: [pp. 3-13, 241]  
Publisher: Redding, CA: Horizon Textbook Publishing  
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Title: Principles of economics (7th ed.)  
Author: Gottheil, F.M.  
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Author: AmosWEB  
URL: http://www.amosweb.com/cgi-bin/awb_nav.pl?awbnav=wpd&c=dsp&k=consumption  
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Author: AmosWEB  
URL: http://www.amosweb.com/cgi-bin/awb_nav.pl?awbnav=wpd&c=dsp&k=economics  
Copyright: 2000-2017  
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Title: Scarcity.  
Author: AmosWEB  
URL: http://www.amosweb.com/cgi-bin/awb_nav.pl?awbnav=wpd&c=dsp&k=scarcity  
Copyright: 2000-2017  
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Title: Scarcity and choice.  
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Definition of economics
The study of how to meet unlimited, competing wants with limited resources

Two basic types of wants
Economic wants: Desires for items that can only be obtained by spending money.
Noneconomic wants: Desires for things that can be obtained without money (e.g., fresh air and sunshine).

Characteristics of wants
Unlimited: Everyone always has them. That includes individuals, businesses, and governments.
Changeable: Wants change. Think of things that children want vs. what teens wants vs. what adults want vs. what senior citizens want.
Competing: Everyone must choose which wants to satisfy at any one time because resources are limited. We don’t have enough resources to satisfy all needs at the same time.

Economic resources
Any items that can be used to produce goods and services. Categories:
- Natural resources: Items that are found in nature that are used to produce goods and services. Examples include trees, air, and land.
- Human resources: People. In economics, they are valued for the physical and mental work that they do to produce goods and services. They include anyone who works.
- Capital goods: All of the manufactured or constructed items that are used to produce goods and services (e.g., buildings, equipment, transportation systems).

Reasons for limited resources
Natural resources: There simply are not enough resources available to satisfy everyone. We depend on the earth for practically all of our natural resources. As the world’s population increases, there will be more and more people making use of those resources. As a result, there will be fewer resources per person.

Some natural resources are difficult or costly to obtain. For example, wind power can be difficult to capture when the wind isn’t blowing. Some developing countries lack the technology to tap their natural resources. And finally, weather conditions and the environment affect the supply of some natural resources.

Human resources: Only some of the world’s people are willing and able to work. Others, especially those who are young, disabled, or elderly, are not part of the workforce.

Many parts of the world experience worker shortages in such professions as nursing and welding. This may be due to a lack of special training, or the people may not live in the geographic region where the job opportunities exist.
**Capital resources:** In some parts of the world, capital resources are limited due to a lack of technology. In under-developed societies, people still use primitive hand tools rather than mechanized machinery to produce goods and services. As a result, they produce fewer goods and services than we do in our society and those that they produce are for personal use rather than for capital goods.

**What is scarcity?**
This is the gap between unlimited wants for goods and services and limited resources. Economics is sometimes called the study of scarcity. Goods and services are said to be scarce, or limited, because not everyone can have everything s/he wants.
The only ways to eliminate scarcity are to find unlimited resources or to limit human needs and wants. Neither one can happen.

**Scarcity requires economic choices**

**Involves allocating resources:** Resources must be directed to their best use.

**Involves economizing:** The process of deciding which goods and services to purchase or provide so that the most satisfaction can be obtained is known as economizing.

**Involves opportunity costs:** When we economize, we decide how scarce resources will be used. When people, governments, and businesses make decisions about allocating their resources, they feel that they will gain more satisfaction from one choice rather than from another. When a choice is made about the best use of resources, the next-best alternative that is given up is called the opportunity cost of that choice. This is the benefit that is lost from making one choice vs. another.

**Involves tradeoffs:** This means that individuals, businesses, and governments must be willing to give up all or a part of one thing to get something else. The trade-offs that everyone is willing to accept should be based on the opportunity costs involved.

**Making economic choices involves economic questions**
To use scarce resources efficiently, all societies must answer three basic economic questions:

- **What to produce?**
  They must determine what and how many goods and services to produce. They must decide how to allocate their limited resources between the production of capital goods and consumer goods.

- **How will products be produced?**
  Most goods and services can be produced in a variety of ways. Societies must decide the best, most efficient ways to use their limited resources to produce products.

- **How to allocate products?**
  Societies must determine how the goods and services will be divided among people. They need to decide how individuals, businesses, and governments will share products.
Economics and decision making

The heart of economics is decision-making—choosing among alternatives. The objective of studying economics is to prepare for effective decision-making and responsible citizenship in society.

Major economic activities

Today, people rely on others to provide them with at least some of the goods and services they desire. As a result, goods, services and resources must move, or flow, from one person to another. The following four economic activities make that movement possible.

- **Consumption**
  This is the ultimate goal of all economic activity. It is the process or activity of using goods and services. Anyone who used goods and services is a **consumer**. People consume goods and services to satisfy their wants and desires.

- **Production**
  For consumption to occur, goods and services must be produced. Individuals who make or provide goods and services are called **producers**. They transform natural, human, and capital resources into more valuable goods and services for consumers. Examples of producers: hairstylists, clothing manufacturers, farmers

- **Exchange**
  Resource owners—people and organizations who provide human resources, natural resources, or capital goods for use in production—require some form of payment for the use of their resources. Usually, this payment is in the form of money—wages, salaries, profits for human resources; interest or rent for capital goods; etc.
  After acquiring enough resources from resource owners, producers are able to produce goods and services. Consumers make money payments to the producers for the goods and services. This money payment is the price of the good or service.

- **Distribution**
  This is the process or activity by which income is divided among resource owners and producers. Money received by resource owners and producers is known as income. Resource owners use their money to buy more goods and services. Producers use their income to buy more resources. Those receiving larger incomes are able to buy more goods, services, and resources than those with lower incomes.
  Resource owners must feel that their incomes are large enough so that they will continue to supply resources. If they decided that their incomes weren’t sufficient, they may choose not to share their resources with producers. This would cause production to cease. Likewise, producers must receive enough income to continue making or providing goods and services. If they decided their incomes weren’t sufficient, they might choose not to make goods and services. In that case, consumption would cease. This results in a tug of war between resource owners and producers over how to divide the income they receive from consumers. The manner in which resource owners and producers divide their income depends on the type of economic system that exists.
Factors affecting the values of money payments

Resources, goods, and services have different money values. Consumers are typically willing to pay more for goods and services that bring them greater satisfaction, but they won’t pay as much for things that bring them little satisfaction.

The values attached to money payments depend on a variety of factors, including:

- **Productivity**: Productive resources usually earn more than less productive ones.
- **Availability or supply**: Resources, goods, and services that are abundant are usually less highly valued than scarce ones.
- **Demand**: As people’s desires or demand for resources, goods, and services increase, so do the money payments they are willing to make.
EC:004 Determine economic utilities created by business activities


Curriculum Planning Level: CS

Objectives:

a. Define the following terms: utility, form utility, place utility, time utility, and possession utility.
b. Identify ways in which a product's utility can vary.
c. Cite an example of each type of utility.
d. Describe how marketing affects each type of utility.

Activity:

Review and present the Economic Utilities Briefing (starting on page 4-27) to students in a lecture or discussion format. Then, as a class, students should generate a wish list of goods and services that they desire. Finally, each student should select three of these products and write a report about how the business that sells the items creates form, time, place, and possession utilities.

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What is utility?

Useful products make our lives better. They provide us with something worthwhile. They have utility—usefulness.

Utility is about satisfying wants and needs. If customers are satisfied with what a product offers because it fulfills a desire, the product has utility. If not, the product lacks utility.

Self-interest of businesses and customers fuels the idea of utility. Consumers buy products to benefit utility to consumers. The first products consumers buy are those that benefit them the most—the products with the most utility.

To stay in business, businesses offer products that provide significant. To determine that, businesses measure consumer satisfaction in terms of low or high utility. The higher the utility, the more satisfying the product is for a particular consumer.

Knowing what products most satisfy consumers’ needs helps marketers determine what products to offer. This benefits consumers by letting them get the products they want. When businesses know what products to offer, they attempt to increase the likelihood that the consumers will make future purchases and the level of customer satisfaction.

To do this, marketers make changes:

- They improve existing products.
- They develop better products.
- They might change the hours they’re open.
- They might make their products available on the Internet.

Making changes is called creating utility. Businesses usually adjust one of four types of utility.

Types of utility

Form utility and task utility:

- A product’s form is whatever is tangible—whatever can be touched or noticed by the senses.
- Includes styles, scents, flavors, texture, sounds, and colors
- All the “touchable” parts of a good
- Marketers change “touchable” goods’ parts to create or increase utility.
- Form utility is the usefulness created by altering or changing the form or shape of a good to make it more useful to consumers.
- Task utility is the usefulness created by altering or changing the characteristics of a service to make it more useful to consumers.
- Marketers change what they are doing to be helpful or useful.
Time utility:
- Involves getting the timing right to make products available to consumers
- Accomplished by: looking ahead to determine the timelines needed by the businesses that process a product on its way to consumers
- Marketers have to make changes when to avoid or to correct problem timing.
- Time utility is the usefulness created when products are made available at the time they are needed or wanted by consumers.

Place utility:
- Place is the right location for products—on the shelf, in the showroom, at the warehouse, etc.
- Making changes to a product’s location can create place utility: the usefulness created by making sure that goods or services are available at the place where they are needed or wanted by consumers.

Possession utility:
- Possession involves selling the product or transferring the product’s ownership.
- The exchange of currency for the product shifts possession of the product to consumers so that the consumers own the product completely. In other words, you could do whatever you wanted to do with the product.
- Possession utility is the usefulness created when ownership of a product is transferred from the seller to the consumer and occurs after the product has been purchased and in the consumer’s control.
- Marketers make changes that affect the purchasing process or its likelihood—making it easy to buy the product.

Same product, different utility
Different consumers and businesses can view the same product’s utility differently.
- Utility varies. With utility, a consumer’s or a business’s level of satisfaction is measured at a specific point in time because a level of satisfaction changes over time.
- Variety of factors affects utility. The amount of satisfaction consumers and businesses receive from a product is affected by such factors as age, gender, income, educational level, interests, and preferences.
- Marketers do not create utility by themselves. Producers play an important role, too. With form utility, producers are the ones who change the physical form of a good—not marketers. Both marketers and producers are needed to create utility.

All four types of utility must be present for consumers to be satisfied; none of them can be overlooked. From utility, marketers learn what consumers want—and how to bring it about.
**How does marketing influence utility?**

**By providing information:**

- Marketing is about making connection between products and its users.
- To do this, marketers communicate product information to make consumers and businesses aware of the product’s benefits and encourage them to buy.
- When consumers and businesses purchase a product, they “connect” with it and can benefit from its utility.
- By providing information, marketers provide information that influences utility.
- Marketers use a variety of tools to communicate with and educate consumers and businesses: displays, advertising, mailings, personal selling—whatever tools they feel are best at connecting with their product users who would get the most utility from their products.

**By being involved in specific types of utility:**

- **Form:**
  - Product changes are made in production—not in marketing.
  - Marketing affects form utility indirectly by recommending changes to producers after studying and analyzing which product features bring the most satisfaction to product users.
- **Time:**
  - Marketers must first find out when the product user (consumer or business) needs the product.
  - Then, they plan how to get the product through each phase of the process and into the product user’s hands—on time.
  - Finally, they make the adjustments needed to make the product-money exchange.
- **Place:**
  - Marketers aid in putting the product in the right place—the location where it will be bought. What they do:
    - Figure out where the right location is
    - Plan how to get the product there
    - Deliver the product to the right place.
- **Possession:**
  - Marketers pay attention to and address whatever is holding product users back from making a purchase, such as:
    - Product’s price: They justify its higher cost by explaining its benefits.
    - Unwillingness to buy right now: They answer questions and discuss the product’s immediate benefits.
    - Lack of money to buy: They arrange discount prices, payment plans, or layaway options.
Marketers can directly create time, place, and possession utility to make the purchase as easy as possible.

**How does utility relate to the marketing concept?**

Utility is about what the consumer thinks which is at the heart of the marketing concept—a philosophy that encourages marketers to look at things from the product user’s point of view.

When marketers use utility to discover how the product user sees a product, they can work to meet the product user’s needs. In this way, utility supports implementing the marketing concept. It also plays a role in the implementation of the marketing concept when marketers use utility as a measurement tool to research what product users want.
EC:005 Explain the principles of supply and demand

LAP: LAP-EC-011
© LAP: 2014

Curriculum Planning Level: CS

Objectives:

a. Define the following terms: demand, law of demand, supply, law of supply, law of supply and demand, buyer's market, seller's market, elasticity, elastic demand, and inelastic demand.
b. List the conditions required for demand to exist.
c. Describe how the law of supply and demand affects businesses.
d. Identify factors that affect elasticity.
e. Explain the importance of understanding elasticity.
f. Describe factors that affect demand.
g. Describe factors that affect supply.

Activity:

Instruct students to analyze the following situation to determine whether the national soft-drink company should move forward with its plan. Each student should write a paragraph defending her/his position:

A national soft-drink bottling company plans to update vending machines so that the price that consumers are charged for soft drinks varies based on demand.

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EC:006 Describe the functions of prices in markets

LAP: LAP-EC-012
© LAP: 2017

Curriculum Planning Level: CS

Objectives:

a. Define the following terms: price, relative prices, substitution effect, rationing, equilibrium price, excess supply, excess demand, and market price.
b. Explain the importance of price in business.
c. Explain the significance of relative prices to businesses and to consumers.
d. Identify an example of the change in relative prices of two products.
e. Identify an example of the change in prices that does not result in a change in relative prices.
f. Explain how customers react to changes in relative price.
g. Discuss the relationship of relative prices to the three economic questions.
h. Describe the functions of relative prices.
i. Explain the use of relative prices in making purchase decisions.
j. Explain how prices are determined.
k. Explain how producers respond to excess supply.
l. Explain how producers respond to excess demand.

Activity:

Review and present the Prices Briefing (starting on page 4-37) to students in a lecture or discussion format. Then have each student conduct a survey of 25 students to determine at what price they would buy the latest popular music download. Each student should prepare a demand schedule using the results of the survey, determine what s/he can conclude from the survey about the relationship between the demand for a product and its market price, write an explanation of her/his conclusions, and submit it for review.

Ethics Case for Students: Colby works for a pharmaceutical company and is in charge of pricing strategy. His company just received a patent for a new medication. Since it is the only company that is allowed to make and sell this medication, Colby knows that he can set a high price. The lack of competitors means that people who need the medication will have to pay the price, no matter how high. Colby is trying to help his company succeed, but is this pricing strategy ethical? Or is Colby hurting the public by making it difficult for them to access the medication they might need? (Ethical Principles Involved: Integrity, Fairness, Rule of Law)
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Definition of price

Price is the amount of money that is paid for a good, service, or resource. In the U.S., it’s expressed in dollars and cents. It indicates the value a customer places on a good, service, or resource. Customers are generally willing to pay more for items they highly value.

Willingness to pay “the price” is based on:

- Person’s available buying power
- How much value the person places on the good, service or resource
- Relative price of the good, service, or resource

What is relative price?

One price compared to another—the ratio between the two prices

Example 1: A cappuccino at a local donut shop is $2, while one at Starbucks is $4. The relative price ratio is 1 to 2. If the prices decreased to $1 and $2, the relative price ratio would remain unchanged—1 to 2. Even if the cappuccino prices doubled to $4 and $8, the relative price would be the same—1 to 2.

Example 2: You have $60 to spend on pizzas and movies for your friends. Pizzas are $12 each, and movies are $6 each. You could choose any combination shown in the chart. Every time you add one pizza, you have to give up two movies. The choices you make depend on the value of the items to you. Whether prices go up or down, relative prices do not change as long as the ratio remains the same.

<table>
<thead>
<tr>
<th>Plan</th>
<th>Pizzas ($12 each)</th>
<th>Movies ($6 each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>B</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>D</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>E</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>F</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

The impact of changes in relative prices

If the price of pizzas went up to $18, while movies remained at $6, their relative price ratio would have changed. Now, you’d have to give up 3 movies for every pizza. The change in relative prices might cause people to buy more movies and fewer pizzas. By comparing relative prices, customers choose the combinations of pizzas and movies that are most satisfactory to them.

Businesses compare relative prices to determine which combination of resources to use to produce their goods or services.

Owners of resources compare relative prices to determine where than can most advantageously sell their resources or the services their resources can supply.
Relative prices and the three economic questions in a market economy

Relative prices and their effect on people’s decisions answer the three economic questions:

- **What to produce?** Producers provide that are the most profitable, selling products at the highest prices the market will bear.
- **How to produce?** Producers produce products at the lowest cost possible.
- **How will products be allocated?** Whoever is willing and able to pay the price gets the products.

Functions of relative prices

**Information:** Relative prices provide information needed to make economic decisions. Used to decide whether to buy, what to buy, and how much to buy.

**Incentives:** Profits encourage producers to change and reallocate their resources. They use relative prices to determine what to produce.

**Rationing:** Prices ration limited resources, goods, and services to those most willing and able to pay for them. Generally, the higher an item’s price, the less of it someone is willing to buy. Example: If 20,000 people want to see a soccer match, but the stadium can seat only 5,000 people, the price of admission could be raised to ration out the 15,000 who could not afford the ticket price. On the other hand, if there were 5,000 people and 20,000 seats, the price might be lowered to encourage more people to attend.

How are prices determined in a market economy?

The interaction of supply and demand largely determines the type and quantity of goods, services, and resources provided and the prices paid for them:

- **Supply** indicates the quantities of an item that are offered for sale at various possible prices during a specific period of time.
- **Demand** reflects the quantities that customers are willing and able to buy at various possible prices during the same time period.

Demand interacts with supply to determine prices. When the price of an item decreases, its demand increases. As the price increases, producers are willing to supply more of the item.

Equilibrium price

Equilibrium price, also known as the market-clearing price, occurs when the quantity of a good that buyers want to buy is equal to the quantity that sellers are willing to sell at a certain price. In other words, it occurs when there is a state of balance or equality between opposing forces. Equilibrium price is determined by a trial-and-error process and seldom, if ever, actually exists in the marketplace. The forces that determine it are always changing, thereby causing the equilibrium price to change.
Excess supply
Excess supply occurs when the quantity demanded is less than the quantity supplied. When excess supply exists, producers lower their prices, consumers buy more at the lowered price, and producers produce less. These actions help to eliminate excess supply.

Excess demand
Excess demand occurs when the quantity demanded is greater than the supply. It often results in an increase in prices since some customers are willing to pay high prices to get what they want. Others consumers buy different products. When excess demand exists, producers respond by increasing the supply. Excess demand is eliminated when the price reaches the point at which customers will buy the same quantities that producers have available to sell.

Prices set higher than the equilibrium price result in excess supply; those set lower than the equilibrium price result in excess demand.

Market price
This is the actual price that prevails in a market at any particular moment; it’s the price you pay for a good or service.

This price is also affected by supply and demand, causing the price you pay to fluctuate. Any factor that causes changes in supply and demand will cause changes in prices.
**EC:007 Explain the types of economic systems**

**LAP:** LAP-EC-017  
© LAP: 2016

**Curriculum Planning Level:** CS

**Objectives:**

a. Define the following terms: economic system, traditional economic system, command economic system, communism, socialism, and market economic system.  
b. Explain why economic systems are needed.  
c. Describe the characteristics of traditional economic systems.  
d. Describe the characteristics of communism.  
e. Describe the characteristics of socialism.  
f. Describe the characteristics of a market economic system.  
g. Explain how each type of economic system addresses the three economic questions.  
h. Describe the strengths and weaknesses of traditional economies.  
i. Describe the strengths and weaknesses of communist command economies.  
j. Describe the strengths and weaknesses of socialist command economies.  
k. Describe the strengths and weaknesses of market economies.

**Activity:**

Review and present the Economic Systems Briefing (starting on page 4-43) to students in a lecture or discussion format. Then, divide the class into groups of three or four. Ask each group to identify a country that is currently making news headlines and determine what that country’s type of economic system is and how the country answers the three economic questions. Each group should prepare a visual depicting its findings.

An alternative activity is to use the EconEdLink online lesson entitled *China—Where Will They Fit in the World Economy?* found at [http://www.econedlink.org/teacher-lesson/651/China-Where-will-they-fit-world-economy](http://www.econedlink.org/teacher-lesson/651/China-Where-will-they-fit-world-economy). Be sure to verify that the links provided are active. Follow the directions provided in the activity.

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Definition of economic system
An economic system is the organized way in which a country handles its economic decisions and solves its economic problems. It is how a country makes its earning and spending decisions.
No two economic systems are exactly alike. Each country is unique; some focus on tradition, others emphasize government control, and still others value an open market.

Basic elements in economic systems
The following elements are found in all economic systems:

- **Resources**
  - Natural resources, human resources, and capital goods
- **Markets**
  - The arrangements for buying and selling goods and services
  - Economic markets are made up of both buyers and sellers.
- **Participants**
  - Producers (make or provide goods and services), consumers (purchase products), and government (makes and enforces the country’s laws)
- **Medium of exchange**
  - Something of value that can be used to obtain goods and services; money

Reasons that economic systems are needed
Every country must make economic decisions about what to do with its resources for the following reasons:

- **Our wants are unlimited, but our resources are not.**
  Because of this, governments must make decisions about what can be produced, how much can be made, and who can obtain the products.

- **People in all economic systems are interdependent.**
  We depend on each other to obtain the things we need. Economic systems provide a way for this to happen by coordinating the activities of producers, consumers, and governments.
Major types of economic systems

Although there are some basic types of economic systems, they each contain some elements of the others.

Traditional economic systems

- Controlled by traditions
- Require few economic decisions to be made but those decisions are based on habits, customs, and beliefs
- People learn their parents’ trade and produce the same products in much the same way.
- Called subsistence systems since people’s level of existence barely supports life
- People consume all that they produce to satisfy their basic needs for food and shelter.
- Some tradition is part of all economic systems, but it is the major characteristic of traditional systems.
- Examples: villages in the Andes Mountains, Amazon Rainforest communities, the Aborigines of Australia, and rural areas in Africa

Command economic system

- Named “command” because a small group of people is in command of all the others
- A basic characteristic: government ownership and operation of many or all of the means of production and distribution
- Play key role in economic planning and decision-making
- Has limited consumer influence
- Has limited or no competition.
- Two primary types of command economic systems.

Communism

- Government owned and controlled means of production and distribution
  - Does all of the economic planning (called central planning)
  - Makes all economic decisions
  - Controls the economic system
  - Sets wages people earn and prices they pay based on the amount of labor required to produce the item
  - Tells workers where to work and what they are to do at work
  - Sets quotas for the amount of work businesses are to produce
  - Permits people to own some personal property but does not allow them to invest in the economy
- Capital for business investment provided by the government from taxes and from the profits of state-owned businesses
• Historic examples: The Soviet Union and China.
  o The Soviet Union dissolved.
  o China’s economy becoming more market-oriented
• Current day examples: Cuba and North Korea

Socialism
• Combines government and private ownership
  o Government ownership of some basic means of production
  o Private ownership of businesses
• Allows capital for business investment to come from private and public business profits and from government bonds
• Allows workers to choose where to work
• Guarantees jobs for their citizens and provides financial assistance to businesses to keep workers on the job in many socialist countries
• Sets workers’ pay based on the value of the work to society
• Often called welfare states because their programs provide citizens with free medical care, education, welfare, and other benefits
• Charges high taxes to pay for these programs
• Examples of socialist countries: Canada, Sweden, and Great Britain
  o Sweden has experimented with lower taxes to give its citizens more purchasing power.
  o Great Britain has privatized many of its state-owned industries.

Market economic systems
• Individuals and businesses own the means of production and distribution.
• Limited government control of business
• Active competition for sales and profits among businesses
• Allows people to live and work where they choose
• Allows people to start their own businesses
• Allows businesses to use their wages or profits as they like
• The market allocates resources.
  o Producers use resources to make whatever customers want and are willing to buy.
  o Supply and demand control prices.
  o Producers seek cost-effective methods of production to maximize profits.
• The economic activity in market economy moves in a continuous circle. People work to earn wages which they use to purchase goods and services. These sales provide profits to producers, who provide more products. This cycle repeats itself over and over.
Examples include Japan, India, and the United States.

- Their citizens are free to live and to work where they choose, to use their incomes as they wish, to compete with others, and to own private property. People are free to make their own economic decisions so long as they are within the law.

- Government regulates the economy but does not control it.

  - Refrains from telling producers and consumers what to do in the U.S.
  - Enacts and enforces consumer safety regulations, labor laws, and other directives that businesses must follow.
  - Works to lessen the effects of economic problems such as recessions or market failures.
  - Maintains order through the legal system
  - Produces public goods and services including postal service, education, and defense
  - Consumes items such as paper goods, cars and trucks, and military items

**The basic economic questions that economies must answer**

**What will be produced?**

- The first economic decision to be made
- Affected by profitability, consumer demand, and resource availability

**How will products be produced?**

- The next economic decision to be made--what methods of production to choose
- Involves determining which resources to use, which technologies to employ, and what production methods are most efficient

**How will products be allocated?**

- The last economic decision to be made
- Must decide who gets its goods and services
  - Price?
  - Income?
  - Government rationing?

The way each economic system answers these economic questions is affected by each country’s government. In some countries, government runs the country and makes economic decisions. In other countries, government runs the government and allows individuals to make economic decisions.
How do traditional economies answer the economic questions?

What will be produced?
- The same things that were produced by ancestors
- The items are needed to carry on people’s daily lives

How will products be produced?
- By ancestors’ methods

How will products be allocated?
- Everything produced in the community is consumed by the community. There are no incomes, prices, or markets to consider.

How do communist command economies answer the economic questions?

What will be produced?
- Government determined based on its production plans of what the government wants rather than on consumer need

How will products be produced?
- Government decided
- Tell businesses what methods, workers, and factories to use

How will products be allocated?
- Government determined since it also decides what jobs workers do and what incomes workers receive
- Often experience short supply of consumer goods

How do socialist command economies answer the economic questions?

What will be produced?
- Government planned, but with consideration for supply and demand
- Planners decide whether to expand current production or save profits for future expansion.

How will products be produced?
- Government and private business determined

How will products be allocated?
- Consumers’ incomes determine what they can buy. People can choose what work they do, but wages are set according to what the government feels is the value of the work to society. As a result, government influences workers’ incomes and their ability to purchase.
How do market economies answer the economic questions?

What will be produced?
- Consumer determined by casting economic votes through their purchases
- Deciding factor: price
- Producers strive to produce profitable goods and services that consumers want to buy.

How will products be produced?
- Those that enable offering products at prices that are attractive to consumers
- Competition determined since producers try to use resources as efficiently as possible to compete with other producers and to maximize profits.

How will products be allocated?
- Income determined since a person’s income level determines what s/he can purchase
- Since income is based on the resources the consumer owns and supplies to the marketplace, people with highly valued resources have higher incomes with which to buy more or higher priced products.

Problems associated with economic systems

With traditional economies:
- Little opportunity for growth or improvement
- Few new ideas are accepted; new technology shunned because it is different.
- No savings since people consume all they produce
  - Without savings, people cannot invest in greater production and are never able to raise their economic standards.

With communist command economies:
- **Theory:** People would eventually own everything, government control would not exist, everyone would perform the work that s/he does best, and everyone would be paid according to what s/he needs.
- **Reality:** Communist governments control their economies and their people.
- Many focus on producing industrial goods rather than supplying sufficient consumer goods; consumer goods are often poor quality because the government pays workers based on the quantity, not the quality, of what they produce.
- Inefficient production because businesses are not allowed to find better methods of production; must do exactly what the government tells them to.
- Little workers can do to help themselves since the government determines what type of education they receive, what type of job they have, and where they live. The government directly impacts what people can purchase since it determines their income.
With socialist command economies:

- Levy high taxes to pay for their many human-services programs
- Less money for people to spend
- Charge higher prices that can result in fewer sales
- Requires privately-owned businesses to follow the state’s master plan for the business or industry which may result in less efficient production
- Allows workers to choose their jobs
- Encourages certain types of employment and discourage others Workers paid according to the value of their work in the eyes of the government, rather than according to their ability and skill

With market economies:

- Allows people to run the risk of financial loss if their business is unsuccessful
- Fines businesses that do not follow government regulations for their businesses
- Requires fair competition—some businesses may try to capture the entire market for a product by attempting to control its price, output, and employment in the field. Other businesses may try to compete by producing cheaply made products.
- Incomes based on unequal factors such as demand for a particular skill and the scarcity of that skill
- Unequal incomes; people with higher incomes can afford higher priced products.
EC:009 Explain the concept of private enterprise

LAP: LAP-EC-015
© LAP: 2014

Curriculum Planning Level: CS

Objectives:

a. Define the term private enterprise.
b. Describe the characteristics of a private enterprise system.
c. Discuss the advantages and disadvantages of private enterprise.
d. Explain the economic freedoms found in a private enterprise system.
e. Describe the limits to freedom in a private enterprise system.

Activity:

Review and present the Private Enterprise Briefing (starting on page 4-52) to students in a lecture or discussion format. Then ask students to brainstorm to create a list of benefits that they receive by living in a country in which private enterprise is practiced. Students should identify disadvantages that they have experienced in a private enterprise system.

An alternative exercise is found at the EconEdLink online lesson entitled I Don’t Want Much, I Just Want More found at http://www.econedlink.org/teacher-lesson/532/I-Don-t-Want-Much-I-Just-Want-More-Allocation-Competition-Productivity. Be sure to verify that the links in the activity are active. Follow the directions provided in the activity.

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What are the three basic questions that every economic system must answer?

What goods and services will be produced?
How will these goods and services be produced?
How will these goods and services be distributed to consumers?

Who answers these questions in a private enterprise economic system?

Individuals and businesses

- Individuals, or groups, own or control the economic resources used to produce goods and services.
- Private enterprise has enabled the U.S. to produce more goods and services than any other single country, and this success is due to the characteristics of private enterprise.

Characteristics of the private enterprise system

Freedom in the marketplace (any place where the buying and selling of goods and services occur)

- Private enterprise is also called market economy or a market system.
- Markets answer the economic questions of what, how, and for whom to produce.
- They are self-regulated and self-controlled.
- Businesses in private enterprise are free to choose:
  - What they want to produce
  - Which resources to purchase
  - What techniques of production to use
  - How their goods and services will be marketed
  - What prices they will charge
  - When to close down or go out of business

- Consumers in a private enterprise system can:
  - Purchase anything that can legally be sold as long as they can pay for it, thereby casting an economic vote in the marketplace.

- Economic votes enable consumers to control what will be produced.
- In the long term, if consumers don't buy a product, the producer must change it, replace it, or go out of business.
- Consumers need to be well informed and make educated choices in the marketplace so that producers will continue to make good products at fair prices.
Private property

- Is anything of value that people own
- May be business property
  - Land
  - Furniture
  - Buildings
  - Money
  - Equipment
- Also includes ownership of the results of work
  - Crops that farmers raise
  - Wages that workers earn
  - Goods and services businesses produce
  - Profit that comes from the sale of property
- Businesses and individuals are free to decide how to use their private property and when and how to sell it. They can:
  - Enter into contracts
  - Stop others from using their property
  - Abuse their property as long as they don’t step on others’ rights
  - Control their private property
  - Use the property to make income
  - Keep any income earned by renting, leasing, or selling their property

Limited government control

- Keeps the U.S. economic system from being “pure” private enterprise
- Is considered a mixed system—individuals and businesses are the primary economic decision makers, while government helps to regulate and control the system
- The U.S. government steps in only to protect its citizens; acts as a referee to ensure that individuals and businesses “play according to the rules.”
- U.S. citizens have wanted the government to solve problems such as inflation, pollution, and unemployment.
Competition
- Is the rivalry between two or more businesses to attract scarce customer dollars
- To compete, businesses must obtain and use resources efficiently.
- Helps the business keep its prices competitive
- Additional ways to compete for customers:
  - Give better credit options than those of the competition
  - Improve goods and services
  - Create new goods and services
  - Provide better service

The profit motive
- Profit is the monetary reward business owners receive in return for taking the risk involved in starting a business.
- The desire to make a profit, called the profit motive, forms the economic basis for the private enterprise system.
  - Profit serves as a motive, or reasons, for starting a business.
  - It is a goal toward which individuals and businesses can work.
- Profit can be kept or used in any way the business or individual wishes.
- Many people consider making a profit the greatest motivating factor in the private enterprise system.

The price-directed system
- Private enterprise systems are often called price-directed system.
- Price determines what consumers buy, which jobs they will take, the success or failure of businesses, and the types of products that will be produced.
- Prices are important in making the system work correctly.
- Supply and demand work together to determine prices.
  - Consumers indicate their demand for products by the prices they are willing to pay for them.
  - When they demand more of a product than is being supplied, the product’s price will rise.
  - If the price rises too high, some consumers will buy less of the product and potentially make the supply of the product exceed its demand. The product’s price will fall.
Weaknesses of the private enterprise system

Periods of unemployment—occurs when production drops and companies lay off employees or go out of business

Poverty—still many people who are not able to afford basic necessities of life

Unequal distribution of property and income—Some people own a lot while other own very little; occurs because workers with higher levels of education, training, skills, and efficiency generally receive higher salaries than less qualified workers.

Why are people better served through a private enterprise system?

People are free to set their own goals and choices.

They work harder to achieve their own goals.

- They work harder to meet goals they set for themselves than to meet goals set for them.
- The same principle applies to economic freedom.
- When people make personal economic goals, they work harder to achieve those goals.
- This benefits them, and because it increases production, it benefits the economic system as a whole.

Economic freedom provides the opportunity for success.

What types of freedoms does private enterprise afford?

Freedom to choose

- Own personal economic goals
- Standard of living
- How hard you are willing to work
- The kind of work you would like to do for a living
- Apply for any job for which you are qualified
- Choose to accept or reject any jobs offered to you
- What salary or wages are acceptable
- Where you live
- Whether you want to remain in a job or look for a new one
- Ways to improve your skills
- Going into business for yourself
  - Called an entrepreneur
  - Have to make all the decisions and take all the risks of starting a business
  - Entitled to keep all the profits
  - Entrepreneurs are important to private enterprise.
  - Without them, there would be less change, fewer new products, and less efficient use of resources.
Freedom to own, use, buy, and sell private property

- People are free to make decisions about how their private property will be used.
  - Can make as much income as possible
  - Earn interest on the money they invest or save
  - Spend their income on the things they want to buy
  - Save as much as they want
  - Invest money to make money
  - Use the land they own how they want
  - Can lend money to others
  - Own their own homes and live in them or rent them out
  - Without freedom of use, people’s property could not earn income for them, and its value would be reduced over time.

- People are free to buy goods and services anywhere.
  - They can buy the goods and services from anyone they choose to.
  - If the price is too high or the quality too low, they can decide not to buy.

Freedom to compete

- People and businesses are free to compete for what they want.
  - Can compete for college scholarships at the college of choice
  - Can compete for jobs they want
  - Can compete for customers

- Enables people and businesses to market their assets to their best advantage

Limits to economic freedom

People and businesses cannot buy anything and everything that they might like to buy due to competition among buyers.

People and businesses are limited by their own choices since they cannot spend the same money on two different things; they have to make choices.

People and businesses are limited by laws that have been created to protect the people (e.g., professional licenses for certain careers, environmental requirements, inability to sell items that are harmful or illegal, product safety, truthful advertising).

People and businesses must pay taxes, thereby restricting use of all of their income; however, tax money is used to run the government and pay for services that everyone uses—schools, road construction and repair, fire and police protection.
EC:065 Identify the impact of small business/entrepreneurship on market economies

Curriculum Planning Level: CS

Objectives:

a. Define the terms small business and entrepreneurship.
b. Explain the relationship between small business and entrepreneurship.
c. Describe barriers to small business/entrepreneurial success.
d. Discuss reasons for the growth of small business.
e. Identify ways that small business has contributed to society.

Activity:

Review and present the Small Business/Entrepreneurship Briefing (starting on page 4-59) to students in a lecture or discussion format. Then instruct the class to determine what constitutes a “small business” in our economy. In addition, each student should identify local small businesses and determine ways that the businesses have contributed to society. Each student should write a brief paper about the businesses’ contributions, discuss his/her findings with the class, and submit her/his report for review.

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**What is a small business?**
A business that employs 500 or fewer people

**What is entrepreneurship?**
Starting and building a business

**What is the relationship between small business and entrepreneurship?**
Entrepreneurs start businesses to support their passions and interests. They typically offer unique, innovative products to their target market. They are creative, take risks, have a vision for the future, and motivate others to work toward that vision. They focus on rapid growth and productivity. They look for ways to improve and learn from their mistakes, and they always work “on” their businesses rather than “in” them.

Small business owners have different priorities than entrepreneurs. Rather than striving to offer unique products, they provide known, established products and services. They focus on running stable, secure businesses that generate income over time. They typically work “in” rather than “on” their businesses and are generally content to keep their business operations small and grow slowly.

**Barriers to small business/entrepreneurial success**
Small business and entrepreneurial ventures suffer from a high startup failure rate. Around 50% of all startups fail within the first five years. Factors contributing to new business failures include:

- Poor management
- Poor planning
- Insufficient capital
- Dismal sales
- Overexpansion
- Lack of experience

**Factors leading to growth of small business and entrepreneurship**
Technological advancements and the Internet have made starting a business much more accessible for would-be entrepreneurs.

- Many businesses have no brick-and-mortar storefront at all—they’re run entirely on the Internet.
- More people own home-based businesses than ever before, and any business with an Internet presence can reach a large, often international, audience.
An increase in resources and support systems has also helped small businesses to thrive. They help entrepreneurs to decide what types of businesses to start, find financing, and develop their business plans. These resources and support systems include:

- Books
- Magazines
- Websites
- Specialized government agencies
- Small business development centers
- Private foundations devoted to entrepreneurship

Multiple options for obtaining financing for a business startup have also led to an increase of small business and entrepreneurship. Sources of financing include banks, family, friends, grants, loans, government agencies, professional associations, corporate sponsors, angel investors, and scholarships.

U.S. legislative reforms have created opportunities by providing small businesses with tax breaks.

**How do entrepreneurship and small business contribute to society?**

Entrepreneurship and small business contribute to society in multiple ways, such as:

- New job opportunities
- Economic growth
- Creation of social change and innovation
- Tax revenue
- Community involvement and charitable contributions
- Help us to save money and solve problems in our everyday lives
EC:010 Identify factors affecting a business's profit

LAP: LAP-EC-002  
© LAP: 2012

Curriculum Planning Level: CS

Objectives:

a. Define the following terms: profit, profit motive, income, expenses, cost of goods, operating expenses, gross profit, and net profit.
b. Identify reasons that people are willing to invest in businesses.
c. Explain how profit is calculated.
d. Explain the importance of profit.
e. Describe factors that affect profit (i.e., the economy, demand, chance, expenses, pricing).
f. Explain ways that businesses can increase profit (i.e., decrease expenses, increase sales).
g. Defend businesses' need to make a profit.

Activity:

Review and present the Business Profit Briefing (starting on page 4-64) to students in a lecture or discussion format. Then instruct students to identify sources of income and expenses for a school-based enterprise or a local business and determine ways that the enterprise could increase its profit.

Ethics Case for Students: Jeremiah strives to make a profit for his company because he knows that profits help the company to expand, generating more jobs, providing higher wages, and contributing to the economy. However, Jeremiah knows that his company doubled its profits last year, yet it hasn’t added any new jobs or given him (or any of his coworkers) a raise.

Jeremiah believes that the company’s top executives must be pocketing all of the extra profits as bonuses or salary increases. They do not seem to be using the money to grow the business or give back to employees at all levels. What should Jeremiah do? Is the company acting unethically? Or should Jeremiah trust higher-level executives to make the right decisions regarding the company’s profits? (Ethical Principles Involved: Integrity, Trust, Transparency, Fairness, Respect)

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What is profit?
Profit is the monetary reward a business owner receives for taking the risk involved in investing in a business.
It’s what a business owner gets in return for putting money, time, and effort (or skill) into the business.

How is profit calculated?
Business owners calculate profit using a simple formula: Income – Expense = Profit.
As soon as business owners total the firm’s yearly income (the money that flows into a business), they subtract everything spent for production, sales, and administration.
If, for some reason, expenses are greater than income, there’s no profit.

What is income?
Income is whatever money comes into the business.
It’s the money received by resource owners and by producers for supplying goods and services to customers.

What are expenses?
The monies that a business spends are its expenses.
Two kinds of expenses are cost of goods and operating expenses.
- The cost of goods is the amount of money a business pays for the raw materials from which it produces goods to sell as well as the amount of money a business pays for the products (or for any part of the products) it sells.
- Operating expenses are all of the expenses involved in running a business.

Gross profit vs. net profit
Gross profit is the money left after the cost-of-goods expense is subtracted from the total income.
- Some business owners are interested in the gross profit because they don’t want to count the operating expense in the calculation of their reward.
- Gross profit shows business owners the difference between what they’ve spent to produce the product and what they’ve received from selling the product.
- The formula for gross profit is: Income from sales – Cost of goods = Gross profit.
Net profit is the money left after the cost-of-goods expense and the operating expenses are subtracted from the total income.

- Businesses are usually more interested in net profit because they want to know *how much* extra money they can keep or spend on other things.
- Because net profit is a precise calculation of the reward received, it’s a realistic way to determine how well a particular business is doing financially.
- The formula for net profit is: Gross profit – Operating expense = Net profit.

**What is the profit motive?**

The desire to make a profit, which moves people to invest in business, is called the profit motive.

The profit motive is what keeps our private enterprise system operating.

Benefits for business owners:

- The possibility of making a profit certainly motivates business owners to take the risks they do.
- Profit can also provide business owners with the satisfaction that comes from owning their own businesses and from serving the people in their communities.

Benefits for everyone:

- The entire trading environment is affected by whether or not businesses perform well financially.
- With “enough left over,” businesses can:
  - Meet consumers’ needs and wants
  - Provide better wages and employment opportunities
  - Strengthen the economy
- Profit makes affording employees possible. It allows businesses to:
  - Hire and promote employees
  - Pay salaries and wages
  - Offer benefits
In the process, profit makes economic trade stronger.

- As businesses grow, expand, and hire more employees, they develop new or improved products—which customers purchase.
- In addition, businesses regularly compete with other businesses.
  - Competition helps them meet the needs of customers before their rivals do.
  - With this incentive, businesses focus their efforts—and invest their time and money—to achieve profit as soon as possible.
- As businesses grow, they pay taxes to the government. With tax money from profitable firms, the government can pay for essential services and programs, which benefit all citizens.
- While a profitable firm must pay taxes, it often chooses to contribute to charitable causes on its own.

Without profit, a business can last only a short while. In tough times, the business can draw money from savings or use credit to get by. But if no profit is generated for an extended period, the business must shut down. It has no way to pay its employees, suppliers, or creditors.

**Factors affecting profit**

External factors affecting profit include:
- The economy
- Demand
- Chance (unexpected events)

Internal factors affecting profit include:
- Expenses
- Pricing

**Ways to increase profit**

Businesses typically can increase profit by decreasing expenses and increasing sales.

Businesses can decrease expenses by:
- Eliminating some free services
- Getting the best rates on supplier purchases
- Getting the best rates on advertising
- Increasing worker efficiency
- Avoiding extra payroll expenses
- Using resources wisely
Businesses can increase sales by:

- Changing what they provide
- Beating the competition
EC:011 Determine factors affecting business risk

LAP: LAP-EC-003  
© LAP: 2013

Curriculum Planning Level: CS

Objectives:

a. Define the following terms: business risk, economic risks, natural risks, human risks, pure risks, speculative risks, guarantees, and warranties.
b. Classify business risks.
c. List types of economic risks.
d. Identify examples of natural risks.
e. Identify examples of human risks.
f. Distinguish between pure and speculative risks.
g. Describe ways that businesses can prevent or control risks.
h. Describe ways that businesses can transfer risks.
i. Describe reasons that businesses retain risks.
j. Explain ways that businesses can avoid risks.

Activity:

Students should analyze a school-based enterprise or local business to identify the risks encountered. Each student should list her/his findings, discuss them with the class, and recommend steps that could be taken to limit the enterprise’s chances of loss.

Ethics Case for Students: Bridget is excited about a new product idea that she is pitching to her company. She knows that there are risks involved with launching a new product, but she is so confident in her idea that she believes the business should retain the risk associated with the product. During her pitch, Bridget does not discuss any strategies to avoid, prevent, or transfer the risks associated with this product. In fact, she does not mention any risks at all! Is Bridget’s decision to ignore risks ethical? Or is she endangering the wellbeing of her company because of her own inability to account for risk? (Ethical Principles Involved: Integrity, Accountability, Transparency, Viability)

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**EC:012 Explain the concept of competition**

**LAP:** LAP-EC-008  
© LAP: 2015

**Curriculum Planning Level:** CS

**Objectives:**

a. Define the following terms: competition, direct competition, indirect competition, price competition, nonprice competition, monopoly, oligopoly, perfect competition, and regulated monopolies.
b. Cite examples of direct competition.
c. Cite examples of indirect competition.
d. List examples of price competition.
e. List examples of nonprice competition.
f. Distinguish among market structures of businesses.
g. Describe characteristics of pure competition.
h. Explain characteristics of pure monopoly.
i. Discuss characteristics of monopolistic competition.
j. Describe characteristics of oligopolies.
k. Describe government legislation affecting competition.
l. Explain ways that competition affects producers.
m. Describe how consumers benefit from competition.
n. Explain how our society benefits from competition.
o. Support the need for competition in a private enterprise economy.

**Activity:**

Instruct students to analyze current (e.g., Microsoft or Walmart) or historical (e.g., Standard Oil) cases in which large companies engaged in practices that eliminated or reduced competition. Students should identify the business’s market structure. They should also discuss what might happen to customers, to efficiency of production, and to the price of the goods and services that are being produced if competition is eliminated or diminished. Discuss the students' analyses as a class.

**Ethics Case for Students:** Two large companies are considering a merger. Riley is in charge of analyzing the effects of the merger on competition in the industry. Because there aren't many competitors in the industry, Riley determines that competition will decrease, and the new merged company will have lots of flexibility to adjust prices as it sees fit. Riley knows that this merger might hurt customers, even though it will likely benefit both companies. What should Riley do? Should he voice these concerns to top executives? Or should he focus on the benefits of the merger rather than the possible negative consequences? *(Ethical Principles Involved: Integrity, Accountability, Fairness, Rule of Law, Viability)*
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<td><a href="https://www.youtube.com/watch?v=x5OyzhFzAeM">https://www.youtube.com/watch?v=x5OyzhFzAeM</a></td>
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EC:071 Describe types of business activities

LAP: LAP-EC-019
© LAP: 2013

Curriculum Planning Level: CS

Objectives:

a. Define the following terms: business, accounting, customer relations, finance, human resources management, information management, management, marketing, operations, and production.
b. Identify types of primary business activities.
c. Explain the importance of primary business activities.
d. Explain the interrelationship of business activities.

Activity:

Review and present the Types of Business Activities Briefing (starting on page 4-75) to students in a lecture or discussion format. Then, divide the class into groups of seven students each. Instruct each group to select a business that it would like to start. Each person in the group should select one of the primary business activities: accounting, finance, marketing, human resources management, information management, operations, and management. Students should research their selected specialty area using the Internet, newspapers, magazines, and interviews. Finally, instruct each group to develop and share a short presentation on the role and impact of these activities in its business.

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**What is a business?**
An entity with goals that can be financial or tied to a particular mission
- A business that operates *for profit* makes money to fulfill financial goals.
- A *nonprofit* business makes money to fulfill a specific mission or undertaking. The money it makes goes to support that mission.

Both for-profit and nonprofit businesses are organized efforts to produce and/or distribute goods, services, or ideas.

**What does a business need to accomplish?**
Obtain necessary resources
Produce/provide goods and services
Market/sell those goods and services
Store/retrieve information effectively
Plan for the future

**To get everything done, businesses involve themselves in:**
- Financial analysis
- Human resources management
- Information management
- Marketing
- Operations management
- Strategic management

These primary business activities are the main things businesses do to stay in business.

**What are types of business activities?**
**Financial analysis** is the process of planning, maintaining, monitoring, controlling, and reporting the use of financial resources. It includes *finance* and *accounting*.
- Businesses need money to make money, and *finance* activities help them obtain that money.
  - They need money for land, equipment, supplies, employees, and overhead expenses.
  - They need money for whatever it takes to run the business.
  - They get this money from venture capital, debt, and equity.
    - **Venture capital** is the money “angel” investors put into start-up businesses. The purpose is to get those start-up businesses off the ground. Investors look for long-term growth in return for their risky investment.
    - Using **debt** to finance a project involves issuing bonds or taking out loans that require principal and interest repayment over time.
• **Equity** (what the business owns or controls minus debt) is used when businesses sell shares of stock, company real estate, or other business assets to benefit a particular undertaking.

• Whatever finance method a business chooses, obtaining funds provides an important way to accomplish business goals.

• Financial analysis is also about keeping accurate and useful financial records—and analyzing and interpreting the recorded information. These activities form the basis of **accounting**.
  
  o By accounting for all expenses, and comparing expenses to income, businesses can make judgments and predictions about their own financial status.
  
  o They can work toward:
    
    ▪ Being able to pay their bills
    ▪ Being able to make a healthy profit

**Human resources management** is the process of planning, staffing, leading, and organizing employees.

• Every business needs people to accomplish the tasks intended to meet business objectives.

• Without employees, businesses would have difficulty operating.

• Although specific robotic machines can “replace” employees in certain manufacturing situations.

• Most businesses do not have machines that can perform job tasks as well as humans can.

• Most businesses must hire people to do the job.

• All employees of a business fall under the label of human resources.

• Besides “regular” employees, businesses usually require supervisors, managers, and executives.

• Human resources management covers everything the business needs in this regard.

• Human resources management involves:
  
  o Planning for organizational changes
  o Recruiting appropriate employees
  o Selecting the “right” people to do the job
  o Orienting new employees to their jobs
  o Training employees in policies and procedures
  o Evaluating employee performance
  o Facilitating employee compensation
  o Human resources management takes care of the responsibilities associated with having employees and makes the business a fair and inviting place to work
Information management is the process of coordinating the resources pertaining to business knowledge, facts, or data.

- Each business should ensure that valuable information is available when and how it is needed.
- This will avoid the uncomfortable (and unprofitable) situation in which vital business information has been discarded or is unable to be retrieved.
- Businesses should have a system for:
  - Identifying necessary information—including knowing which facts the business will need to use in the future
  - Determining how that information should be presented, viewed, or accessed
    - Information can be viewed in formats such as reports, graphs, or spreadsheets.
    - Format depends on how it is going to be used.
- Providing appropriate access to the information
  - To access information, an employee could just walk to a file cabinet and pull out a client file.
  - Or, the employee can do something complex, such as run an advanced query on a company database.
  - Situations in which having the right information at the right time can be critical to the success of a business include:
    - When an airline needs to know who is flying on a particular airplane
    - When a law enforcement officer needs to know if a specific person is a risk to the community
    - When a board of directors needs to know the profits from last quarter
    - When a sales representative needs to know if a product requested by a customer is available
- All of these things can be handled with technology, but how technology is used to manage information has changed—and will change—over time.
- Information management is not as much about pinning down the perfect technology for the task as it is about making sure that a reliable system is in place, so the business can make the best use of its information.

Marketing is the process of creating, communicating, and delivering value to customers and managing customer relationships in ways that benefit the organization and its stakeholders.

- At first glance, marketing is simple: A good or service that is ready for sale is marketed to potential customers so they can buy it. But, long before a product is ready for sale, marketing is involved in the process of preparation.
  - Marketing is present when the product idea is conceived.
  - Marketing is present during the product’s design and creation.
  - Marketing is actually involved in everything related to fulfilling a customer’s product needs.
• Marketing is put into action with activities such as:
  o Locating potential customers by determining who will benefit from the product
  o Pricing the product appropriately by finding out what customers are willing to pay
  o Promoting the product to potential customers by communicating product benefits
  o Getting the product into customers’ hands by completing sales transactions

• To accomplish these four things, an office-supply store would:
  o Identify local offices and businesspeople who should know about the store and what it has to offer
  o Conduct research, surveying the profit opportunity in its area
  o Investigate what its competitors are doing—and how customers are responding to their prices
  o Price its products slightly higher or lower, depending on its findings
  o Make a point of advertising the benefits of popular products it sells
  o Let potential customers know why products at this store are better than products at other stores
  o Make the purchase process easy and seamless—by providing layaway, credit, or whatever customers might need to purchase the product immediately

**Operations** is the process of planning, controlling, and monitoring the day-to-day activities required for continued business functioning.

• This includes such activities as:
  o Production
  o Quality concerns
  o Safety and security
  o Purchasing
  o Inventory management
  o Project planning
  o Expense control
  o Property and equipment maintenance

• Every business needs to produce or provide its product, whether that product is a good or a service.

• One aspect of operations is **production**
  o To produce a good, a business obtains supplies for manufacturing, “makes” the good, and then distributes the good to a warehouse or other holding facility.
  o To provide a service, a business obtains the means for providing the service, and then provides the service to its customers.
- Operations also includes establishing the best processes for production and quality control
  - Need to vary processes to reduce unnecessary procedures and wasted materials.
  - Need to provide easy-to-follow instructions to increase the likelihood that employees will perform as needed
  - Need to improve processes regularly to keep them up to date
  - This leads businesses to engage in continuous process improvement by:
    - Regularly evaluating how well the process works
    - Finding its error points
    - Correcting the errors as efficiently as possible

**Strategic management** is the process of planning, controlling, and organizing an organization or department.

- Businesses need to know where they are in the “big picture.”
- Just having the money, hiring the workers, making/providing the product, and marketing/selling the product are not enough.
- They need to know:
  - Are they headed in the right direction?
  - Are they likely to experience long-term success?
- These questions can be answered by analyzing the strategic position of the company—and managing that position effectively.
  - Need to establish the organization’s capabilities
  - Need to determine how they can succeed in the long term and what will put them in reach of their goals
  - Need to do what they’re capable of doing to reach the goals they’ve set for themselves
- Strategic management involves long-term planning and organizing for future success.
  - Long-term planning involves creating the mission and vision of the business, determining its goals, and selecting strategies to support those goals.
  - Long-term planning shows how the business intends to accomplish this.
  - Organizing for future success includes determining what will be required to reach the long-term goals of the business.
  - “Organizing” spells out how the business should be set up to meet its objectives.
  - If the business plan changes, then strategies and tactics will also likely change.
How are business activities interrelated/dependent on one another and work together?

If a business (or a particular business project) changes in some way, the primary business activities must adjust in response.

If one business activity has to change, the others have to change, too.

Situation demonstrating interrelationship of primary business activities

Company ABC is a large business that makes and sells soft drinks to bottling companies.

Since the company wants to gain the strategic position of the most unique beverage manufacturer in the industry, it has devised a plan for offering a new flavor of soft drink—feijoa.

- About the feijoa:
  - A subtropical fruit, the feijoa grows primarily in South America, Australia, New Zealand, and California.
  - Its aromatic flavor has been likened to that of the guava, but nothing can really describe the feijoa’s unique taste.

The company feels that a feijoa-flavored soft drink will have an edge over “boring” lemon-lime soft drinks—and that the new product will bring in significant revenues.

Before the revenues come flowing in, the company needs to obtain money to get the project started.

- As part of its financial analysis, Company ABC determines that the best way to bring in the necessary funds is through debt financing.
- The company feels certain that it can easily obtain a low-interest bank loan since it has an excellent credit rating.
- If the new product is a “winner,” the company will be able to repay the entire loan in a short period of time.

All the company needs to do is make sure that the borrowed amount will cover the project’s expenses—including things such as:

- **Salaries** for employees in research and development
  - Through its human resources professionals, the company hires the most qualified research-and-development experts it can find.
  - It offers these employees competitive pay for their expertise, so that the company can rely on the end result of their work.

- **Advertising** for the new product
  - From the marketing side of things, the company plans and develops suitable advertising.
  - The advertising will let people know about the new product and when it will be introduced to the public.

- **Tools and equipment** necessary for production
  - The company examines its operations—including tools and processes involved in producing the new soft drink.
  - Although the company has purchased the best tools and has fine-tuned the production process over time, there remains one error that needs to be addressed.
The company does not have an appropriate system for storing and retrieving the information involved in researching and developing this product, so it makes revision of its information-management system. A revision means the entire plan changes (if even slightly).

Puts a strain on the financing available for the project, and causes every business activity to adjust

- In human resources management, the company must scale back the number of employees it hires to perform the product’s research and development.
- In marketing, the company must limit the number of advertisements it places to introduce the product.
- In strategic management, the company must align the change with its long-term goals.
- In financial analysis, the company must determine if there is a way to avoid similar financing shortages in the future.

**Special situations**

**When a business changes**—internally or externally—it must adjust its primary business activities to suit its new situation.

- Example: If during strategic management a business decides that internal structure changes will help it be more effective in reaching its goals, human resources management and operations management will be affected instantly.
- New job descriptions, new tasks, and possibly new processes will be involved.
- New methods of managing information may be required.
- With financial analysis, the business will provide the financial means for making the change.
- Through marketing, the business will let the public know that the company is improving for the benefit of its customers.

**External business changes** affect the primary business activities, too.

- Consider the effects of a merger between two large businesses.
- The goals of the two businesses change as the two companies become one.
- This means that the strategic management of the two businesses combines.
- The same thing happens with marketing, information management, human resources management, and financial analysis.
- What each business did *before* changes into what the single, united business does *now*. 
There are a few circumstances in which business activities are performed in an “out of the ordinary” manner—although with the technological progress, these situations are becoming much more common.

- **Outsourcing**
  - Outsourcing involves using outside organizations or consultants to perform one or more of the primary business activities.
  - When a business needs human resources management, it can hire an outside firm to perform the activity without hiring in-house employees for that purpose.

- **Offering virtual services**
  - A virtual service is one that is offered through a medium of communication (such as the Internet), rather than in person.
  - Example: Online banking—Instead of expecting customers to drive to your banking business, you can provide a way to complete their banking tasks through the Internet.
  - The benefits of virtual services include speed and efficiency.
SM:001 Explain the concept of management

LAP: LAP-SM-003
© LAP: 2015

Curriculum Planning Level: CS

Objectives:

a. Define the following terms: management, planning, organizing, staffing, directing, and controlling.
b. Explain the role of managers in business organizations.
c. Describe the categories of resources managed by businesses.
d. Explain the responsibilities of each level of management.
e. Identify management functions.
f. Describe the purposes of management functions.

Activity:

Each student should keep a record for one day of the types of management activities encountered at school; categorize the activities according to the management function represented; state the effect of the activities on the school and its staff and students: positive, negative, no effect; and discuss his/her responses with the class.

Ethics Case for Students: One of Lakshmi’s tasks as manager is to create a business plan for her team based on goals set by the company’s head executives. Lakshmi has been swamped with work and has fallen behind on her planning process. Despite this setback, the business still has the same overall goals and deadlines. If Lakshmi had completed her business plan on time, her team would have been able to reach the proposed goals.

Now that she is late, however, her team will have to work long hours and will still struggle to meet the goals in time. Should Lakshmi admit that she lost track of time and adjust the deadlines accordingly? Or should she keep the deadlines and expect her team to come through so the business can stay on track? (Ethical Principles Involved: Integrity, Accountability, Fairness)

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HR:410 Discuss the nature of human resources management

LAP: LAP-HR-035
© LAP: 2015

Curriculum Planning Level: CS

Objectives:

a. Describe activities included in human resources management (i.e., employee benefits, employee relations, compensation, selection and staffing, and performance management and appraisal).
b. Explain the importance of human resources management to business effectiveness.
c. Discuss reasons that the human resources management function is changing/evolving.
d. Describe the role of human resources management in strategic management.

Activity:

Each student should interview her/his parent or guardian to find out their opinion of the human-resources department where they work; ask for examples to support their opinions; and record their responses. Students should then meet with two or three of their classmates to discuss their findings. Each group should analyze the information for similarities and differences; draw conclusions about the human-resources department; and discuss its conclusions with the class.

Ethics Case for Students: You work in human resources at a small company. Your manager has given you control over this year’s benefits selection process. Your company is not required by law to provide benefits such as health insurance, paid time off, or retirement plans.

Your manager reminds you that all of these benefits are expensive and hints that it would greatly benefit the company’s bottom line if you decide not to offer them. He explains that if the company can save costs in this area, it might be able to hire new workers or increase salaries for existing workers. However, you know that many of your coworkers enjoy having a generous amount of paid time off and rely on the health insurance provided by the company. Is it ethical to cut benefits to help the company save money overall? Or should you insist to your manager that employees deserve benefits? (Ethical Principles Involved: Integrity, Trust, Fairness, Respect, Viability)

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MK:001 Explain marketing and its importance in a global economy

LAP: LAP-MK-004
© LAP: 2016

Curriculum Planning Level: CS

Objectives:

a. Define the following terms: marketing and marketing concept.
b. Identify marketing activities.
c. Categorize items that are marketed.
d. Explain where marketing occurs.
e. Explain the elements of the marketing concept.
f. Explain the role of marketing in a private enterprise system.
g. Describe ways in which consumers and businesses would be affected if marketing did not exist.
h. Explain how marketing benefits our society.

Activity:

Instruct each student to identify ways in which local businesses apply the marketing concept domestically and abroad and determine how this affects the businesses’ customers. Then, s/he should write an article depicting his/her findings and compete with classmates to have the best paper selected for publication in the school/local paper.

Ethics Case for Students: Ricardo works in marketing for a soft drink company. His new outdoor advertising plan involves placing billboards geared toward children near schools and playgrounds. Ricardo’s goal is to increase consumption of the soft drink by children ages 5-11. He knows that the drink is not necessarily healthy for young children, but he knows that they can increase sales if they target this market segment. Is Ricardo’s marketing strategy ethical? Why or why not? (Ethical Principles Involved: Integrity, Accountability, Transparency, Rule of Law)

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CR:003 Explain the nature of positive customer relations

LAP: LAP-CR-001
© LAP: 2015

Curriculum Planning Level: CS

Objectives:

a. Explain what it means to have positive customer relations.
b. Identify factors that affect customer relations.
c. Discuss the importance of positive customer relations.
d. Describe techniques for building positive customer relations.

Activity:

Students should analyze a school-based enterprise or local business to identify actions taken by employees to establish and/or maintain customer relationships. Students should determine techniques/strategies that management could use to reward employees for establishing/maintaining positive customer relations, record their findings, and present them to a small group of students.

Ethics Case for Students: Jack is a customer service representative for a large telecommunications company. His primary responsibility is to help customers work through problems with their cable or internet. He enjoys helping other people and always tries his best to stay positive, even when customers treat him poorly. Today, however, Jack received a call from a particularly irritated customer. The customer was angry that his internet connection was acting up, so Jack led him through the standard troubleshooting procedures. The customer wasn’t satisfied with Jack’s help, and even called Jack several derogatory names. Furious, Jack hung up on the customer— he had had enough! Later that day, Jack felt bad that he hadn’t handled the situation more professionally. But the customer was so rude, even when Jack tried his best to help him. What do you think? Should Jack have continued to help the customer even though he was being treated poorly? (Ethical Principles Involved: Fairness, Respect, Viability)

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FI:579 Describe the need for financial information

LAP: LAP-FI-009
© LAP: 2014

Curriculum Planning Level: CS

Objectives:

a. Discuss characteristics of useful financial information (e.g., credible, transparent, timely, understandable, comparable, reliable, etc.).
b. Describe the usefulness of financial information in identifying trends.
c. Explain how managers use financial information (e.g., in planning strategies, executing strategies, and feedback from execution of the strategy).
d. Discuss the usefulness of financial information in contracts.
e. Discuss how analysis of financial data aids in understanding accounting treatment.
f. Describe how analysis of financial data aids in verifying information.
g. Explain how analysis of financial data aids in determining variance.
h. Discuss how analysis of financial data guides financial decision-making.

Activity:

Divide the class into groups of three or four students. Ask each group to conduct primary and/or secondary research and develop a one-page written report that answers the following questions:

1. How do businesses use financial information?
2. Who outside the business needs financial information? How do they use the financial information?
3. What characteristics must financial information possess to be useful?

Ethics Case for Students: Alexis works as a managerial accountant for a large retail company. One of her most important responsibilities is interpreting her company’s financial information and recommending appropriate actions to upper management. Alexis’s company is considering making renovations to its main office building, which is outdated and in need of repairs. Her manager asks Alexis to determine whether the company has enough money in the budget to afford major renovations this year.

Alexis really wants the office building to be updated – she’s sick of the ant problem, the lack of insulation, and the broken kitchen appliances – but the budget doesn’t quite justify the expense. Alexis figures, however, that the money will be made up once the busy holiday season brings in additional revenues. She’s considering “fudging the numbers” so that the renovations will be a go – after all, improving the office building would increase employee morale and decrease turnover, saving the company money in the long run. What do you think? What should Alexis recommend that her company do? (Ethical Principles Involved: Integrity, Transparency, Rule of Law, Viability)
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FI:085 Explain the concept of accounting

LAP: LAP-FI-005  
© LAP: 2012

Curriculum Planning Level: CS

Objectives:

b. Identify purposes of accounting.
c. Explain who uses accounting data.
d. Describe requirements that an accounting system should fulfill.
e. Explain the need for accounting standards.
f. Differentiate between cash accounting method and accrual accounting.
g. Explain the nature of managerial accounting.
h. Discuss the nature of cost accounting.
i. Explain the flow of financial data from customer transaction to financial information users.

Activity:

Students should examine the accounting activities performed for a school-based enterprise, determine why each of the activities is performed, and discuss their observations with the class.

Ethics Case for Students: Several years ago Susannah, an accountant, started a small clothing boutique with her best friend Jennifer. The boutique recently suffered a major loss after an entire shipment of inventory was ruined by a water line break that flooded the store. Jennifer tells Susannah that she is worried about the boutique’s financial health – and that she is considering shutting it down. Susannah is devastated – she’s confident that she can find a way to work the numbers so that the store can stay open.

After spending hours with the budget, Susannah is frustrated and tired. She realizes that Jennifer is right – the store’s finances have been going downhill for quite some time. She knows that the boutique can’t stay open for much longer without going bankrupt. But Susannah has invested so much time and effort into the store that she can’t bear the thought of it closing. She’s debating simply telling Jennifer that everything is fine and dealing with the store’s debts later. What do you think? Should Susannah tell Jennifer the truth? (Ethical Principles Involved: Integrity, Trust, Transparency, Respect, Viability)

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FI:354 Explain the role of finance in business

LAP: LAP-FI-007
© LAP: 2014

Curriculum Planning Level: CS

Objectives:

b. Discuss the primary finance activities.
c. Explain the contributions of finance to business operations.
d. Discuss the relationship of finance with other business functions.
e. Distinguish between capital investment decisions and working capital management.
f. Describe the decisions that make up capital investment decisions.
g. Explain the use of cash conversion cycles in managing working capital.
h. Discuss the use of return on capital in managing working capital.

Activity:

Divide the class into groups of four. Instruct each group to compare how finance activities are performed at big and small businesses and develop a rationale for those differences and similarities.

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OP:189 Explain the nature of operations

LAP: LAP-OP-189
© LAP: 2016

Curriculum Planning Level: CS

Objectives:

a. Explain activities that make up the operations function (i.e., purchasing, inventory control, quality control, storage, logistics and evaluations).
b. Discuss the impact of a business's product on operations.
c. Describe how operations principles apply to service businesses.
d. Explain the impact of operations on other business functions.
e. Discuss the impact of technology on operations.

Activity:

Divide the class into groups of three or four students each. Each group should develop a definition of the term “operations,” determine what business activities are associated with it, and compare operations in a big business with that of a small business. Discuss the groups’ findings as a class.

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Author: Riley, J.  
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Author: Writing, A.  
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**NF:003 Identify ways that technology impacts business**

**LAP:** LAP-NF-004  
© LAP: 2017

**Curriculum Planning Level:** PQ

**Objectives:**

a. Identify types of technology affecting business.
b. Describe ways that businesses use technology.
c. Explain ways that business has changed due to technological innovation.
d. Explain ways that information obtained from technology can be used by business.

**Activity:**

Students should analyze the work that they or adults they know do at work, identify and list the ways that technology has impacted the work, and create a visual to depict that impact.

**Ethics Case for Students:** Bryant is a marketing manager at a small outdoor-supply company. As part of his job, he maintains a database of customer contact information including home addresses, phone numbers, and email addresses. One day at work, the database malfunctions. While troubleshooting the problem, Bryant accidentally activates a promotional email that sends every subscribing customer a 40% off coupon. Bryant knows that his company will lose money if every customer is able to buy merchandise for such a large discount – but he feels bad revoking the coupons. It was his mistake, after all. What do you think Bryant should do? Should he issue an apology and deactivate the coupons, or should he do nothing? *(Ethical Principles Involved: Integrity, Accountability, Fairness, Viability)*

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**Author:** Burrow, J.L.  
**References:** [pp. 92, 384, 474, 494 521-522]  
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**Author:** Kurtz, D.L.  
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**Author:** Pride, W. M., Hughes, R. J., & Kapoor, J. R.  
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Author: Kurtz, D.
References: (pp. 49-50, 55, 79-81, 93, 227, 261-262, 576, 661)
Publisher: Mason, OH: South-Western Cengage Learning
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Title: Marketing essentials 2012
Author: Farese, L.S., Kimbrell, G., & Woloszyk, C.A.
References: (pp. 36, 98, 213-224, 277-279, 573, 660-661, 686)
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Author: Microsoft
URL: http://www.microsoft.com/enable/business/value.aspx
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Author: Gregory, A.
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Author: Hessinger, S.
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Author: Singh, S.
URL: http://www.forbes.com/sites/sarwantsingh/2016/12/05/top-17-trends-for-2017/#43e9f55560e7
Copyright: 2016, December 5
Accessed on: 2017-02-13
NF:110 Discuss the nature of information management

LAP: LAP-NF-110
© LAP: 2016

Curriculum Planning Level: CS

Objectives:

a. Explain the scope of the information management function.
b. Discuss the importance of information management to business success.
c. Identify challenges to information management.
d. Explain principles that can be used to ensure effectiveness of information management activities.
e. Describe factors driving industry-wide change in information management practices.
f. Discuss risks associated with information management.
g. Explain elements of an information management program.

Activity:

Invite three guest speakers who are local businesspeople to talk with the class about information management at their companies. From them, students should determine the following:

1. Why has information management increased in importance over the years?
2. What challenges have they encountered with information management?
3. What types of risks do they consider associated with information management?
4. What advice would they give a person who is just beginning a career in information management?

Each student should record his/her findings and discuss them with the class. As a class, identify similarities and differences among responses. Discuss possible reasons for those differences.

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Publisher: Mason, OH: South-Western Cengage Learning
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Author: Burrow, J.L., Kleindl, B., & Everard, K.E.
References: [pp. 200-202]
Publisher: Mason, OH: South-Western Cengage Learning
Copyright: 2008
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Author: Kurtz, D.L.
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Publisher: Mason, OH: South-Western Cengage Learning
Copyright: 2009

Title: Intro to business (7th ed.)
Author: Dlabay, L.R., Burrow, J.L., & Kleindl, B.
References: [pp. 274-276, 332-333]
Publisher: Mason, OH: South-Western Cengage Learning
Copyright: 2009

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Author: Gitman, L.J. & McDaniel, C.
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Publisher: Mason, OH: Thomson/South-Western
Copyright: 2008

Title: Business (9th ed.)
Author: Pride, W. M., Hughes, R. J., & Kapoor, J. R.
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Author: Queen, P.
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Author: Capgemini Group
URL: https://www.youtube.com/watch?v=h-XtuEBtpoQ
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Title: What is enterprise content management (ECM)?
Author: AIIM
URL: http://www.aiim.org/What-is-Information-Management
Copyright: 2017
Accessed on: 2017-02-13
NF:077 Assess information needs

Curriculum Planning Level: CS

Objectives:

a. Distinguish among factual information, criticism, and opinions.
b. Explain how information needs evolve through discussion and research.
c. Discuss how existing information can be combined to create new information.
d. Describe a variety of types and formats of information sources (e.g., formality of information, disciplines, current vs. historical, primary vs. secondary, etc.)
e. Discuss the nature of criteria that can be used to make information decisions and choices.
f. Explain the need to evaluate the cost and benefits associated with obtaining information.
g. Demonstrate procedures for assessing the nature and extent of needed information.

Activity:

Instruct each student to select one of the following topics to use as the basis for assessing information needs:

- You’ve been given an assignment in English class to determine how to footnote websites.
- It’s your turn to determine where your family will go on its summer vacation.
- You want to take college classes while you’re still in high school.
- You want to buy a used car.
- Two courses that you want to take are offered at the same time next year.

For the topic selected, students should decide what information they need to make a decision, identify the criteria that they would use to make their decision, and discuss their responses with a classmate.

Reference Books

Title: Business communication today (9th ed.)
Author: Bovée, C.L., & Thill, J.V.
References: [pp. 334-335]
Publisher: Upper Saddle River, NJ: Pearson Prentice Hall
Copyright: 2008

Title: Intro to business (7th ed.)
Author: Dlabay, L.R., Burrow, J.L., & Kleindl, B.
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Copyright: 2009

Title: Marketing essentials 2012
Author: Farese, L.S., Kimbrell, G., & Woloszyk, C.A.
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Author: Raymon H. Mulford Library, University of Toledo
URL: https://www.utoledo.edu/library/mulford/pdf/assess.pdf
Copyright: 1999-2008
Accessed on: 2017-02-13

Title: Types of information sources.
Author: Virginia Tech Libraries
URL: http://www.lib.vt.edu/help/research/info-sources.html
Copyright: 2017
Accessed on: 2017-02-13

Title: Primary, secondary, and tertiary sources.
Author: Virginia Tech Libraries
URL: http://www.lib.vt.edu/help/research/primary-secondary-tertiary.html
Copyright: 2017
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Title: Research skills tutorial: Current and retrospective (historical) information sources. [Video].
Author: Empire State College
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Copyright: 2016, March 16
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Title: Introduction to information sources. [Video].
Author: Mersand, S.
URL: https://www.youtube.com/watch?v=bArwOnVhUd4
Copyright: 2014, March 23
Accessed on: 2017-02-13

Title: Research therapy: Types of information sources. [Video].
Author: Oviatt Library
URL: https://www.youtube.com/watch?v=iPCte4BmWTQ
Copyright: 2013, September 9
Accessed on: 2017-02-13
NF:078 Obtain needed information efficiently

Curriculum Planning Level: CS

Objectives:

a. Explain investigative methods/techniques that can be used to obtain or retrieve information.
b. Discuss the advantages/disadvantages of each investigative method/technique.
c. Describe the use of search strategies that are applied to obtain information.
d. Implement a search strategy to obtain needed information.
e. Retrieve needed information from online sources.
f. Identify the main idea/point in a document.
g. Demonstrate procedures for obtaining information.

Activity:

Instruct students to select one of the following topics to use as the basis for obtaining information efficiently:

- You’ve been given an assignment in English class to determine how to footnote websites.
- It’s your turn to determine where your family will go on its summer vacation.
- You want to take college classes while you’re still in high school.
- You want to buy a used car.
- Two courses that you want to take are offered at the same time next year.

For the topic selected, students should decide what investigative methods/techniques they will use to obtain the information and implement the methods/techniques to obtain the information that they need to make a decision. Students should then identify the criteria that they would use to make their decision and discuss their responses with a classmate.

Note: Sticking with the same topic used in the previous activity (for NF:077) is preferable.

Ethics Case for Students: Krista works for a marketing research firm. Her boss recently asked her to gather the names and email addresses of 25 working moms for an upcoming focus group that the company is conducting. Normally, Krista would produce fliers, post informational ads on popular websites, and ask around for volunteers for the focus group—but doing so takes a lot of time, and Krista is in a bit of a time crunch. She’s working on several other important projects that are all due in the coming weeks.

She considers providing the names and email addresses of the working moms that she knows from her church’s women’s group, but she’s hesitant to give away their personal information without their permission. She doesn’t know what to do—she needs to gather the information as efficiently as possible, but she doesn’t want to act unethically. She isn’t sure that the women from her church group would be willing to participate in her company’s focus group, anyway. What should she do? (Ethical Principles Involved: Trust, Transparency, Respect)
Reference Books

**Title:** Business communication today (9th ed.)  
**Author:** Bovée, C.L., & Thill, J.V.  
**References:** [pp. 335-349]  
**Publisher:** Upper Saddle River, NJ: Pearson Prentice Hall  
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**URL:** http://openlearn.open.ac.uk/course/view.php?id=2503  
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**Author:** GCFLearnFree.org  
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NF:079 Evaluate quality and source of information

Curriculum Planning Level: CS

Objectives:

a. Identify factors that should be evaluated when assessing information’s quality (e.g., validity, reliability, accuracy, timeliness, and bias).
b. Explain how to detect bias or prejudice in information sources.
c. Discuss how context impacts the interpretation of information.
d. Describe how to detect contradictory information.
e. Demonstrate procedures for evaluating the quality and source of information.

Activity:

Instruct students to evaluate the quality and source of information obtained in the previous activity (for NF:078) and write a synopsis of their findings.

Ethics Case for Students: Josie, a marketing assistant, is working on a research report on consumer behavior. Her company is interested in learning how customers decide what type of shampoo to purchase. To obtain information as quickly as possible, Josie creates a quick survey that she distributes to her friends and family on her Facebook page. After receiving about 15 responses, she closes the survey and analyzes the results. She realizes that the information is somewhat skewed, since most of her family and friends come from the same demographic. However, she’s busy with several other assignments and doesn’t think she has time to conduct a more representative survey. What should she do? Should she stick with the results of her survey, or find another source of information? (Ethical Principles Involved: Integrity, Accountability, Transparency, Viability)

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Title: Business communication today (9th ed.)
Author: Bovée, C.L., & Thill, J.V.
References: [pp. 336-337]
Publisher: Upper Saddle River, NJ: Pearson Prentice Hall
Copyright: 2008

Title: Fundamentals of business communication
Author: Roberts, S.J.
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Author: Farese, L.S., Kimbrell, G., & Woloszyk, C.A.
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Author: OWL Purdue Online Writing Lab
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Author: Southern Illinois University: School of Law Library
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Author: Claudia Chan, C., Leung, J., & Miu, S.
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Author: Regents of the University of California
URL: http://guides.lib.berkeley.edu/evaluating-resources
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Author: Cooper, M.
URL: http://classroom.synonym.com/determine-validity-research-article-5035804.html
Copyright: n.d.
Accessed on: 2017-02-14

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Author: GCFLearnFree.org
URL: http://www.gcflearnfree.org/searchbetter/judging-online-information/1/
Copyright: 2014, August 20
Accessed on: 2017-02-14

Title: Searching the internet 3: Evaluating the content. [Video].
Author: Wintec Library
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Title: The CRAP test. [Video].
Author: North Glenn High School Library
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Copyright: 2014, March 14
Accessed on: 2017-02-14

Title: Evaluating sources for credibility. [Video].
Author: North Carolina State University Libraries
URL: https://www.youtube.com/watch?v=PLTOVoHbH5c
Copyright: 2015, June 9
Accessed on: 2017-02-14
NF:080 Apply information to accomplish a task

Curriculum Planning Level: CS

Objectives:

a. Explain ways to organize information to support the purpose and format needed for a task (e.g., outlines, drafts, storyboards, proposals, summaries, etc.).
b. Discuss ways to integrate existing information, data, or images into a new product or performance (e.g., quoting, summarizing, copying, manipulating, etc.).
c. Describe the need to modify the information-development process in order to use the information in a new product or process.
d. Identify communications media that can be used to inform others about a product or process.
e. Explain the need to consider the intended audience for a product before communicating information to them.
f. Determine appropriate information technology to apply to a task.
g. Demonstrate procedures for applying information to accomplish a task.

Activity:

Students should use the information evaluated in the previous activity (for NF:079) to make a decision about the topic. Students should share their decision and rationale with a classmate.

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Title: Business communication today (9th ed.)
Author: Bovée, C.L., & Thill, J.V.
References: [pp. 102-111]
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Author: Roberts, S.J.
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Title: Organizing information in written reports
Author: Gradous. D.
URL: http://managementhelp.org/businesswriting/how-to-organize-information.htm
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Author: OWL Purdue Online Writing Lab
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Author: OWL Purdue Online Writing Lab
URL: https://owl.english.purdue.edu/owl/resource/544/01/
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Title: Writing a paper: Organizing your thoughts.
Author: Walden University
URL: http://academicguides.waldenu.edu/writingcenter/writingprocess/organizing
Copyright: n.d.
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Title: How to structure and organize your paper.
Author: Odegaard Writing and Research Center
Copyright: n.d.
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Title: Putting it together. [Video].
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URL: https://app.griffith.edu.au/study-smart/docs/together
Copyright: n.d.
Accessed on: 2017-02-14

Title: Outlines. [Video].
Author: UNC Writing Center
URL: https://www.youtube.com/watch?v=sp0MWYbLUFU
Copyright: 2013, April 10
Accessed on: 2017-02-14
NF:081 Store information for future use

Curriculum Planning Level: CS

Objectives:

a. Identify occasions when information should be stored or recorded.
b. Discuss advantages of storing/recording information (e.g., documentation, audit trail, personal files, heritage preservation, etc.).
c. Explain negative results of storing/recording information (e.g., obsolescence of format or medium, security of information, etc.).
d. Compare virtual vs. physical storage/recording of information.
e. Discuss electronic vs. manual storage/recording of information.
f. Describe problems that might arise from storage of information (e.g., recordkeeping, storage space, filing systems, employer analysis, etc.).
g. Demonstrate procedures for storing/recording information for future use.

Activity:

Instruct students to decide how they will record or store the information from the previous activity (NF:080) so that it can be accessed and updated at a later date. Students should store/record the information that they obtained and discuss their storage/recording methods with a classmate.

Ethics Case for Students: Victoria works in IT at a non-profit organization. Her company is in the middle of screening candidates for a new assistant in Victoria’s department. While searching for a document on the company’s shared computer drive one day, Victoria comes across the applicant list. Her curiosity gets the best of her and she quickly scans the list of potential employees. She is shocked to see the name of her old best friend, Kirsten, on the list. The two women had a falling out several months ago, and haven’t spoken since. Victoria does not want Kirsten working at her company, let alone in her department! She considers using her IT credentials to access Kirsten’s file on the drive and delete it from the list – but she’s afraid of getting caught. What do you think Victoria should do? (Ethical Principles Involved: Integrity, Fairness, Respect, Rule of Law)

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Title: Succeeding in the world of work
Author: Kimbrell, G.
References: (p. 368-370)
Publisher: New York: Glencoe/McGraw-Hill
Copyright: 2012

Title: Business principles and management (12th ed.)
Author: Burrow, J.L., Kleindl, B., & Everard, K.E.
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Author: Diabay, L.R., Burrow, J.L., & Kleindl, B.
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URL: http://www.business2community.com/technologygadgets/7-powerful-advantages-using-document-management-system-01148648#qqf5BRzSqAoSpQDp.97
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NF:083 Explain the role of information systems

Curriculum Planning Level: PQ

Objectives:

a. Define the term information system.
b. Discuss purposes of information systems (e.g., store, retrieve, manage, etc.).
c. Differentiate between information systems and information technology.
d. Explain types of information systems (e.g., intranets, databases, etc.).

Activity:

Invite a guest speaker from the school/school district to discuss the school’s information system with the class. As the speaker discusses the information system, students should take notes on information provided about hardware, software, information, data, applications, communications, and people associated with the school’s information system. Students should also be sure to find out why the school chose the hardware and software that it uses and how the speaker thinks the information system could be improved. Finally, each student should identify one point that s/he found surprising about the school’s information system and discuss that with the class.

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Author: Kurtz, D.L.
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NF:084 Discuss principles of computer systems

Curriculum Planning Level: PQ

Objectives:

a. Define the term computer system.
b. Describe components of computer systems (e.g., monitor, keyboard, mouse, motherboard, central processing unit, etc.).
c. Identify types of computer systems (e.g., desktop computers, laptop computers, smart phones, etc.).
d. Explain the advantages and drawbacks of different computer systems.

Activity:

Given a computer system, each student should identify its components. On a piece of paper, s/he should list the parts and write a brief explanation of what each component contributes to the overall system. Next, students should conduct Internet research to determine current trends with one of the components, record their findings, and discuss them with a small group of classmates.

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Author: Kurtz, D.L.  
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Copyright: 2016, April 13
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NF:085 Use basic operating systems

Curriculum Planning Level: PQ

Objectives:

a. Explain purposes of operating systems.
b. Describe the relationship between computer systems and operating systems.
c. Identify types of operating systems.
d. Discuss the advantages and drawbacks of different operating systems.
e. Demonstrate procedures for using basic operating systems.

Activity:

Given a computer system, each student should determine the type of operating system it uses and record that information in a Word document. Students should then conduct Internet research to identify and record three benefits and three disadvantages associated with the identified operating system. Finally, students should print the Word document, discuss their findings with the class, and submit the Word document for review.

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NF:086 Describe the scope of the Internet

Curriculum Planning Level: PQ

Objectives:

a. Explain the hierarchical structure of domain names.
b. Discuss the role of organizations in administration of Internet activities.
c. Explain the role of Internet Service Providers (ISPs).
d. Describe types of resources that can be accessed through the Internet (e.g., web pages, USENET Newsgroups, listservs, files and programs, email, etc.).
e. Discuss the use of bookmarks.
f. Explain how to organize bookmarks.
g. Describe tools useful in navigating the Internet.

Activity:

Ask the students to imagine that a local senior living center is setting up a computer lab for its residents. The director of the center has asked the class to help the residents understand what the Internet is all about. Divide the class into groups of four or five, and instruct the groups to create skits in which they educate the residents about the Internet. Students should be sure to address Internet Service Providers (ISPs), the Web vs. the Internet, capabilities of the Internet, tools they can use to navigate the Internet, and ways they can easily re-locate information they’ve found on the Internet. Each group should present its skit to the class, with each group member being responsible for explaining at least one aspect of the Internet to the residents.

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Author: Kurtz, D.L.
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Author: GCFLearnFree.org  
URL: http://www.gcflearnfree.org/internet-tips/  
Copyright: 2015, September 9  
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NF:006 Demonstrate basic web-search skills

Curriculum Planning Level: PQ

Objectives:

a. Define the following terms: world wide web (www), uniform resource locators (URL), browsers, gophers, search engines, file transfer protocol (FTP), newsgroups, and listservs.
b. Identify the components in a URL.
c. Explain the importance of search engines in locating information.
d. Locate specified topics on the web.
e. Access specified topics through links on a web page.
f. Download information to a disk.

Activity:

Instruct the students to search the Internet for information about nonprofit businesses. Students should determine how nonprofits “make money,” how they use the money they make, and what makes a nonprofit different from a for-profit business. Each student should print the information found, use it to prepare a brief paper, and submit the paper and the printed Internet documents for review.

Ethics Case for Students: Max is using a search engine to do research on trends in his industry when he comes across a website that isn’t necessarily related to his research – but is interesting and engaging. Without realizing it, Max spends an entire hour browsing through the webpage’s numerous articles and links. When his boss asks him if his research report will be ready by the end of the day, Max isn’t sure how to respond. He’s hardly done any work – but it’s not like he was purposely avoiding work. He was using the search engine for the purpose of research, after all. It’s not his fault that the search results weren’t very relevant. Max is considering asking his boss for an extension on his deadline so that he can spend more time researching. What do you think? What should Max do? (Ethical Principles Involved: Integrity, Trust, Accountability, Transparency)

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Author: Bovée, C.L., & Thill, J.V.
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Author: Wintec Library
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NF:004 Demonstrate basic email functions

Curriculum Planning Level: PQ

Objectives:

a. Explain the features (capabilities) of email.
b. Discuss email etiquette (netiquette).
c. Write and send an email message.
d. Reply to an email message.
e. Forward an email message.
f. Add signature file.
g. Open attachments.
h. Save attachments to hard drive.
i. Append attachments.
j. Label messages.
k. Add names to address book.
l. Set up distribution list.
m. Put message in outbox.
n. Sort mail.
o. Search for messages.
p. Use email shortcuts (i.e., cut, copy, paste).
q. Use auto-responder (mailbox).
r. Post a message on a listserv.
s. Create new email folder.
t. Store email messages in folders.

Activity:

Each student should create a flyer promoting an upcoming school or local event and attach the completed flyer to an email to send to five other people in the class. Students should then write a cover letter for the email. The letter should ask the five recipients to respond to the email. After adding a signature file to the cover letter, students should send the email with its attachment. Finally, students should open their responses to determine who is interested in attending the event, create a folder to keep the responses, and store the email messages in the folder.

Ethics Case for Students: Rory and her boss recently sat down for Rory’s performance review – and it didn’t go so well. Rory’s boss told her that she needed to improve her productivity or else she would face serious consequences. Feeling frustrated, Rory decided to vent to her colleague. After writing an email to her friend about how much she disliked her boss’s leadership style, Rory realized that she accidentally sent the message to her boss – not her colleague! Rory is mortified and immediately rushes to her company’s IT director to see if there is anything he can do to “un-send” the message. He tells her that the message can’t be reversed and that there’s nothing he can do. Rory is furious – and worried. She hatches a wild plan to distract her boss while she sneaks onto her computer to delete the message – but then she realizes how unethical that is. Rory can’t afford for her boss to see her message. She’s afraid that she’ll lose her job once her boss reads what she said. What should she do? (Ethical Principles Involved: Integrity, Accountability, Trust, Respect)
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NF:005 Demonstrate personal information management/productivity applications

Curriculum Planning Level: PQ

Objectives:

a. Discuss the capabilities of personal information management/productivity applications.
b. Use the address book application.
c. Use the calculator.
d. Use the notes application.
e. Use the scheduler application.
f. Use the to-do application.
g. Use the global search application.

Activity:

Each student should use calendar software such as Microsoft Outlook’s Calendar feature, Google Calendar, or a smartphone app to create a seven-day weekly schedule. Students should include papers that are due; school, community, and personal activities that they will be involved in; meetings that they will be attending; tests that they will be taking; projects that will be due; hours/days that they are expected to be at work, etc. With the class, identify ways that students could use the calendar software on a regular basis.

Ethics Case for Students: Andreas recently purchased a special app on his phone that will help him keep track of his schedule. The app sends an alert 30 minutes before each of Andreas’ scheduled events. After using the app for several weeks, however, Andreas gets tired of receiving alerts every time he has an event on his schedule. He decides to turn off that feature of the app and check his calendar manually instead.

A few days later, Andreas’ friend Isabelle calls him and asks him if they’re still on for lunch at noon. Andreas completely forgot that he had agreed to meet Isabelle that day – and his app didn’t send him an alert. Frenzied, Andreas makes up an excuse and says he’ll be right there. But then he realizes that he had already told his roommate that he would clean up the apartment during his lunch hour! Andreas can’t decide what to do – should he keep his lunch plans with Isabelle, clean up the apartment, or do neither? What do you think he could do to prevent this type of situation in the future? (Ethical Principles Involved: Integrity, Trust, Accountability, Transparency, Respect)

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**Title:** Top four mobile productivity apps. [Video].
**Author:** StikeTech
**URL:** [https://www.youtube.com/watch?v=uV5Omg-Pixg](https://www.youtube.com/watch?v=uV5Omg-Pixg)
**Copyright:** 2017, January 11
**Accessed on:** 2017-02-15
NF:007 Demonstrate basic word processing skills

Curriculum Planning Level: PQ

Objectives:

a. Identify capabilities of word-processing software.
b. Enter and store text in a word-processing software program.
c. Search for and replace text in a document stored in a word-processing software program.
d. Retrieve, edit, and print a document stored in a word-processing software program.
e. Cut and paste information from one text document into another in a word-processing software program.
f. Create a text document containing columns in a word-processing software program.
g. Insert and print a graph in a word-processing document.
h. Utilize the page numbering feature.

Activity:

Each student should use a word-processing software package to prepare the minutes for the last CTSO meeting. Students should then trade papers with a partner to compare completeness, accuracy, and format.

Reference Books

Title: Business communication today (9th ed.)
Author: Bovée, C.L., & Thill, J.V.
References: [pp. 168-170]
Publisher: Upper Saddle River, NJ: Pearson Prentice Hall
Copyright: 2008

Title: Intro to business (7th ed.)
Author: Dlabay, L.R., Burrow, J.L., & Kleindl, B.
References: [p. 270]
Publisher: Mason, OH: South-Western Cengage Learning
Copyright: 2009

Title: Marketing essentials 2012
Author: Farese, L.S., Kimbrell, G., & Woloszyk, C.A.
References: p. 213
Publisher: Columbus, OH: Glencoe/McGraw-Hill
Copyright: 2012

Reference Websites

Title: Tutorial: Word 2016.
Author: GCFLearnFree.org
URL: http://www.gcflearnfree.org/word2016/
Copyright: 2016, February 15
Accessed on: 2017-02-15

Title: Tutorial: Google docs.
Author: GCFLearnFree.org
URL: http://www.gcflearnfree.org/googledocuments/
Copyright: 2016, June 1
Accessed on: 2017-02-15

Title: Tutorial: Word tips.
Author: GCFLearnFree.org
URL: http://www.gcflearnfree.org/word-tips/
Copyright: 2015, February 27
Accessed on: 2017-02-15
Title: Word training.
Author: Microsoft
Copyright: 2017
Accessed on: 2017-02-15

Title: Pages support.
Author: Apple
URL: https://support.apple.com/pages
Copyright: 2017
Accessed on: 2017-02-15

Title: Word 2016 tutorial: A comprehensive guide to Word for anyone--32 modules. [Video].
Author: Kaceli, S.
URL: https://www.youtube.com/watch?v=TxLuunprjXg
Copyright: 2016, January 9
Accessed on: 2017-02-15

Title: How to use Pages for Mac tutorial.
[Video].
Author: Secret Spectrum
URL: https://www.youtube.com/watch?v=bfGcPhuUj5k
Copyright: 2017, January 16
Accessed on: 2017-02-15

Title: The best free Microsoft Office alternatives 2017. [Video].
Author: Tutorial Everything
URL: https://www.youtube.com/watch?v=1KScTfNmXKg
Copyright: 2016, January 25==31
Accessed on: 2017-02-15

Title: Google Drive/Docs tutorial 2016. [Video].
Author: Alexander, A.
URL: https://www.youtube.com/watch?v=CeFjvXhFjd8
Copyright: 2016, March 15
Accessed on: 2017-02-15
NF:008 Demonstrate basic presentation applications

Curriculum Planning Level: PQ

Objectives:

a. Identify capabilities of presentation software programs.
b. Describe characteristics of effective presentation software documents.
c. Enter and store text into a presentation software document.
d. Import graphics into a presentation software document.
e. Develop builds and transitions for screens in a presentation software document.
f. Retrieve and edit presentation software screens.
g. Add/Delete screens from a presentation software package.

Activity:

Each student should use an available presentation software package to create a presentation to promote a club, organization, or sports team in the school. Students should include scanned images, sound, and video. Upon completion, students should share their presentations with the class and collect classmates’ feedback. Finally, students should edit and update their presentation as needed.

Reference Books

Title: Business communication today (9th ed.)
Author: Bovée, C.L., & Thill, J.V.
References: [pp. 524-543]
Publisher: Upper Saddle River, NJ: Pearson Prentice Hall
Copyright: 2008

Title: Intro to business (7th ed.)
Author: Dlabay, L.R., Burrow, J.L., & Kleindl, B.
References: [p. 271]
Publisher: Mason, OH: South-Western Cengage Learning
Copyright: 2009

Title: Marketing essentials 2012
Author: Farese, L.S., Kimbrell, G., & Woloszyk, C.A.
References: (pp. 215-216)
Publisher: Columbus, OH: Glencoe/McGraw-Hill
Copyright: 2012

Reference Websites

Title: Tutorial: PowerPoint 2016.
Author: GCFLearnFree.org
URL: http://www.gcflearnfree.org/powerpoint2016/
Copyright: 2016, March 16
Accessed on: 2017-02-15

Title: PowerPoint training.
Author: Microsoft
Copyright: 2017
Accessed on: 2017-02-15

Title: Tutorial: PowerPoint tips.
Author: GCFLearnFree.org
URL: http://www.gcflearnfree.org/powerpoint-tips/
Copyright: 2015, February 27
Accessed on: 2017-02-15
Title: Tutorial: Google Slides.
Author: GCFLearnFree.org
URL: http://www.gcflearnfree.org/googleslides/
Copyright: 2016, April 8
Accessed on: 2017-02-15

Title: Tutorials.
Author: Prezi
URL: https://prezi.com/support/manual/
Copyright: 2017
Accessed on: 2017-02-15

Title: Prezi 2015 NEW full tutorial. [Video].
Author: Technology for Teachers and Students
URL: https://www.youtube.com/watch?v=--hVJaTYKss
Copyright: 2014, October 11
Accessed on: 2017-02-15

Title: PowerPoint 2016 tutorial--A complete tutorial on using PowerPoint. [Video].
Author: Kaceli, S.
URL: https://www.youtube.com/watch?v=lbc1HX8Jccw
Copyright: 2016, October 23
Accessed on: 2017-02-15

Title: 01. Google Slides: Basic functions. [Video].
Author: Mr. Glenn's Cloud Classroom
URL: https://www.youtube.com/watch?v=m9vNpYG9Bq8
Copyright: 2015, June 23
Accessed on: 2017-02-15
NF:010 Demonstrate basic spreadsheet applications

Curriculum Planning Level: PQ

Objectives:

a. Define the following terms: rows, columns, and cells.
b. Describe components of a spreadsheet.
c. Identify capabilities of spreadsheet software.
d. Format spreadsheets.
e. Enter and store data in a spreadsheet software file.
f. Retrieve, edit, and print data in a spreadsheet.
g. Create charts and graphs using information in a spreadsheet.

Activity:
Ask students to imagine that Marge owns a local video game store. She has been keeping records of her inventory and sales in a notebook. Marge has been losing track of her sales receipts and some of the games. Instruct students to set up a spreadsheet program that would enable her to track her sales and inventory. Finally, require each student to demonstrate how to use it.

Reference Books

Title: Marketing (3rd ed.)
Author: Burrow, J.L.
References:
Publisher: Mason, OH: Thomson/South-Western
Copyright: 2012

Title: Intro to business (7th ed.)
Author: Dlabay, L.R., Burrow, J.L., & Kleindl, B.
References: [pp. 270-271]
Publisher: Mason, OH: South-Western Cengage Learning
Copyright: 2009

Title: Advanced century 21 accounting (9th ed.)
Author: Gilbertson, C.B., Lehman, M.W., & Passalacqua, D.
References: [p. 115]
Publisher: Mason, OH: South-Western Cengage Learning
Copyright: 2012

Title: Marketing essentials 2012
Author: Farese, L.S., Kimbrell, G., & Woloszyk, C.A.
References: (pp. 214-215)
Publisher: Columbus, OH: Glencoe/McGraw-Hill
Copyright: 2012

Title: A handbook for office professionals
Author: Clark, J.L. & Clark, L.R.
References: (pp. 445-453)
Publisher: New York: Visual Reference Publications Inc
Copyright: 2009

Reference Websites

Title: Tutorial: Excel 2016.
Author: GCFLearnFree.org
URL: http://www.gcflearnfree.org/excel2016/
Copyright: 2016, February 15
Accessed on: 2017-02-15
Title: Excel training.
Author: Microsoft
Copyright: 2017
Accessed on: 2017-02-15

Title: Google Sheets 101: The beginner's guide to online spreadsheets.
Author: Grubbs, M.
URL: https://zapier.com/learn/google-sheets/google-sheets-tutorial/
Copyright: n.d.
Accessed on: 2017-02-15

Title: Tutorial: Google Sheets.
Author: GCFLearnFree.org
URL: http://www.gcflearnfree.org/googlespreadsheets/
Copyright: 2015, January 14
Accessed on: 2017-02-15

Title: Excel 2016 tutorial: A comprehensive guide on Excel for anyone. [Video].
Author: Kaceli, S.
URL: https://www.youtube.com/watch?v=8lXerL3DHRw
Copyright: 2016, January 24
Accessed on: 2017-02-15

Title: Google Sheets 2016 tutorial. [Video].
Author: SyncSisters
URL: https://www.youtube.com/watch?v=tnwCT-4MwJY
Copyright: 2016, February 18
Accessed on: 2017-02-15

Title: Numbers for Mac 2015. [Video].
Author: Cox, D.A.
URL: https://www.youtube.com/watch?v=z3sNriO7QsE
Copyright: 2015, March 1
Accessed on: 2017-02-15
NF:009 Demonstrate basic database applications

Curriculum Planning Level: PQ

Objectives:

a. Identify capabilities of database software.
b. Create a database structure.
c. Construct queries.
d. Enter and store data in a database software program.
e. Retrieve and modify data in a database software program.
f. Delete database records.
g. Sort data in a database given predetermined criteria.
h. Output data in a report format.
i. Create a chart or graph using information in a database file.
j. Print labels from a database.
k. Print database list/report.
l. Ensure data integrity.
m. Validate data.
n. Eliminate data redundancy (i.e., normalize data).

Activity:

Instruct each student to create a database of activities in which s/he has participated in high school. Students should include fields such as: grade level, organization, activities, honors or awards, etc. Students should modify the database periodically as they add more activities. Finally, each student should sort and print a report by grade level and submit it for use in writing letters of recommendation for a scholarship, admittance to college, or other purpose.

Reference Books

Title: Marketing management: A strategic decision-making approach (6th ed.)
Author: Mullins, J.W., Walker, O.C., & Boyd, H.W.
References: [pp. 156-160]
Publisher: New York: McGraw-Hill/Irwin
Copyright: 2008

Title: Intro to business (7th ed.)
Author: Dlabay, L.R., Burrow, J.L., & Kleindl, B.
References: [p. 270]
Publisher: Mason, OH: South-Western Cengage Learning
Copyright: 2009

Title: Marketing essentials 2012
Author: Farese, L.S., Kimbrell, G., & Woloszyk, C.A.
References: (pp. 213-214)
Publisher: Columbus, OH: Glencoe/McGraw-Hill
Copyright: 2012

Reference Websites

Title: Tutorial: Access 2016.
Author: GCFLearnFree.org
URL: http://www.gcflearnfree.org/access2016/
Copyright: 2016, March 21
Accessed on: 2017-02-15
Title: Access training.
Author: Microsoft
URL: https://support.office.com/en-us/article/Access-training-a5ffb1ef-4cc4-4d79-a862-e2dda6ef38e6?ui=en-US&rs=en-US&ad=US
Copyright: 2017
Accessed on: 2017-02-15

Title: Microsoft access 2016 tutorial.
Author: Quackit
URL: http://www.quackit.com/microsoft_access/microsoft_access_2016/tutorial/
Copyright: 2000-2017
Accessed on: 2017-02-15

Title: Database tutorial.
Author: Quackit
URL: http://www.quackit.com/database/tutorial/
Copyright: 2000-2017
Accessed on: 2017-02-15

Title: Microsoft Access 2016 for beginners:
Getting started with the absolute basics.
[Video].
Author: Kaceli, S.
URL: https://www.youtube.com/watch?v=5HesJpYr9JI
Copyright: 2016, November 27
Accessed on: 2017-02-15

Title: What is a Microsoft Access database?
[Video].
Author: PC Learning Zone--Computer Training
URL: https://www.youtube.com/watch?v=WGXYjBC8hGI
Copyright: 2013, August 28
Accessed on: 2017-02-15

Title: Access 2016 tutorial--Getting started
1/12. [Video].
Author: EZLearn
URL: https://www.youtube.com/watch?v=iuwoW2Bp18M
Copyright: 2016, July 9
Accessed on: 2017-02-15
PD:013 Assess personal interests and skills needed for success in business

Curriculum Planning Level: PQ

Objectives:

a. Define the following personal characteristics: realistic, investigative, artistic, social, enterprising, and conventional.
b. Identify aspects of an individual that should be examined in order to determine strengths and weaknesses.
c. Explain reasons for assessing personal interests and skills.
d. Discuss the importance of objectivity in personal assessments.
e. Describe steps for assessing personal interests and skills.

Activity:

Students should take the California CareerZone Skills Profiler at https://www.cacareerzone.org/skills/ to learn more about their skills and abilities. After completing the Skills Profiler, each student should take the Interest Profiler located at https://www.cacareerzone.org/ip/ to identify her/his work-related interests. Discuss the students’ results with them individually.

Reference Books

Title: Succeeding in the world of work  
Author: Kimbrell, G.  
References: [pp. 33-40]  
Publisher: New York: Glencoe/McGraw-Hill  
Copyright: 2012

Title: Discovering careers (7th ed)  
Author: Wanat, J.A., Pfeiffer, E.W., & Van Gulik, R.  
References: [pp. 150-156]  
Publisher: Tinley Park, IL: Goodheart-Willcox.  
Copyright: 2012

Title: Intro to business (7th ed.)  
Author: Diabay, L.R., Burrow, J.L., & Kleindl, B.  
References: [pp. 202, 208-210]  
Publisher: Mason, OH: South-Western Cengage Learning  
Copyright: 2009

Title: Marketing dynamics (3rd ed.)  
Author: Clark, B., Basteri, C.G., Gassen, C., & Walker, M.  
References: [pp. 608-613]  
Publisher: Tinley Park, IL: Goodheart-Willcox.  
Copyright: 2014

Title: Marketing essentials 2012  
Author: Farese, L.S., Kimbrell, G., & Woloszyk, C.A.  
References: [pp. 873-874, 886]  
Publisher: Columbus, OH: Glencoe/McGraw-Hill  
Copyright: 2012

Reference Websites

Title: Leadership self-assessment questionnaire.  
Author: Clark, D.  
URL: http://www.nwlink.com/~donclark/leadersurvlead.html  
Copyright: 2015, October 17  
Accessed on: 2017-02-15
Title: How to use self assessment tools to help you choose a career.
Author: McKay, D.R.
URL: https://www.thebalance.com/self-assessment-tools-choose-a-career-526172
Copyright: 2015, April 7
Accessed on: 2017-02-15

Title: Why is a career assessment important?
Author: SuccessFactors
Copyright: 2017
Accessed on: 2017-02-15

Title: What are your personal strengths and weaknesses?
Author: Thum, M
URL: http://www.myrkothum.com/personal-strengths-and-weaknesses/
Copyright: 2013, March 5
Accessed on: 2017-02-15

Title: Skills inventory.
Author: University of Notre Dame
URL: http://careercenter.nd.edu/assets/136642/skills_inventory.pdf
Copyright: n.d.
Accessed on: 2017-02-15

Title: Interest assessment.
Author: CareerOneStop
URL: https://www.careeronestop.org/toolkit/careers/interest-assessment.aspx
Copyright: 2017
Accessed on: 2017-02-15
PD:020 Analyze employer expectations in the business environment

Curriculum Planning Level: PQ

Objectives:

a. Describe characteristics and actions employers expect of employees.
b. Explain ways of maintaining positive working relationships with others.
c. Determine employer's expectations.

Activity:

Invite a guest speaker to talk with the class about employer expectations of employees. Each student should write a one-page summary of the key points presented by the guest speaker.

Ethics Case for Students: Sophia is in charge of a project to update and reorganize several financial items in the company’s database. She is working with several managers to ensure that the new updates will not cause any unnecessary problems. She is reporting directly to the company’s CEO. Raj, the accounts receivable manager, has not contributed to the project due to an absence because his wife is seriously ill. The CEO expects all projects to be completed on time, and he has little compassion for employees who are absent for any reason. If Sophia holds up the project to allow Raj’s input, the company could face financial losses. However, if she doesn't get Raj's input and the project is unsuccessful as a result, Raj could lose his job. What should Sophia do? (Ethical Principles Involved: Integrity, Accountability, Respect, Viability)

Reference Books

Title: Succeeding in the world of work
Author: Kimbrell, G.
References: (pp. 174-179)
Publisher: New York: Glencoe/McGraw-Hill
Copyright: 2012

Title: Discovering careers (7th ed)
Author: Wanat, J.A., Pfeiffer, E.W., & Van Gulik, R.
References: [pp. 231-241]
Publisher: Tinley Park, IL: Goodheart-Willcox.
Copyright: 2012

Title: Intro to business (7th ed.)
Author: Dlabay, L.R., Burrow, J.L., & Kleindl, B.
References: [pp. 156-159, 224-225]
Publisher: Mason, OH: South-Western Cengage Learning
Copyright: 2009

Reference Websites

Title: Employer expectations over time.
Author: American Foundation for the Blind
URL: http://www.afb.org/Section.asp?SectionID=7&TopicID=209&SubTopicID=62&DocumentID=2188
Copyright: 2017
Accessed on: 2017-02-15

Title: What do employers want from their employees?
Author: American's Job Exchange
URL: http://www.americasjobexchange.com/career-advice/what-employers-want
Copyright: 2017
Accessed on: 2017-02-15
Title: The expectations of employers and employees at a new job.
Author: Thompson, S.
URL: http://work.chron.com/expectations-employers-employees-new-job-9494.html
Copyright: n.d.
Accessed on: 2017-02-15

Title: 10 ways to meet and exceed your boss’s expectations.
Author: KFORCE
Copyright: 2017
Accessed on: 2017-02-15

Title: Employer expectations: Just what do they want?
Author: Lockhart, K.
Copyright: 2013, June
Accessed on: 2017-02-15

Title: What employers want--Youth central. [Video].
Author: Youth Central
URL: https://www.youtube.com/watch?v=8PJzAqJLdd8
Copyright: 2011, November 21
Accessed on: 2017-02-15

Title: Ready to work: What do employers want? [Video].
Author: Nebraska Loves Public Schools
URL: https://www.youtube.com/watch?v=f1sGHIr4CLQ
Copyright: 2013, October 24
Accessed on: 2017-02-15

Title: What do employers want? [Video].
Author: Walker, M.
URL: https://www.youtube.com/watch?v=5FWXgFOiFUU
Copyright: 2013, June 2
Accessed on: 2017-02-15
PD:250 Adhere to company protocols and policies

Curriculum Planning Level: CS

Objectives:

a. Define the following terms: protocol, policy, procedure.
b. Discuss types of company protocols, policies, and procedures (e.g., employee conduct, discipline, ethics, health and safety, etc.).
c. Explain purposes of company protocols, policies, and procedures.
d. Describe benefits of company protocols, policies, and procedures.
e. Discuss the importance of adhering to company protocols and policies.
f. Demonstrate techniques for adhering to company protocols and policies.

Activity:

Divide the class into groups of three or four students each. Instruct students to research at least six different company’s social media policies to determine what employees at each company are and are not allowed to post to their personal social media accounts. Group members should analyze their findings, identifying commonalities among the different companies’ policies. Finally, each group should create a “how-to” guide for teens that explains how to abide by social media policies that they are likely to encounter in their first jobs.

Ethics Case for Students: Eli works for a car leasing company. Eli knows of a luxury vehicle that is going to be repossessed by the company because the owner lost his job and is unable to make payments. Eli wants to offer the owner a fair price for the vehicle as a private sale. If he purchases the car, he would save himself, the car owner, and his company a lot of trouble and cost. Is it ethical for Eli to purchase the car? (Ethical Principles Involved: Integrity, Transparency, Respect, Rule of Law)

Reference Books

Title: Marketing essentials 2012
Author: Farese, L.S., Kimbrell, G., & Woloszyk, C.A.
References: pp. 280-283
Publisher: Columbus, OH: Glencoe/McGraw-Hill
Copyright: 2012

Title: Career success: The attitude advantage
Author: Fruehling, R.T. & Moore, R.
References: pp. 175-177
Publisher: Tinley Park, IL: Goodheart-Willcox.
Copyright: 2011

Reference Websites

Title: Examples of company policies and procedures.
Author: Scott, S.
URL: http://smallbusiness.chron.com/examples-company-policies-procedures-10995.html
Copyright: 2017
Accessed on: 2017-02-09

Title: Companies must adhere to own policies and procedures.
Author: Squire, D.
URL: https://www.skillsportal.co.za/content/companies-must-adhere-own-policies-and-procedures
Copyright: 2012, May 7
Accessed on: 2017-02-09
Title: Workplace policies and procedures.
Author: NSW Industrial Relations
Copyright: 2013, July
Accessed on: 2017-02-09

Title: Employment policies and procedures.
Author: Cass Centre for Charity Effectiveness
URL: https://knowhownonprofit.org/people/employment-law-and-hr/law-and-hr-basics/policies#
Copyright: 2008, October
Accessed on: 2017-02-09
PD:252 Follow chain of command

Curriculum Planning Level: CS

Objectives:

a. Discuss the importance of following the chain of command.
b. Discuss the use of the chain of command to resolve issues or problems.
c. Explain possible consequences of failing to follow the chain of command.
d. Describe situations in which bypassing the chain of command is appropriate.
e. Explain techniques used to work through the chain of command.
f. Demonstrate techniques used to follow a chain of command.

Activity:

Ask each student to develop a short report about the chain of command for a school-based enterprise, her/his employer, or some other local business. S/he should identify and draw the chain of command, explain the importance of following it, provide specific examples of when and how employees should follow the chain of command at that business, describe situations in which it might be appropriate for an employee to bypass the chain of command, and discuss techniques used to work through the chain of command on a daily basis.

Ethics Case for Students: Dominic is working on a large IT system project that requires the input of several department managers. Dominic reports to Colton, the finance manager who is overseeing the project for the company. Ava, the customer service department manager, has informed Dominic that the project must be finished before its scheduled deadline or the company will lose several large accounts. When Dominic informs Colton of the needed deadline change, Colton states that Ava is an overachiever and always pushes deadlines ahead of schedule. Colton indicates he sees no need to change the deadline. Should Dominic accept Colton’s decision to ignore Ava’s concerns, or should he speak to the company’s chief financial officer to ensure the company does not face unnecessary losses? (Ethical Principles Involved: Integrity, Trust, Accountability, Respect, Viability)

Reference Books

Title: Understanding management: Instructor’s edition (6th ed.)
Author: Daft, R.L., & Marcic, D.
References: [p. 250]
Publisher: Mason, OH: South-Western Cengage Learning
Copyright: 2009

Title: Organizational behavior: Managing people and organizations (9th ed.)
Author: Griffin, R.W., & Moorhead, G.
References: [pp. 255-256, 409-414, 418-423]
Publisher: Mason, OH: South-Western Cengage Learning
Copyright: 2010
Title: Essentials of management: Instructor's edition (8th ed.)
Author: DuBrin, A.
References: [pp. 261-262]
Publisher: Mason, OH: South-Western Cengage Learning
Copyright: 2009

Title: Organizational behavior and management (8th ed.)
Author: Ivancevich, J.M., Konopaske, R., & Matteson, M.T.
References: [pp. 450-462]
Publisher: New York: McGraw-Hill/Irwin
Copyright: 2008

Title: Human resource management (11th ed.)
Author: Dessler, G., & Varkkey, B.
References: [p. 131]
Publisher: New Delhi, India: Dorling Kindersley
Copyright: 2009

Title: Management (5th ed.)
Author: Williams, C.R.
References: [p. 319]
Publisher: Mason, OH: Cengage Learning
Copyright: 2009

Reference Websites

Title: Should you go over the boss's head?
Author: Emisar, O.
URL: http://www.brighthub.com/office/career-planning/articles/119628.aspx
Copyright: 2011, June 17.
Accessed on: 2017-01-23

Title: The importance of following the chain of command
Author: Kelchner, L.
URL: http://smallbusiness.chron.com/importance-following-chain-command-business-23560.html
Copyright: 2011, September 15
Accessed on: 2017-01-23

Title: Understanding the chain of command
Author: Heathfield, S.M.
URL: https://www.thebalance.com/chain-of-command-1918082
Copyright: 2016, November 6
Accessed on: 2017-01-23

Title: Respecting the chain of command--Like a pro.
Author: Myers, K.
URL: https://www.simonstapleton.com/wordpress/2014/01/16/respecting-the-chain-of-command/
Copyright: 2016
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Title: A chain of command is needed for accountability.
Author: Vision Reporter
URL: http://www.newvision.co.ug/new_vision/news/1325104/chain-command-accountability
Copyright: 2013, July 1
Accessed on: 2017-02-09

Title: Best practices, part I--Effective use of the chain of command. [Video].
Author: Smith, P.
URL: https://www.youtube.com/watch?v=swQlqFT9cEQ&t=0s
Copyright: 2016, July 10
Accessed on: 2017-02-09
PD:021 Explain the rights of workers

Curriculum Planning Level: PQ

Objectives:

a. Describe the employee right to a safe working environment.
b. Discuss the employee right to form unions.
c. Explain the employee right to fair treatment.
d. Describe the employee right to expect criticism.
e. Explain the employee right to expect recognition.

Activity:

Students should read news articles involving situations in which the rights of employees have been affected and discuss the implication(s) of the situations.

Ethics Case for Students: Donzell’s boss regularly asks Donzell to complete last-minute tasks before he leaves for the day, often turning his eight-hour work days into nine or 10 hours of work instead. Since the company officially does not permit hourly employees such as Donzell to work overtime, Donzell’s boss asks him not to document the extra time worked. Donzell mentions the situation to you and asks you not to mention it to anyone. He says he doesn’t mind staying late because he’s making a good impression on his boss. Donzell’s boss is violating employee compensation laws. What should you do? (Ethical Principles Involved: Trust, Fairness, Respect, Rule of Law)

Reference Books

Title: Succeeding in the world of work
Author: Kimbrell, G.
References: (pp. 203-206, 234-240)
Publisher: New York: Glencoe/McGraw-Hill
Copyright: 2012

Title: Entrepreneurial small business (3rd ed.)
Author: Katz, J. & Green, R.
References: [p. 610]
Publisher: New York: McGraw-Hill/Irwin
Copyright: 2011

Title: Discovering careers (7th ed)
Author: Wanat, J.A., Pfeiffer, E.W., & Van Gulik, R.
References: [pp. 277-278]
Publisher: Tinley Park, IL: Goodheart-Willcox.
Copyright: 2012

Title: Intro to business (7th ed.)
Author: Dlabay, L.R., Burrow, J.L., & Kleindl, B.
References: [pp. 188-194]
Publisher: Mason, OH: South-Western Cengage Learning
Copyright: 2009

Reference Websites

Title: Employees rights 101.
Author: FindLaw
Copyright: 2017
Accessed on: 2017-02-17
Title: Your rights.
Author: Workplace Fairness
URL: http://www.workplacefairness.org/your-rights
Copyright: 2017
Accessed on: 2017-02-17

Title: Employee rights law center.
Author: Nolo
URL: http://www.nolo.com/legal-encyclopedia/employee-rights
Copyright: 2017
Accessed on: 2017-02-17

Title: Worker's rights.
Author: OSHA
URL: https://www.osha.gov/Publications/osha3021.pdf
Copyright: 2016
Accessed on: 2017-02-17

Title: Workplace rights.
Author: Working America
URL: http://www.workingamerica.org/Issues/workerprerights
Copyright: n.d.
Accessed on: 2017-02-17
PD:022 Identify sources of career information

Curriculum Planning Level: CS

Objectives:

a. Identify information that can be obtained at libraries about careers.
b. Identify nonprint sources of career information.
c. Identify career-information guides provided by the U.S. Department of Labor.
d. Identify databases that provide career information.
e. Identify career information that can be obtained on the Internet.
f. Describe how school counselors can assist in providing career information.
g. Explain the importance of discussing career opportunities with workers who are employed in jobs in which you are interested.

Activity:

Students should search the Internet to locate and print career information about three careers of interest to them.

Reference Books

Title: Succeeding in the world of work  
Author: Kimbrell, G.  
References: pp. 34-41  
Publisher: New York: Glencoe/McGraw-Hill  
Copyright: 2012

Title: Marketing dynamics: Teacher's edition (2nd ed.)  
Author: Clark, B., Sobel, J., & Basteri, C.G.  
References: [pp. 653-656]  
Publisher: Tinley Park, IL: Goodheart-Willcox.  
Copyright: 2010

Title: Marketing (3rd ed.)  
Author: Burrow, J.L.  
References: [p. 649]  
Publisher: Mason, OH: South-Western Cengage Learning  
Copyright: 2012

Title: Discovering careers (7th ed)  
Author: Wanat, J.A., Pfeiffer, E.W., & Van Gulik, R.  
References: [pp. 86-92]  
Publisher: Tinley Park, IL: Goodheart-Willcox.  
Copyright: 2012

Title: Intro to business (7th ed.)  
Author: Diabay, L.R., Burrow, J.L., & Kleindl, B.  
References: [pp. 204-205]  
Publisher: Mason, OH: South-Western Cengage Learning  
Copyright: 2009

Title: Marketing essentials 2012  
Author: Farese, L.S., Kimbrell, G., & Woloszyk, C.A.  
References: (pp. 875-876)  
Publisher: Columbus, OH: Glencoe/McGraw-Hill  
Copyright: 2012
Reference Websites

Title: CareerOneStop.
Author: U.S. Department of Labor, Employment, and Training Administration
URL: https://www.careeronestop.org/
Copyright: 2017
Accessed on: 2017-02-17

Title: O*Net Online.
Author: U.S. Department of Labor
URL: https://www.onetonline.org/
Copyright: 2017
Accessed on: 2017-02-17

Title: Occupational Outlook Handbook.
Author: U.S. Bureau of Labor Statistics
URL: http://www.bls.gov/ooh/
Copyright: 2015, December 17
Accessed on: 2017-02-17

Title: Careers.org.
Author:
URL: http://www.careers.org/
Copyright: 1995-2015
Accessed on: 2017-02-17

Title: California Career Zone.
Author: California Career Resource Network
URL: https://www.cacareerzone.org/
Copyright: n.d.
Accessed on: 2017-02-17

Title: Career cluster videos playlist. [Video].
Author: Georgia Career Information Center, Georgia State University
URL: http://www.gcic.peachnet.edu/Content/HelpYourself/ClusterVideos.aspx?vid=eng/00-000001
Copyright: 2017
Accessed on: 2017-02-17

Title: CareerOneStop: Video library. [Video].
Author: U.S. Department of Labor, Employment, and Training Administration
URL: https://www.careeronestop.org/Videos/video-library.aspx
Copyright: 2017
Accessed on: 2017-02-17

Title: Career exploration.
Author: MyPlan.com
URL: http://www.myplan.com/careers/index.php?sid=0d2db56a816c0b5d1e45cc36eb49196c
Copyright: n.d.
Accessed on: 2017-02-17
PD:023 Identify tentative occupational interest

Curriculum Planning Level: CS

Objectives:

a. Define the terms interests and aptitudes.
b. Explain reasons for selecting occupations that match one’s interests and aptitudes.
c. Describe the importance of comparing and evaluating information about occupations.
d. Explain the reasons for narrowing the choice of occupations when developing a career path.

Activity:

Each student should interview an adult about the person’s career decision making. Students should ask the following questions:

1. When you graduated from high school, did you know what you wanted to be “when you grew up”?
2. Is that what you became?
3. Is that what your career is now?
4. Did you receive guidance while in school about how to develop career goals?
5. How many times have you changed careers (e.g., from salesperson to school teacher)?
6. How many times have you changed jobs (e.g., from one sales job to another sales job)?
7. What’s the best advice you can give people who are trying to develop career goals?

After conducting their interviews, students should discuss their findings with the class.

Reference Books

Title: Succeeding in the world of work
Author: Kimbrell, G.
References: (pp. 88-91)
Publisher: New York: Glencoe/McGraw-Hill
Copyright: 2012

Title: Discovering careers (7th ed)
Author: Wanat, J.A., Pfeiffer, E.W., & Van Gulik, R.
References: [pp. 150-156]
Publisher: Tinley Park, IL: Goodheart-Willcox.
Copyright: 2012

Title: Intro to business (7th ed.)
Author: Dlabay, L.R., Burrow, J.L., & Kleindl, B.
References: [p. 203]
Publisher: Mason, OH: South-Western Cengage Learning
Copyright: 2009

Title: Marketing dynamics (3rd ed.)
Author: Clark, B., Basteri, C.G., Gassen, C., & Walker, M.
References: (pp. 611-613)
Publisher: Tinley Park, IL: Goodheart-Willcox.
Copyright: 2014
Title: School to career (9th ed.)
Author: Littrell, J.J., Lorenz, J.H., & Smith, H.T.
References: [pp. 24-28]
Publisher: Tinley Park, IL: Goodheart-Willcox.
Copyright: 2012

Title: Marketing essentials 2012
Author: Farese, L.S., Kimbrell, G., & Woloszyk, C.A.
References: (pp. 874-875, 886)
Publisher: Columbus, OH: Glencoe/McGraw-Hill
Copyright: 2012

Reference Websites
Title: Developing a strategic vision for your career plan.
Author: Hansen, R.
URL: https://www.livecareer.com/quintessential/career-plan
Copyright: 2017
Accessed on: 2017-02-17

Title: How to use self assessment tools to help you choose a career.
Author: McKay, D.R.
URL: https://www.thebalance.com/self-assessment-tools-choose-a-career-526172
Copyright: 2015, April 7
Accessed on: 2017-02-17

Title: Select the right career path.
Author: Gonyea, J.
URL: https://www.monster.com/career-advice/article/select-right-career-path
Copyright: 2017
Accessed on: 2017-02-17

Title: Interested in everything? You can still pick a career.
Author: Vogt, P.
URL: https://www.monster.com/career-advice/article/interested-in-everything-pick-career
Copyright: 2017
Accessed on: 2017-02-17

Title: Woody Wednesday--Choosing a career. [Video].
Author: WoodysGamertag
URL: https://www.youtube.com/watch?v=HYdRo3Hk9_A
Copyright: 2015, November 4
Accessed on: 2017-02-17

Title: Choosing a career. [Video].
Author: Rivers, R.
URL: https://www.youtube.com/watch?v=ajRj0hMqX6k
Copyright: 2014, April 14
Accessed on: 2017-02-17

Title: What should I do with my life? [Video].
Author: Shipp, J.
URL: https://www.youtube.com/watch?v=JWfhAW2PMYQ
Copyright: 2012, January 27
Accessed on: 2017-02-17
PD:025 Explain employment opportunities in business

LAP: LAP-PD-015
© LAP: 2014

Curriculum Planning Level: CS

Objectives:

a. Identify types of careers in business.
b. Describe traits and skills needed for success in business careers.
c. Explain educational requirements for business careers.

Activity:

Students should access the Bureau of Labor Statistic’s Occupational Outlook Handbook at http://www.bls.gov/oco/ and perform a keyword search using the term business. Each student should select five of the careers that are listed and use the links provided to obtain more information. Finally, each student should create a chart that depicts the nature of the work, working conditions, necessary training, and earnings for all five careers.

Ethics Case for Students: Zoe’s company has asked all of its employees to complete an online Excel course to update their spreadsheet skills. Zoe regularly uses Excel’s advanced features and is often asked by other employees for help with Excel spreadsheet projects. Zoe has several deadlines to meet and does not have time to complete the course which she is sure will not teach her anything new. What should Zoe do? (Ethical Principles Involved: Accountability, Fairness, Respect)

Reference Books

Title: Discovering careers (7th ed)
Author: Wanat, J.A., Pfeiffer, E.W., & Van Gulik, R.
Publisher: Tinley Park, IL: Goodheart-Willcox.
Copyright: 2012

Title: Intro to business (7th ed.)
Author: Diabay, L.R., Burrow, J.L., & Kleindl, B.
References: [pp. 5, 101, 125, 149, 173, 235, 291, 343, 371]
Publisher: Mason, OH: South-Western Cengage Learning
Copyright: 2009

Title: The future of business: The essentials (3rd ed.)
Author: Gitman, L.J. & McDaniel, C.
Publisher: Mason, OH: Thomson/South-Western
Copyright: 2008

Title: Marketing essentials 2012
Author: Farese, L.S., Kimbrell, G., & Woloszyk, C.A.
References: (pp. 883-335)
Publisher: Columbus, OH: Glencoe/McGraw-Hill
Copyright: 2012
Reference Websites

Title: Are you a born leader? A business administration career could be for you.
Author: AllBusinessSchools
Copyright: 2002-2017
Accessed on: 2017-02-17

Title: Occupational outlook handbook.
Author: U.S. Bureau of Labor Statistics
URL: http://www.bls.gov/oco/
Copyright: 2015, December 17
Accessed on: 2017-02-17

Title: Best business jobs.
Author: U.S. News and World Report
Copyright: 2017
Accessed on: 2017-02-17

Title: Careers and occupations list: Business.
Author: Study.com
URL: http://study.com/article_directory/q_p/page/Business/q_p/Careers_and_Occupations_List.html
Copyright: 2003-2017
Accessed on: 2017-02-17

Title: Business and finance careers.
Author: CareerProfiles
URL: http://www.careerprofiles.info/business-careers.html
Copyright: 2017
Accessed on: 2017-02-17

Title: Career Cluster Videos Playlist. [Videos].
Author: Georgia Career Information Center, Georgia State University
URL: http://www.ggcic.peachnet.edu/Content/HelpYourself/ClusterVideos.aspx?vid=eng/00-000001
Copyright: 2017
Accessed on: 2017-02-17

Title: Career videos. [Video].
Author: U.S. Department of Labor, Employment, and Training Administration
URL: https://www.careeronestop.org/Videos/CareerVideos/career-videos.aspx
Copyright: 2017
Accessed on: 2017-02-17
PD:026 Utilize job-search strategies

Curriculum Planning Level: PQ

Objectives:

a. Identify procedures for conducting a self-analysis.
b. Identify sources of job information.
c. Describe steps in conducting a job search.
d. Implement job-search strategies.

Activity:

Instruct students to compile a list of local agencies and resources that they could access for employment information. Students should categorize their findings as print materials, public agencies, private agencies, and online sources; share their findings with a small group of students who have similar career interests; add on to their lists; and keep their compiled lists in their portfolio, folder, or class notebook.

Reference Books

Title: Marketing (3rd ed.)  
Author: Burrow, J.L.  
References: [pp. 667-668]  
Publisher: Mason, OH: South-Western Cengage Learning  
Copyright: 2012

Title: Discovering careers (7th ed)  
Author: Wanat, J.A., Pfeiffer, E.W., & Van Gulik, R.  
References: [pp. 199-203]  
Publisher: Tinley Park, IL: Goodheart-Willcox.  
Copyright: 2012

Title: Contemporary business (12th ed.)  
Author: Kurtz, D.L.  
References: [pp. xxxvii -xliii]  
Publisher: Mason, OH: South-Western Cengage Learning  
Copyright: 2009

Title: Intro to business (7th ed.)  
Author: Dlabay, L.R., Burrow, J.L., & Kleindl, B.  
References: [pp. 212-213]  
Publisher: Mason, OH: South-Western Cengage Learning  
Copyright: 2009

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Title: Ten effective job search strategies.  
Author: All Business  
URL: http://www.allbusiness.com/10-job-search-strategies/16569081-1.html  
Copyright: 1999-2017  
Accessed on: 2017-02-17
Title: Quick analysis of your job search techniques.
Author: Goodman, D.
URL: https://www.workitdaily.com/job-search-techniques/#!Vr9aM
Copyright: 2015, March 31
Accessed on: 2017-02-17

Title: How to search for a job online.
Author: The Wall Street Journal
URL: http://guides.wsj.com/careers/how-to-identify-job-opportunities/how-to-search-for-a-job-online/
Copyright: 2016
Accessed on: 2017-02-17

Title: The 14 ways to look for a job.
Author: Bolles, R.
URL: http://www.jobdig.com/articles/571/The_14_Ways_to_Look_for_a_Job_.html
Copyright: n.d.
Accessed on: 2017-02-17

Title: 9 different ways to find a new job.
Author: Fowler, J.
Copyright: 2016, July 8
Accessed on: 2017-02-17

Title: Top tips when searching for a job.
Author: Doyle, A.
URL: https://www.thebalance.com/top-job-search-tips-2058621
Copyright: 2016, August 6
Accessed on: 2017-02-17

Title: Job search tips for high school students.
Author: Doyle, A.
URL: https://www.thebalance.com/job-search-tips-for-high-school-students-2060904
Copyright: 2016, July 7
Accessed on: 2017-02-17

Title: Job hunting strategies, How to find a job. [Video].
Author: Advice from Justin
URL: https://www.youtube.com/watch?v=eHCucKW2bMk
Copyright: 2013, May 1
Accessed on: 2017-02-17

Title: Tutorial: Job search and networking.
Author: GCFLearnFree.org
URL: http://www.gcflearnfree.org/jobsearchandnetworking/
Copyright: 2015, February 20
Accessed on: 2017-02-17
PD:031 Prepare a résumé

Curriculum Planning Level: CS

Objectives:

a. Identify information needed to prepare a résumé.
b. Explain the uses of résumés.
c. Explain the importance of keeping a specific personal file of work, education history and references.
d. Discuss the value of neat appearance for résumés.
e. Discuss the value of accurate information, spelling, punctuation, and grammar in résumés.
f. Describe procedures for preparing résumés.
g. Prepare a résumé.

Activity:

Each student should access the free résumé builder located at https://www.careerkids.com/MyFirstResume.aspx and follow the prompts given to develop a résumé. When finished, each student should print her/his résumé and share it with a teacher, a parent/guardian, and a classmate to obtain their feedback on the content and appearance of the résumé. Finally, s/he should make modifications to the résumé as needed.

Ethics Case for Students: Cooper is writing a resume. He wants to include volunteer experience as part of his church’s ministry team because volunteering helped him develop strong leadership skills. However, he fears that the religious nature of the work could cause him to be discriminated against. He decides he can just leave out part of the ministry’s title so it does not appear as a religious cause. Is Cooper’s action ethical? (Ethical Principles Involved: Integrity, Transparency)

Reference Books

Title: Marketing (3rd ed.)
Author: Burrow, J.L.
References: [pp. 668-669]
Publisher: Mason, OH: South-Western Cengage Learning
Copyright: 2012

Title: Discovering careers (7th ed)
Author: Wanat, J.A., Pfeiffer, E.W., & Van Gulik, R.
References: [pp. 204-209]
Publisher: Tinley Park, IL: Goodheart-Willcox.
Copyright: 2012

Title: Contemporary business (12th ed.)
Author: Kurtz, D.L.
References: [xliv-xlvi]
Publisher: Mason, OH: South-Western Cengage Learning
Copyright: 2009

Title: Intro to business (7th ed.)
Author: Dlabay, L.R., Burrow, J.L., & Kleindl, B.
References: [pp. 216-218]
Publisher: Mason, OH: South-Western Cengage Learning
Copyright: 2009
Title: Marketing dynamics (3rd ed.)
Author: Clark, B., Basteri, C.G., Gassen, C., & Walker, M.
References: [pp. 640-643]
Publisher: Tinley Park, IL: Goodheart-Willcox.
Copyright: 2014

Title: School to career (9th ed.)
Author: Litrell, J.J., Lorenz, J.H., & Smith, H.T.
References: [pp. 334-336]
Publisher: Tinley Park, IL: Goodheart-Willcox.
Copyright: 2012

Title: Marketing essentials 2012
Author: Farese, L.S., Kimbrell, G., & Woloszyk, C.A.
References: (pp. 902-904)
Publisher: Columbus, OH: Glencoe/McGraw-Hill
Copyright: 2012

Reference Websites
Title: Resume guide.
Author: U.S. Department of Labor, Employment, and Training Administration
Copyright: 2017
Accessed on: 2017-02-17

Title: How to write job descriptions for your resume.
Author: Doyle, A.
URL: https://www.thebalance.com/how-to-write-job-descriptions-for-your-resume-2063182
Copyright: 2017, February 11
Accessed on: 2017-02-17

Title: Tutorial: Resume writing.
Author: GCFLearnFree.org
URL: http://www.gcflearnfree.org/resumewriting/
Copyright: 2014, December 1
Accessed on: 2017-02-17

Title: Resume workshop.
Author: The OWL at Purdue
URL: http://owl.english.purdue.edu/owl/resour ce/719/01/
Copyright: 1995-2017
Accessed on: 2017-02-17

Title: Want an unbeatable resume? Read these tips from a top recruiter.
Author: Hannon, K.
Copyright: 2011, August 24
Accessed on: 2017-02-17

Title: Tips for writing your first resume. [Video].
Author: MBC Recruitment
URL: https://www.youtube.com/watch?v=pETJ2QxgQN4
Copyright: 2014, June 18
Accessed on: 2017-02-17

Title: Writing your first resume. [Video].
Author: Freiberger, P.
URL: https://www.youtube.com/watch?v=dq6cBqfl1jU
Copyright: 2011, September 10
Accessed on: 2017-02-17

Title: How to write a resume (. . . like a wizard)! [Video].
Author: How to Adult
URL: https://www.youtube.com/watch?v=oWTpUfe3eFl
Copyright: 2014, May 5
Accessed on: 2017-02-17
PD:030 Write a letter of application

Curriculum Planning Level: CS

Objectives:

a. Identify the purpose of the letter of application.
b. Explain when a letter of application is to be used.
c. Explain the importance of the letter’s appearance.
d. Describe procedures for writing letters of application.
e. Write an application letter for a job of interest.

Activity:

Students should write a letter of application for a job in which they are interested. When finished, they should obtain feedback from the instructor.

Ethics Case for Students: Rex is writing a letter of application for a summer intern position at a local company. Rex has tremendous experience and skill, but he fears his cover letter and resume will be lost in the hundreds of resumes the company is sure to receive. Since Rex’s aunt holds a high position with the company, she could easily recommend him for the internship. Rex asks his aunt to hand deliver his letter of application and resume. Is Rex’s behavior ethical? (Ethical Principles Involved: Integrity, Fairness, Respect, Rule of Law)

Reference Books

Title: Business communication today (9th ed.)
Author: Bovée, C.L., & Thill, J.V.
References: [pp. 582-587]
Publisher: Upper Saddle River, NJ: Pearson Prentice Hall
Copyright: 2008

Title: Marketing (3rd ed.)
Author: Burrow, J.L.
References: [p. 668]
Publisher: Mason, OH: South-Western Cengage Learning
Copyright: 2012

Title: Contemporary business (12th ed.)
Author: Kurtz, D.L.
References: [p. xlv]
Publisher: Mason, OH: South-Western Cengage Learning
Copyright: 2009

Title: Intro to business (7th ed.)
Author: Dlabay, L.R., Burrow, J.L., & Kleindl, B.
References: [pp. 218-219]
Publisher: Mason, OH: South-Western Cengage Learning
Copyright: 2009

Title: Marketing dynamics (3rd ed.)
Author: Clark, B., Basteri, C.G., Gassen, C., & Walker, M.
References: [pp. 643-645]
Publisher: Tinley Park, IL: Goodheart-Willcox.
Copyright: 2014

Title: School to career (9th ed.)
Author: Littrell, J.J., Lorenz, J.H., & Smith, H.T.
References: [p. 340]
Publisher: Tinley Park, IL: Goodheart-Willcox.
Copyright: 2012
Title: Marketing essentials 2012
Author: Farese, L.S., Kimbrell, G., & Woloszyk, C.A.
References: (pp. 901-902)
Publisher: Columbus, OH: Glencoe/McGraw-Hill
Copyright: 2012

Reference Websites

Title: How to write a cover letter.
Author: Adams, S.
Copyright: 2011, March 24
Accessed on: 2017-02-17

Title: How to write a cover letter.
Author: Doyle, A.
URL: https://www.thebalance.com/how-to-write-a-cover-letter-2060169
Copyright: 2017, January 16
Accessed on: 2017-02-17

Title: Easy steps to writing a cover letter.
Author: Dumas, M.
URL: http://www.distinctiveweb.com/cover-letters/easy-steps-to-writing-a-cover-letter/
Copyright: 1996-2017
Accessed on: 2017-02-17

Title: Cover letter workshop—Introduction.
Author: OWL Purdue Online Writing Lab
URL: http://owl.purdue.edu/owl/resource/723/01/
Copyright: 2010, April 25
Accessed on: 2017-02-17

Title: Tutorial: Cover letters.
Author: GCFLearnFree.org
URL: http://www.gcflearnfree.org/coverletters/
Copyright: 2014, November 11
Accessed on: 2017-02-17

Title: Episode 1: Writing the perfect cover letter. [Video].
Author: The GMP Group
URL: https://www.youtube.com/watch?v=oiR3Uu5sbXw
Copyright: 2010, June 30
Accessed on: 2017-02-19

Title: How to write a cover letter (example included). [Video].
Author: ZipJob
URL: https://www.youtube.com/watch?v=jHg0b7Naie6c
Copyright: 2016, November 20
Accessed on: 2017-02-19

Title: How to write a good cover letter for a job application with no work experience. [Video].
Author: Hire Powers
URL: https://www.youtube.com/watch?v=RpXxGcZ9Ylo
Copyright: 2017, July 25
Accessed on: 2017-02-19
**PD:027 Complete a job application**

**Curriculum Planning Level:** PQ

**Objectives:**

a. List factors that employers consider when evaluating job application forms.
b. Identify the information required on the application.
c. Describe procedures for completing job application forms.
d. Complete a job application form.

**Activity:**

Each student should complete a job-application form for a job that interests him/her and obtain the instructor's feedback on the application.

**Ethics Case for Students:** Caleb is completing a job application. It includes a section that asks about ethnicity, but completing that section is optional. Caleb doesn’t believe employers should ask these kind of questions. However, Caleb really needs the job and believes answering the question might work in his favor. Should Caleb act according to his personal beliefs or his professional goals? *(Ethical Principles Involved: Integrity, Transparency, Fairness)*

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**Reference Books**

**Title:** Marketing (3rd ed.)  
**Author:** Burrow, J.L.  
**References:** [p. 668-669]  
**Publisher:** Mason, OH: South-Western Cengage Learning  
**Copyright:** 2012

**Title:** Discovering careers (7th ed)  
**Author:** Wanat, J.A., Pfeiffer, E.W., & Van Gulik, R.  
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**Publisher:** Tinley Park, IL: Goodheart-Willcox.  
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**References:** [pp. 215-216, 220]  
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**Title:** Marketing dynamics (3rd ed.)  
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**References:** [p. 645]  
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**Copyright:** 2014

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**Author:** Littrell, J.J., Lorenz, J.H., & Smith, H.T.  
**References:** [p. 324, 343-346]  
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**Author:** Farese, L.S., Kimbrell, G., & Woloszyk, C.A.  
**References:** (pp. 900-901)  
**Publisher:** Columbus, OH: Glencoe/McGraw-Hill  
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**Author:** Kimbrell, G.  
**References:** pp. 79-80  
**Publisher:** Columbus, OH: McGraw-Hill Education  
**Copyright:** 2012
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Title: Job application guide.  
Author: Doyle, A.  
URL: https://www.thebalance.com/job-application-guide-2061575  
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Title: The employer application.  
Author: Personal-Resume-Example.com  
URL: http://www.professional-resume-example.com/employer-application.html  
Copyright: n.d.  
Accessed on: 2017-02-19

Title: A job-seeker's guide to successfully completing job applications.  
Author: Hansen, R.S.  
URL: http://www.quintcareers.com/job_applications.html  
Copyright: n.d.  
Accessed on: 2017-02-19

Title: Tutorial: Job applications.  
Author: GCFLearnFree.org  
URL: http://www.gcflearnfree.org/jobapplications/  
Copyright: 2014, December 1  
Accessed on: 2017-02-19

Title: How to... fill out a job application.  
Author: Rogue Community College  
URL: https://www.roguecc.edu/emp/resources/application.asp  
Copyright: 2017  
Accessed on: 2017-02-19

Title: 3 most common mistakes made on an employment application. [Video].  
Author: docstocTV  
URL: https://www.youtube.com/watch?v=ieUHplvYsx0  
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Author: About.com  
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Copyright: 2012, March 20  
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PD:002 Maintain appropriate personal appearance

LAP: LAP-PD-005
© LAP: 2013

Curriculum Planning Level: PQ

Objectives:

a. Define the following terms: personal appearance, nutrition, and posture.
b. Describe the relationship between personal appearance and self-concept.
c. Discuss the importance of first impressions.
d. Explain why employers are concerned about the appearance of job applicants.
e. Discuss the importance of personal appearance in the workplace.
f. Discuss factors which affect overall personal appearance.
g. Describe guidelines for personal grooming.
h. Explain procedures for dressing appropriately for work.

Activity:

Instruct students to wear business attire to school on a scheduled date. Divide the class into groups of three or four students each, and instruct group members to discuss their professional appearance with each other, focusing on the strengths of their outfits and any areas needing improvement. Each group should select its best-dressed member to take part in a class wide fashion show. As each group's representative models his/her outfit for the class, group members should explain what makes his/her attire most appropriate for the workplace.

Ethics Case for Students: Mia works in a very conservative environment that has an unspoken expectation that employees present a professional image at all times. Mia recently got a tattoo on her arm. Since there is no official policy or requirement stating that she cover it, should she? (Ethical Principles Involved: Trust, Respect, Rule of Law)

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Author: Ryan, J.S.
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Title: Personal finance (9th ed.)
Author: Kapoor, J.R., Dlabay, L.R., & Hughes, R.J.
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Publisher: New York: McGraw-Hill/Irwin
Copyright: 2009

Title: Discovering careers (7th ed)
Author: Wanat, J.A., Pfeiffer, E.W., & Van Gulik, R.
References: [pp. 350-358]
Publisher: Tinley Park, IL: Goodheart-Willcox.
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Title: School to career (9th ed.)
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References: [pp. 162-170]
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Author: Thurgood Marshall College Fund
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URL: https://www.youtube.com/watch?v=F4kT85WibCM
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PD:028 Interview for a job

Curriculum Planning Level: PQ

Objectives:

a. Identify appropriate attire for job interviews.
b. Describe the use of questions in job interviews.
c. Identify appropriate questions to ask during job interviews.
d. Describe appropriate behavior during job interviews.
e. Explain procedures for interviewing for a job.
f. Interview for a job of interest.

Activity:

During class, each student should participate in a mock job interview for a job that interests her/him and obtain feedback from the teacher, a classmate, and, if possible, a local business professional responsible for hiring at her/his firm.

Ethics Case for Students: Max is interviewing for a position as a marketing manager. In his former position at another company, it was impossible to meet advertising deadlines because the company’s CEO was indecisive about making content choices. During the interview, Max is asked if he met deadlines in his former job. How should he answer? (Ethical Principles Involved: Integrity, Accountability, Transparency)

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Title: Marketing (3rd ed.)  
Author: Burrow, J.L.  
References: [p. 670]  
Publisher: Mason, OH: Thomson/South-Western  
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PD:029 Write a follow-up letter after job interviews

Curriculum Planning Level: CS

Objectives:

a. Describe reasons for writing follow-up letters after job interviews.
b. Explain content that should be included in follow-up letters after job interviews.
c. Demonstrate procedures for writing a follow-up letter after a job interview.

Activity:

Each student should develop a follow-up letter after participating in the previous day’s mock interview. Students should share their follow-up letter with their interviewer(s) and/or a group of classmates to obtain their recommendations about how to improve the letter’s content to better appeal to an employer.

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Title: Marketing (3rd ed.)  
Author: Burrow, J.L.  
References: [p. 670]  
Publisher: Mason, OH: South-Western Cengage Learning  
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Title: Discovering careers (7th ed)  
Author: Wanat, J.A., Pfeiffer, E.W., & Van Gulik, R.  
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Author: Dlabay, L.R., Burrow, J.L., & Kleindl, B.  
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Author: Sasal, D.
URL: https://www.youtube.com/watch?v=j-RZRE1MCR
Copyright: 2016, August 5
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PD:032 Describe techniques for obtaining work experience (e.g., volunteer activities, internships)

Curriculum Planning Level: PQ

Objectives:

a. Define the term internship.
b. Identify reasons that employers often choose to hire experienced workers.
c. Identify activities that can be valued as work experience.
d. Explain ways to obtain experiences that can substitute for workplace skills.

Activity:

Each student should identify three opportunities for volunteer activities in the local community; analyze the activities to determine what skills and knowledge used in the activities would be useful in the workplace; and discuss her/his analysis with a small group of classmates.

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URL: https://www.monster.com/career-advice/article/how-to-ace-an-interview-without-any-work-experience
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PD:033 Explain the need for ongoing education as a worker

Curriculum Planning Level: PQ

Objectives:

a. Explain the benefits associated with the ongoing education of employees.
b. Identify training provided by companies for their employees.
c. Identify external sources of employee training.
d. Explain the types of external training available to employees.
e. Describe occasions when employees need training.

Activity:

Invite a training manager from a local business and/or the director of continuing education from a community college, technical institute, or four-year institution to talk with the class about the need for ongoing education as employees. Each student should write a one-page summary of the key points presented.

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Title: Discovering careers (7th ed)
Author: Wanat, J.A., Pfeiffer, E.W., & Van Gulik, R.
References: pp. 172-180
Publisher: Tinley Park, IL: Goodheart-Willcox.
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Title: Marketing dynamics (3rd ed.)
Author: Clark, B., Basteri, C.G., Gassen, C., & Walker, M.
References: [pp. 600, 632]
Publisher: Tinley Park, IL: Goodheart-Willcox.
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Author: Farese, L.S., Kimbrell, G., & Woloszyk, C.A.
References: (pp. 880-881)
Publisher: Columbus, OH: Glencoe/McGraw-Hill
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Title: Career success: The attitude advantage
Author: Fruehling, R.T. & Moore, R.
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PD:034 Explain possible advancement patterns for jobs

Curriculum Planning Level: PQ

Objectives:

a. Define the following terms: job, career, occupation, job promotion, and seniority.
b. Distinguish among occupations, jobs, and careers.
c. Explain the value of entry-level job positions for beginning workers.
d. Identify reasons promotion opportunities arise.
e. Explain why a job change may be necessary for workers to advance.
f. Describe the role of seniority in job advancement.
g. Compare and contrast promotion opportunities among occupations and industries.

Activity:

Each student should contact a local trade group, professional association, and/or college career services office to obtain information about advancement opportunities for a career of his/her choice. S/He should then create a time line that depicts the typical advancement pattern for that career and submit it for review.

Reference Books

Title: Marketing (3rd ed.)
Author: Burrow, J.L.
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Business and Marketing Essentials
Projects

Section 5
Introduction to Projects

In addition to using traditional classroom instructional methods such as lectures, class discussions, and other activities as identified on the individual planning guide sheets, teachers using the Business and Marketing Essentials (Standard) course guide can also incorporate hands-on projects that become the instructional method through which students acquire understanding of the content. To that end, the learning outcomes in the Business and Marketing Essentials (Standard) course are organized in the optimal order for implementing three projects.

Those three projects include:

- Economics: A Change for the Good?
- Business Activities: Do Your Part!
- Career Search: Welcome to the Future
Economics: A Change for the Good?

Performance Indicators:

- EC:002 Distinguish between economic goods and services (CS) LAP-EC-010 (pp. 4-12—4-14)
- EC:003 Explain the concept of economic resources (CS) LAP-EC-014 (pp. 4-15—4-17)
- EC:001 Describe the concepts of economics and economic activities (CS) LAP-EC-006 (pp. 4-18—4-20)
- EC:005 Explain the principles of supply and demand (CS) LAP-EC-011 (pp. 4-31—4-33)

Project Description:

In recent years, a popular topic of debate among presidential candidates and elected politicians has been the need (or lack thereof) for certain federal governmental agencies and Cabinet-level departments, including the Environmental Protection Agency (EPA) and the U.S. Department of Energy. This project introduces students to this debate and forces them to consider the role of these particular entities in the federal, state, and local economy. In teams, students conduct research on either the EPA or Department of Energy and speculate how eliminating the agency or department would positively as well as negatively impact the economy.

After weighing the pros and cons for the economy, each team determines whether it is for or against the agency’s/department’s elimination and develops a position paper, letter, video commentary, etc. stating its views. Upon completion, each team presents its work to a panel of experts, including local or state politicians, individuals from the local economic development office, or other professionals.

Step-by-Step Guide:

- Divide the class into groups of four.
- Assign the EPA to half of the groups and the Department of Energy to the remainder of the class.
- Instruct each group to conduct online research about its assigned agency or department.
- Groups should determine the purpose of its assigned entity, the agency’s/department’s current role in the economy, and historical arguments for and against eliminating the entity.
- Following this research, each group should identify how eliminating the agency or department would impact the U.S., state, and local economy—in both positive and negative ways. Students should consider the impact on economic goods and services, supply and demand of these products, and economic resources.
- After examining its evidence and conclusions, each group should determine whether it is for or against the elimination of its assigned entity. It should explain its stance, complete with supporting evidence, in a deliverable of its choice—such as a position paper, a letter to the editor of a local newspaper or students’ Congressman/woman, a video commentary, etc.
- Finally, each group should present its work to panel of experts, including local or state politicians, individuals from the local economic development office, or other professionals.
Business Activities: Do Your Part!

Performance Indicators:

- EC:071 Describe types of business activities (CS) LAP-EC-019 (pp. 4-73—4-74)
- SM:001 Explain the concept of management (CS) LAP-SM-003 (pp. 4-83—4-85)
- HR:410 Discuss the nature of human resources management (CS) LAP-HR-035 (pp. 4-86—4-88)
- MK:001 Explain marketing and its importance in a global economy (CS) LAP-MK-004 (pp. 4-89—4-91)
- CR:003 Explain the nature of positive customer relations (CS) LAP-CR-001 (pp. 4-92—4-93)
- FI:579 Describe the need for financial information (CS) LAP-FI-009 (pp. 4-94—4-96)
- FI:085 Explain the concept of accounting (CS) LAP-FI-085 (pp. 4-97—4-100)
- FI:354 Explain the role of finance in business (CS) LAP-FI-007 (pp. 4-101—4-103)
- OP:189 Explain the nature of operations (CS) LAP-OP-189 (pp. 4-104—4-105)
- NF:003 Identify ways that technology impacts business (PQ) LAP-NF-004 (pp. 4-106—4-107)
- NF:110 Discuss the nature of information management (CS) LAP-NF-110 (pp. 4-108—4-109)

Project Description:

This project introduces students to the many activities—management, human resources management, marketing, customer relations, accounting, finance, operations, and information management—that businesses perform. In groups, students conduct research to obtain information about the different business functions and then prepare promotional materials to share their findings. Then, they take on the personas of professionals working in their group’s assigned business function and host a job fair for younger high school students, middle school students studying careers, etc. During the job fair, each group educates these younger students about what goes on in its assigned business function and shares its promotional materials with them.

Step-by-Step Guide:

- Divide the class into eight groups and assign a different business activity to each group. Those activities are: management, human resources management, marketing, customer relations, accounting, finance, operations, information management.

- Explain to the class that it will be hosting a job fair to introduce other students (most likely younger high school students or middle school students studying careers) to careers in business and marketing.

- Each group is responsible for researching its assigned business activity, collecting information on the following: The function, role, and responsibilities of that business activity, the career ladder for that activity (including associated salary information and educational requirements) and a listing of local businesses and organizations that employ employees in that field.
• Upon completion of its research, each group should develop posters and handouts to share during the job fair.

• On the day of the job fair, students should assume the roles of individuals within their assigned business activity, hand out their promotional pieces, and discuss the role and responsibilities of that field with job fair attendees.
Career Search: Welcome to the Future

Performance Indicators:

- PD:022 Identify sources of career information (CS) (pp. 4-152—4-153)
- PD:023 Identify tentative occupational interest (CS) (pp. 4-154—4-155)
- PD:025 Explain employment opportunities in business (CS) LAP-PD-015 (pp. 4-156—4-157)
- PD:026 Utilize job-search strategies (PQ) (pp. 4-158—4-159)
- PD:031 Prepare a résumé (CS) (pp. 4-160—4-161)
- PD:030 Write a letter of application (CS) (pp. 4-162—4-163)
- PD:027 Complete a job application (PQ) (pp. 4-164—4-165)
- PD:002 Maintain appropriate personal appearance (PQ) LAP-PD-005 (pp. 4-166—4-167)
- PD:028 Interview for a job (PQ) (pp. 4-168—4-169)
- PD:029 Write a follow-up letter after job interviews (CS) (pp. 4-170—4-171)
- PD:032 Describe techniques for obtaining work experience (e.g., volunteer activities, internships) (PQ) (pp. 4-172—4-173)
- PD:033 Explain the need for ongoing education as a worker (PQ) (pp. 4-174—4-175)
- PD:034 Explain possible advancement patterns for jobs (PQ) (pp. 4-176—4-177)

Project Description:

As the title implies, this project focuses on students’ short- and long-term career goals and creation of a professional portfolio. The portfolio is divided into two main sections, one to assist students in obtaining a job in the near future, and the other to assist them in obtaining a professional position in the career of their choice as adults. Each student conducts research to locate a local job position that s/he is interested in obtaining in the near future. S/he then gathers/creates the different documents needed to apply for the job and takes part in a mock-interview for the position.

In addition to preparing for the short-term, students determine their long-term career goals and prepare portfolio materials to help them reach those goals in the future. These materials include a résumé listing the education and experience ideal for the career position, a letter of application, written guidelines for interviewing for such a position, a sample follow-up letter, etc. When finished, students submit their portfolios to a business partner for review and feedback.

Step-by-Step Guide:

- After discussing types of job positions commonly available for high school students in your community, instruct each student to conduct research (online, in the local newspaper, etc.) to locate a local job position that s/he is interested in obtaining in the near future as a summer or afterschool job.

- Each student should then begin building a professional portfolio containing two sections: one for his/her short-term career planning and the other for his/her long-term career goals.
• For the short-term section, each student should create a current résumé and cover letter appropriate for the job position that s/he is interested in obtaining in the near future. S/he should also obtain and complete an application for that position for inclusion in the portfolio and determine any other documentation (e.g., work permit, etc.) necessary for application.

• After building this section of the portfolio, each student should use her/his materials to take part in a mock interview for the position and, if possible, submit her/his application and other information to the employer advertising the job position.

• Next, students should conduct research to develop their long-term career aspirations and goals, including identification of their “dream job” and the education and work experience ideal for such a position.

• Imaging that they possess these qualifications, students should build a résumé to serve as their guide and roadmap for the future. Each student should place her/his “future me” résumé into the long-term section of the portfolio, along with a cover letter and completed application (using information from that résumé) for his/her dream job.

• Students should also prepare other materials likely to be useful to them in the future, including a completed application for their dream job, tips on interviewing for a position in that field, a sample follow-up letter after an interview, suggestions for obtaining work experience and professional development, and possible career advancement patterns.

• Upon completion of both sections of her/his portfolio, each student should submit it to a business partner for review, making any changes necessary as a result of the business partner’s feedback.
Business and Marketing Essentials Exams

Section 6
1. John says that his job duties include planning what will be done, organizing and directing workers, and solving problems related to worker productivity. His job can best be described as a
   A. manager.  
   B. broker.  
   C. cashier.  
   D. bookkeeper.

2. It is easier for employees to develop positive customer/client relations if employees understand that each customer is
   A. a possible problem.  
   B. a unique individual.  
   C. in a hurry.  
   D. like most others.

3. The primary reason customers give for not returning to a business is a lack of
   A. courtesy from salespeople.  
   B. available parking.  
   C. advertised merchandise.  
   D. customer-service personnel.

4. Friendship would be considered a(n) __________ want.
   A. uncommon  
   B. limited  
   C. noneconomic  
   D. economic

5. Which of the following is a reason that natural resources are considered limited:
   A. People lack training or skills needed to do a job.  
   B. Technology has advanced faster than training.  
   C. Some countries are unable to manufacture them.  
   D. The earth has certain boundaries.

6. Which of the following groups of words best describes wants:
   A. Limited, changing, and compensating  
   B. Unlimited, changing, and competing  
   C. Limited, unchanging, and competing  
   D. Unlimited, unchanging, and compensating

7. A farmer has 1000 acres. He decides to plant apple trees on 800 acres and raise cows on the remaining 200 acres. If he wanted to raise more cows, he would have to reduce the amount of land allotted to growing apples. This is an example of
   A. distribution.  
   B. opportunity cost.  
   C. efficiency.  
   D. utility.

8. Which of the following is an example of an economic service:
   A. Concert ticket  
   B. Tennis shoes  
   C. Baseball glove  
   D. Car stereo

9. Which of the following items would be considered a noneconomic want:
   A. A car  
   B. Nutritious food  
   C. A walk  
   D. New clothing
10. A local dry cleaner that also launders and presses shirts is selling
   A. industrial supplies.  C. tangible items.
   B. specialty goods.     D. consumer services.

11. One factor that might limit the human resources available for certain jobs is a(n)
   A. inadequate pay level.  C. good safety record.
   B. appealing company image.  D. organized training program.

12. Which of the following is a natural resource that can be renewed through people's efforts:
   A. Water  C. Trees
   B. Crude oil  D. Mineral deposits

13. Which of the following occurs when the supply of individuals who are able and willing to work diminishes:
   A. Capital goods become unlimited.  C. Human resources become limited.
   B. Capital goods become limited.  D. Human resources become unlimited.

14. Which change provides the most time utility for a consumer?
   A. Staying open for business on the weekend  C. Shopping for a product in the morning
   B. Arriving at a product trade show early  D. Asking for early delivery of a product

15. A business that begins selling winter holiday decorations in late autumn is creating __________ utility.
   A. time  C. form
   B. place  D. possession

16. The amount of a product that is produced is most directly affected by
   A. labor unions.  B. product utility.
   C. product value.  D. consumer demand.

17. A killing frost destroys 80% of Florida's citrus crop. This is likely to create
   A. pure competition.  C. a seller's market.
   B. a buyer's market.  D. inelastic demand.

18. When prices increase, producers usually
   A. increase demand.  C. increase supply.
   B. decrease supply.  D. decrease profits.

19. A local dealership purchased 100 blue pickup trucks but has only been able to sell three in the past five months. Because of the low demand for these trucks, the dealer has been forced to lower the sticker prices, creating a(n) __________ market for blue pickup trucks.
   A. buyer's  C. seller's
   B. discount  D. automotive
20. Which of the following is an external factor that affects market price:
   A. Location of item in store             C. Number of items in stock
   B. Consumer buying power               D. Available credit terms

21. Equilibrium price of a good or service is determined by trial and error and exists when
   A. research shows what the market will tolerate.
   B. the amount supplied is equal to the amount demanded.
   C. businesses total their costs and markup.
   D. businesses compute the average selling price in the area.

22. Which of the following situations would cause prices to rise:
   A. The corn crop is unusually large one summer.
   B. Insects destroy a large cotton crop.
   C. Animal rights activists march in front of a fur store.
   D. A newspaper article describes poor service provided by a hotel.

23. A major characteristic of a market economy is __________ ownership of property.
   A. monopolistic                             C. government
   B. limited                                  D. private

24. Which of the following is a problem associated with communist command economies:
   A. There is no competition.
   B. There are high taxes.
   C. Supply and demand control what will be produced.
   D. Individuals run the risk of losing their businesses.

25. Countries whose governments provide citizens with free medical care, education, and other
    benefits often are referred to as __________ states.
   A. military                                 C. consumer
   B. capitalist                               D. welfare

26. The basic role of the United States government is to
   A. limit business startups.                C. increase production.

27. In a private enterprise economic system, the interaction of supply and demand primarily
determines
   A. government regulation.                 C. the extent of pollution.
   B. economic choices.                     D. product prices.

28. Who decides how goods and services will be marketed in a private enterprise economic system?
   A. Legislators                             C. Competitors
   B. Businesspeople                         D. Consumers
29. What is a business's net profit if it has $762,750 in income, $291,400 in operating expenses, and $238,930 in cost of goods?
   A. $368,730  
   B. $232,420  
   C. $471,350  
   D. $523,820

30. In business terms, what is profit?
   A. A risky venture  
   B. A good investment  
   C. A holiday bonus  
   D. A monetary reward

31. Carefully selecting goods or services to sell is an example of handling business risks by _______ the risk.
   A. transferring  
   B. controlling  
   C. bypassing  
   D. avoiding

32. Which of the following represents a natural risk for the owner of a delivery service:
   A. Snowstorm  
   B. Accident  
   C. Rising prices  
   D. Government intervention

33. Which of the following is an example of a speculative business risk:
   A. A special promotion fails to increase sales.  
   B. A supplier's shipment is lost in transit.  
   C. A cashier gives unauthorized discounts to friends.  
   D. A customer is injured at a business and sues the company.

34. If a business is not concerned about social responsibility, it is likely to
   A. become solvent.  
   B. prosper.  
   C. be a failure.  
   D. grow.

35. The two main divisions of the trade industry are
   A. manufacturers and wholesalers.  
   B. wholesalers and retailers.  
   C. producers and retailers.  
   D. wholesalers and producers.

36. Service businesses that use goods to perform their services usually do not transfer _______ those goods to customers.
   A. information about  
   B. usefulness of  
   C. benefits from  
   D. ownership of

37. Planning, organizing, and controlling are elements of the _______ function of business.
   A. policy coordination  
   B. personnel development  
   C. budget analysis  
   D. strategic management
38. A group of individuals wants to open a museum that will display items from early settlers of the area. The group will charge just enough admission to pay the expenses of operating the museum. Will the museum be a business?
   A. No, the museum will not be considered a business.
   B. No, the museum will be a charitable institution.
   C. Yes, the museum will be a not-for-profit business.
   D. Yes, the museum will be a for-profit business.

39. The owner of a small company decides to stock a new product. Which business activity should the owner use to inform potential customers about the new product?
   A. Finance
   B. Marketing
   C. Management
   D. Production

40. Competition among businesses that offer similar types of goods or services is __________ competition.
   A. illegal
   B. direct
   C. unfair
   D. indirect

41. When manufacturers give back part of the purchase price of an item to the customer, the manufacturers are engaged in
   A. price fixing.
   B. nonprice competition.
   C. clearance sales.
   D. offering rebates.

42. Which of the following would customers need to present at the time of purchase to get money taken off the purchase price of the item:
   A. Discount coupons
   B. Rebate certificates
   C. Refund checks
   D. Sales receipts

43. A vendor is extending credit to the Jones Company in return for the Jones Company's agreement to use the vendor as the sole source of its supplies. What federal act is the vendor and the Jones Company violating?
   A. Celler-Kefauver Act
   B. Clayton Act
   C. Sherman Act
   D. Robinson-Patman Act

44. What is one of the main reasons why small businesses are strongly promoted and supported by local government?
   A. They serve only their local communities.
   B. They are owned by one person.
   C. They are important to the economy.
   D. They may become a big business.
45. Which of the following is most likely to have a negative effect on domestic small-business growth:
   A. Slow inflation
   B. Involuntary tax reductions
   C. Low interest rates
   D. Restrictive loan policies

46. Which of the following factors is most likely to have a positive effect on entrepreneurship:
   A. Longer time to first product
   B. Greater cost to first product
   C. Higher startup failure rate
   D. Greater pool of venture capital

47. Your classmates are bullying you to try to convince you to behave unethically. You’re facing
   A. a lack of consequences.
   B. greed.
   C. pressure from others.
   D. the desire to prove yourself.

48. Piper looks up to her new boss and tries to learn from her behavior as much as possible. However, Piper knows that some of her boss's actions are unethical. Piper isn't sure if she should follow her boss's example or not. Piper is facing an ethical dilemma because of
   A. a bad role model.
   B. a lack of consequences.
   C. greed.
   D. pressure from others.

49. What can you do to be trustworthy?
   A. Follow the example of bad role models.
   B. Keep your word and do what you say you'll do.
   C. Think about the long-term repercussions of your actions.
   D. Listen to coworkers with conflicting values.

50. Which of the following is most likely to happen if you avoid an ethical dilemma instead of responding to it:
   A. The problem will get worse.
   B. People will respect you.
   C. The situation will get better.
   D. You will become a better person.

51. Shayla isn't breaking any laws, but her behavior still isn't ethical. This is because simply doing what is __________ isn't always considered ethical.
   A. legal
   B. correct
   C. right
   D. respectful
52. Which of the following is a question you should ask yourself to determine whether you're facing a problem or a true ethical dilemma:
   A. Is there an easy or hard choice?
   B. Could someone be unhappy?
   C. Could someone be hurt?
   D. Is money at stake?

53. More than anything else, being an ethical person means
   A. listening to your friends' opinions.
   B. following the example of authority figures.
   C. doing what's right, even when it doesn't benefit you.
   D. agreeing with popular beliefs.

54. Sonali acts with honesty in all situations. She is demonstrating
   A. rule of law.
   B. fairness.
   C. integrity.
   D. viability.

55. Which of the following is a way to show accountability:
   A. Treating others the way you'd like to be treated
   B. Accepting responsibility for your mistakes
   C. Following rules and laws
   D. Respecting the property of others

56. Liam always says please and thank you. He demonstrates
   A. respect.
   B. rule of law.
   C. trust.
   D. integrity.

57. Businesses use the information collected through the accounting process to prepare accurate
   A. balance sheets.
   B. purchase orders.
   C. inventory forms.
   D. promissory notes.

58. What is one of the main reasons why businesses need to keep accurate accounting records?
   A. To follow procedures
   B. To control expenses
   C. To eliminate risks
   D. To regulate taxes

59. The role of finance in business often involves
   A. selling products.
   B. paying employees.
   C. buying supplies.
   D. obtaining funds.

60. Assets a company already owns and can use to finance a new venture are called
   A. accounts payable.
   B. dividends.
   C. return on capital.
   D. equity.
61. Which of the following is a way that businesses can use financial information:
   A. To create an economic system
   B. To select selling strategies
   C. To conduct focus groups
   D. To identify trends

62. Useful financial information is understandable to
   A. accountants and managers.
   B. anyone who needs to use it.
   C. anyone with a background in finance.
   D. everyone.

63. An important function of human resources management in business is
   A. employee recruitment.
   B. capital investment.
   C. domain development.
   D. social media.

64. Which of the following is a characteristic of human resources management:
   A. Evaluating supervisors
   B. Developing leaders
   C. Scheduling the work
   D. Working with people

65. One reason why human resources management is important to the success of a business is
   because this process is responsible for
   A. creating jobs for the company.
   B. eliminating turnover.
   C. staffing the business.
   D. reducing compensation.

66. Which of the following would probably result if a business reduced its marketing costs:
   A. Increased costs of production
   B. Decreased variety of consumer goods
   C. Increased consumer awareness of goods and services
   D. Decreased need for customer contact with businesses

67. Which of the following is an example of a durable good:
   A. Pizza
   B. Haircut
   C. Shampoo
   D. Laptop computer

68. According to the marketing concept, which option demonstrates customer orientation?
   A. Finding out what a buyer wants
   B. Researching a firm's competitors
   C. Convincing a buyer to buy
   D. Advertising the features of a product

69. Computer database programs make it easier for businesses to manage
   A. customers' buying habits.
   B. problem-solving skills.
   C. Internet search engines.
   D. large amounts of related data.
70. One reason an existing business might develop a company website is to
   A. create a new revenue source.   C. lower tax rates.
   B. reduce marketing expenses.   D. increase its product mix.

71. Before businesses can effectively use relevant data, they need to determine the type of
   A. information that is needed.
   B. computer system to purchase.
   C. report that is required.
   D. collection process to develop.

72. A well-known author and professor of literature wrote the following blog entry: “While some
   might find Margo Green's latest book entertaining, the plot is weak and unrealistic, and the
   characters lack depth and complexity.” This is an example of
   A. data.
   B. a fact.
   C. a theory.
   D. criticism.

73. Businesses assess their information needs to determine the type of information that will help
   them deal with
   A. ethical issues.   C. personal relationships.
   B. job applicants.   D. specific problems.

74. You have been asked to quickly locate information comparing the number of home foreclosures
   in Arkansas in 2000 with those in 2010. Which of the following searches should yield the fastest,
   most relevant search results:
   A. "home foreclosures in Arkansas in 2000 OR 2010"
   B. "home foreclosures"; Arkansas; years: 2000 OR 2010
   C. Arkansas home foreclosures between 2000, 2010
   D. “home foreclosures; Arkansas”; “2000 OR 2010”

75. One way for businesses to obtain needed information efficiently is to
   A. contact a competitor.   C. read a book.
   B. schedule an interview.   D. access a database.

76. Which of the following is the most efficient tool for gathering external information that
   businesses need:
   A. Library   C. Software
   B. Internet   D. Textbooks

77. One way for a person to verify the reliability of an online article's information is by
   A. comparing the information with other articles about the topic.
   B. evaluating the author's writing style.
   C. gathering internal reports from the company's database.
   D. asking others for their opinions.
78. Heather is writing a report about a controversial issue—the death penalty. Which of the following sources is a good choice for Heather's research:
   A. A blog post from a professor of economics at Harvard
   B. A press release from a group of anti-death penalty activists
   C. An article from the current issue of *Time* magazine
   D. An article from a 1995 edition of the *New York Times*

79. Businesses evaluate the quality and source of the information they obtain to make sure the information is
   A. random.          C. technical.
   B. scientific.      D. useful.

80. You have been asked to provide information to management about the impact a highway bypass will have on your business and to identify a recommended course of action. What would be the best way to organize the information?
   A. In chronological order
   B. By cause/effect
   C. By emphatic order
   D. In alternating organization

81. What is the best way for Michelle to organize the information that she has collected for a research report that she is writing?
   A. Correct grammatical errors
   B. Create the appendices
   C. Develop an outline
   D. Edit her draft

82. The reason businesses obtain information usually is to apply it to
   A. determine a need.       C. accomplish a task.
   B. develop a database.    D. evaluate a source.

83. Due to obsolescence, the format in which a business stores its information must often be
   A. processed.
   B. archived.
   C. updated.
   D. summarized.

84. Why is it important for businesses to store information for future use?
   A. To make it accessible
   B. To interpret data
   C. To establish quality control
   D. To protect it from overuse

85. What do most businesses use to store information for future use?
   A. CD-ROMs
   B. Display screens
   C. Scanners
   D. Computer systems
86. Information management can be a challenge because
   A. there is often not enough information to manage.
   B. many people don't understand what it is.
   C. there is only one “right” way to do it.
   D. no one wants to participate in it.

87. An important aspect of operations is making sure that the business is able to
   A. inventory products.
   B. motivate employees.
   C. function effectively.
   D. sell quickly.

88. Which of the following is an example of one of a business's inputs:
   A. Employees
   B. Products
   C. Services
   D. Goods

89. The operations function consists mainly of activities that are performed on a __________ basis.
   A. monthly
   B. weekly
   C. daily
   D. yearly

90. Which of the following do managers often set to control the work effort:
   A. Hiring objectives
   B. Job standards
   C. Expense budgets
   D. Diversity quotas

91. A manager who helps an employee count the money in a cash drawer and prepare a bank deposit is demonstrating
   A. aggressive behavior.
   B. natural talent.
   C. creativity.
   D. technical skills.

92. The primary reason the business benefits when salespersons practice good customer relations is that it
   A. develops repeat customers.
   B. prevents customer objections.
   C. promotes quality service.
   D. segments the business's market.

93. The usefulness of a product to consumers is referred to as product
   A. scarcity.
   B. utility.
   C. allocation.
   D. consumption.

94. For a business, income remaining after payment of expenses is
   A. loss.
   B. capital.
   C. profit.
   D. debt.
95. Businesses would **not** be able to determine if they are meeting their financial goals without accurate
   A. production plans.  
   B. marketing plans.  
   C. accounting systems.  
   D. distribution systems.

96. When businesses invest funds to expand, they are involved in the process of
   A. selling.  
   B. depreciation.  
   C. finance.  
   D. capitalism.

97. A manager is most likely to use financial information when
   A. establishing lines of authority within an organization.  
   B. determining resources available to fund a new project.  
   C. calculating the number of on-the-job injuries in the past year.  
   D. researching the demographics of a new target market.

98. A wholesale distributor of ready-to-wear clothing would like to track its customers geographically. Which software application would be most effective?
   A. Internet  
   B. Spreadsheet  
   C. Database  
   D. Word processing

99. One of the purposes of information management is to provide businesses with the strategic information they need to
   A. create sales presentations.  
   B. develop a short-term advertising campaign.  
   C. make long-term decisions.  
   D. write an annual report.

100. Which of the following is a true statement about a management information system (MIS):
   A. It may be one part of a business’s overall information management program.  
   B. It is the same thing as an information management program.  
   C. It does not assist with a business’s information management program.  
   D. It includes people, processes, and practices.
1. A
    Manager. Managers are responsible for organizing, planning, staffing, directing, and controlling the business’s activities to reach certain goals. Bookkeepers and cashiers have other types of job responsibilities that usually do not include managing. Brokers act as agents for businesses and often negotiate purchases in exchange for a fee.
    SOURCE:  SM:001
    SOURCE:  LAP-SM-003—Manage This! (Concept of Management)

2. B
    A unique individual. Each individual customer has his or her own basic personality, and they react in different ways to salespeople. Employees should be friendly and courteous to all and adapt to each customer's behavior in a positive manner. Considering each customer as a possible problem is a negative approach that would probably prevent good customer relations. Not all customers are in a hurry.
    SOURCE:  CR:003
    SOURCE:  LAP-CR-001—Accentuate the Positive (Nature of Customer Relations)

3. A
    Courtesy from salespeople. Many customers don't complain about the treatment they receive, but they don't return to the business to shop. A lack of parking, advertised items, or customer-service personnel could also be detrimental to a business, but they are not likely to have as much impact on the customer as an encounter with a rude or indifferent salesperson.
    SOURCE:  CR:003
    SOURCE:  LAP-CR-001—Accentuate the Positive (Nature of Customer Relations)

4. C
    Noneconomic. Noneconomic wants do not have a monetary value attached to them. They are considered to be free. Friendship is an example of a common noneconomic want. An economic want has a monetary value attached to it. Wants are considered unlimited rather than limited because everyone has them, they change, and people are not able to obtain enough resources to satisfy all of their wants.
    SOURCE:  EC:001

5. D
    The earth has certain boundaries. Currently, the earth provides most of our natural resources. As the population of the world increases, there will be more and more people living within those boundaries and demanding more resources. Therefore, there will be fewer resources per person. Lack of training and technology advancing faster than training are reasons for limited human resources. Natural resources are found in nature, rather than being manufactured.
    SOURCE:  EC:001
6. B
Unlimited, changing, and competing. Wants are considered unlimited because people always have them. People's desires change with different situations or circumstances. Wants are considered competing because people must choose which wants to satisfy at any one time. Compensating does not describe wants.
SOURCE: EC:001

7. B
Opportunity cost. When he chooses to raise more cows, he gives up the apples he could have grown. Distribution is an economic activity which examines how payments and resources are distributed. Efficiency is the best use of inputs to achieve maximum output. Utility is the measure of how much use, pleasure, or satisfaction a consumer gets from use of a good or service. The farmer's choice does not necessarily increase efficiency or yield a higher utility.
SOURCE: EC:001

8. A
Concert ticket. The economic service is the entertainment which the ticket bearer will receive. Economic services are intangible activities that are performed for the consumer by someone else. The other alternatives are examples of economic goods.
SOURCE: EC:002
SOURCE: LAP-EC-010—Get the Goods on Goods and Services (Economic Goods and Services)

9. C
A walk. A noneconomic want is a desire for something that can be obtained without spending money. A walk is a noneconomic want because it is free. Nutritious food, new clothing, and a car are considered economic wants because we must spend money to get them.
SOURCE: EC:002
SOURCE: LAP-EC-010—Get the Goods on Goods and Services (Economic Goods and Services)

10. D
Consumer services. Services are intangible activities that are performed by others for money, and consumer services are those services that are purchased and actually used by the ultimate consumer. A dry cleaner that launders and presses shirts is selling a service to the ultimate consumer, the person who owns the shirts. Specialty goods are consumer goods with special or unique characteristics that consumers are willing to exert special efforts to obtain. Tangible items are capable of being touched, smelled, tasted, seen or heard. Industrial supplies are goods that are constantly being purchased and used up in the operation of a business.
SOURCE: EC:002
SOURCE: LAP-EC-010—Get the Goods on Goods and Services (Economic Goods and Services)
11. A 
Inadequate pay level. Although the population of the world is increasing, there are reasons why human resources are limited for certain jobs. An inadequate pay level is one factor that might limit the number of people available for certain jobs. People do not want to take jobs that pay less than they think is adequate for the amount or type of labor required. Appealing company image, good safety record, and organized training programs are factors that attract workers to jobs.
SOURCE: EC:003
SOURCE: LAP-EC-014 Be Resourceful (Economic Resources)

12. C 
Trees. As trees are cut, people can plant new trees so that more timber will be available. Nature replaces oil deposits and minerals over a period of years. Water is replaced by rain.
SOURCE: EC:003
SOURCE: LAP-EC-014 Be Resourceful (Economic Resources)

13. C 
Human resources become limited. The supply of people who are willing to work diminishes; therefore, human resources become limited. Capital goods, which are manufactured or constructed items that are used to produce goods and services, remain unchanged.
SOURCE: EC:003
SOURCE: LAP-EC-014 Be Resourceful (Economic Resources)

14. A 
Staying open for business on the weekend. Staying open for business on the weekend provides the most time utility for a consumer because the consumer can shop at a convenient time. Of course, a consumer may decide to shop for a product in the morning, if s/he so chooses. Also, consumers receive no direct time utility from a marketer's arrival time at a trade show—nor from a marketer's (or consumer's) request for early delivery of a product.
SOURCE: EC:004
SOURCE: LAP-EC-013—Use It (Economic Utility)

15. A 
Time. Time utility is usefulness created when products are made available at the time they are needed or wanted by consumers. Many customers want to buy winter holiday decorations in late autumn. Place utility is usefulness created by making goods and services available at the place (location) they are wanted or needed. Form utility is usefulness created by altering or changing the form or shape of a good to make it more useful to consumers. Possession utility is usefulness created when the ownership of a product is transferred from the seller to the user.
SOURCE: EC:004
SOURCE: LAP-EC-013—Use It (Economic Utility)
16. D
Consumer demand. Consumer demand is the quantity of a good or service that buyers are ready
to buy at a given price at a particular time. Producers will continue to provide a product in direct
proportion to the demand for it, as long as it is profitable for them to do so. Producers must
carefully watch for fluctuations in consumer demand to produce what is wanted by
consumers—not necessarily what is demanded by producers. Product utility, or usefulness, and
the value of products to consumers are factors that determine demand. Not all products are
produced by members of labor unions.
SOURCE: EC:005
SOURCE: LAP-EC-011—It's the Law (Supply and Demand)

17. C
A seller's market. A seller's market is the best time for producers to sell. It is characterized by
large demand, small supply, and high prices. This would be a likely result of destruction of most
of the citrus crop. A buyer's market is characterized by a large supply, small demand, and low
prices. Pure competition occurs when there is a large number of both producers and consumers
of nearly identical products. Inelastic demand is a form of demand in which changes in price do
not affect demand.
SOURCE: EC:005
SOURCE: LAP-EC-011—It's the Law (Supply and Demand)

18. C
Increase supply. Producers will want to provide increased supply when prices increase because
it is more profitable for them to do so. When prices decrease, producers usually decrease
supply. Consumers, rather than producers, control demand.
SOURCE: EC:005
SOURCE: LAP-EC-011—It's the Law (Supply and Demand)

19. A
Buyer's. A buyer's market was established because there was a large supply of trucks and a small
demand for them, resulting in a lower price. A seller's market was not established because there
was a low demand for the trucks. An automotive market is made up of the buyers and sellers of
automobiles; it is already established and wouldn't be created by a fluctuation in supply and
demand. Discount market is not an economic term.
SOURCE: EC:005
SOURCE: LAP-EC-011—It's the Law (Supply and Demand)

20. B
Consumer buying power. Market price is the actual price that prevails in a market at any
particular moment. The amount of money customers have to spend, or their buying power,
affects demand, which in turn has a corresponding influence on market price. Credit terms and
inventory are internal factors that may affect a business's prices. The location of an item in the
store does not affect market price.
SOURCE: EC:006
SOURCE: LAP-EC-012—When More Is Less (Functions of Prices)
21. B
The amount supplied is equal to the amount demanded. In reality, equilibrium price is seldom, if ever, the price that actually exists in the marketplace, because supply and demand fluctuate. Businesses total their costs and markup, do market research, and compute average selling prices to establish selling prices acceptable to consumers.
SOURCE: EC:006
SOURCE: LAP-EC-012—When More Is Less (Functions of Prices)

22. B
Insects destroy a large cotton crop. The decrease in the supply of cotton will cause an increase in prices. An increase in the corn crop will cause excess supply resulting in a decrease in prices. Negative comments about a hotel or by activists will probably decrease demand and cause prices to fall.
SOURCE: EC:006
SOURCE: LAP-EC-012—When More Is Less (Functions of Prices)

23. D
Private. A market economy is an economic system in which the means of production and distribution are owned and controlled by individuals and businesses. This ownership is not limited except by the abilities of the individuals or businesses. Government ownership is a characteristic of a command economy. Monopolies in which markets are controlled by single suppliers do exist in market economies, but under controlled conditions.
SOURCE: EC:007
SOURCE: LAP-EC-017—Who’s the Boss? (Economic Systems)

24. A
There is no competition. In a communist command economy, businesses are not free to find less costly and less time-consuming methods of production. This means that resources are often used inefficiently. High taxes are a problem associated with socialist command economies. The risk of business loss is a problem associated with market economies. Supply and demand affect what will be produced in a market economy.
SOURCE: EC:007
SOURCE: LAP-EC-017—Who’s the Boss? (Economic Systems)

25. D
Welfare. Socialist countries are often referred to as welfare states because their governments have set up many programs to provide citizens with free medical care, education, welfare, and other benefits. High taxes are used to pay for these programs that are available to all citizens. Capitalist and consumer states are characterized by competition and workers providing for themselves. Military states are controlled by the armed forces.
SOURCE: EC:007
SOURCE: LAP-EC-017—Who’s the Boss? (Economic Systems)
26. D
Protect U.S. citizens. In the United States, the government should step in only to protect citizens, and it should let them pursue their own goals. As life has become more complex, the role of government has gradually expanded. Government has been asked to solve such problems as inflation, pollution, and unemployment. It does not, however, try to increase production, limit business startups, or maintain control of prices except in what are considered emergency situations.
SOURCE: EC:009
SOURCE: LAP-EC-015—People Power (The Private Enterprise System)

27. D
Product prices. For example, when demand for a product is greater than supply, the price will rise. If the price rises too high, the demand will drop. When the supply exceeds the demand, the price will fall. Government regulation ensures that individuals and businesses follow the rules. Pollution is related to business practices. Economic choices are the decisions people are free to make, such as what to buy and what jobs to hold.
SOURCE: EC:009
SOURCE: LAP-EC-015—People Power (The Private Enterprise System)

28. B
Businesspeople. In a private economic system, individuals and groups own or control the economic resources that are used to produce goods and services. Because the markets in private enterprise are self-regulated and self-controlled, businesses are free to choose what they wish to produce; the resources they wish to purchase; the ways they will produce the goods and services; the prices they will charge for those goods and services; and the ways in which they want to market the goods and services. Legislators pass the laws that regulate some of these activities in a mixed economic system. A mixed economic system is a system in which individuals and businesses are the primary economic decision makers, while the government helps to regulate and control the system. A business's competitors may affect some of the business's decisions, but ultimately, the business makes decisions about marketing its products. Consumers make buying decisions.
SOURCE: EC:009
SOURCE: LAP-EC-015—People Power (The Private Enterprise System)

29. B
$232,420. Net profit is the amount of money that is left after operating expenses are subtracted from gross profit. To calculate net profit, a business first needs to calculate gross profit by subtracting cost of goods from income ($762,750 - $238,930 = $523,820). Then, subtract operating expenses from gross profit to determine net profit ($523,820 - $291,400 = $232,420).
SOURCE: EC:010
SOURCE: LAP-EC-002—Risk Rewarded (Profit)
30. D
A monetary reward. Profit is the monetary reward a business owner receives for taking the risk involved in investing in a business. It’s what a business owner gets in return for putting money, time, and effort (or skill) into the business. Profit is not an investment or a risky venture, but it can be a return on either. It is not necessarily a holiday bonus.
SOURCE: EC:010
SOURCE: LAP-EC-002—Risk Rewarded (Profit)

31. B
Controlling. Making careful, wise choices of goods or services to sell is one way management can prevent or control risks. Avoiding risk means not being exposed to risk at all. Transferring risk is passing the risk to someone else. Unfortunately, risks are part of doing business and cannot be bypassed.
SOURCE: EC:011
SOURCE: LAP-EC-003—Lose, Win, or Draw (Business Risk)

32. A
Snowstorm. Natural risks result from causes such as floods, tornadoes, fires, and other conditions of nature. A snowstorm can slow down a delivery service’s operations schedule and cost the company heavily through extra labor costs, damage from accidents, and a decrease in customer service. Accidents are human risks. Government intervention and rising prices are economic risks.
SOURCE: EC:011
SOURCE: LAP-EC-003—Lose, Win, or Draw (Business Risk)

33. A
A special promotion fails to increase sales. A speculative risk may result in a loss, no change, or a gain. Promotions are speculative risks because they may or may not be successful. Lost goods, a customer’s lawsuit, and theft at the register are examples of pure risks which have the possibility of loss or no loss and can be covered by insurance.
SOURCE: EC:011
SOURCE: LAP-EC-003—Lose, Win, or Draw (Business Risk)

34. C
Be a failure. When a business is not concerned about the safety and quality of its products or about the products’ users, the products often do not sell, and the business does not survive. This is the wrong attitude for the business to take, and it prevents the business from growing and prospering. The business may, instead, lose so much money that it becomes insolvent.
SOURCE: EC:070
SOURCE: LAP-EC-070—Business Connections (Business and Society)

35. B
Wholesalers and retailers. Trade industries are businesses that buy and sell goods to others. Wholesalers sell goods to retailers, who sell them to ultimate consumers. Manufacturers, or producers, are not part of the trade industries.
SOURCE: EC:070
SOURCE: LAP-EC-070—Business Connections (Business and Society)
36. D
Ownership of. Service businesses perform intangible activities and sell services rather than goods. If a service business uses a good to perform its service, the business usually does not transfer ownership of the good to customers. For example, hotels provide accommodations for travelers, but the travelers do not receive ownership of the room. Customers usually receive the benefits from, usefulness of, and information about the goods used to perform services.
SOURCE: EC:070
SOURCE: LAP-EC-070—Business Connections (Business and Society)

37. D
Strategic management. Strategic management is the process of planning, controlling, and organizing an organization or department. It involves analyzing the strategic position of a company and managing that position effectively. A budget is a financial forecast of income and expenses for a specified period of time. The personnel function involves obtaining and utilizing human resources. A policy is a rule to be followed in a given situation.
SOURCE: EC:071
SOURCE: LAP-EC-019—Strictly Business (Business Activities)

38. C
Yes, the museum will be a not-for-profit business. A business whose intent is to make just enough money to support its existence is considered a not-for-profit business. The organizers of the museum have stated their intention to charge visitors just enough to pay the museum's bills. A business is an organized effort to produce and/or distribute goods and services. The overall purpose of most businesses is to make a profit. A charitable institution is one that offers goods and services free to needy individuals.
SOURCE: EC:071
SOURCE: LAP-EC-019—Strictly Business (Business Activities)

39. B
Marketing. Marketing is the process of creating, communicating, and delivering value to customers and managing customer relationships in ways that benefit the organization and its stakeholders. The marketing process provides consumers with a variety of goods and services from which to choose. Finance involves obtaining and using funds. The management process includes coordinating necessary resources to meet the day-to-day and long-term business operations. Production includes combining the human, natural, and capital resources to produce the desired goods or services.
SOURCE: EC:071
SOURCE: LAP-EC-019—Strictly Business (Business Activities)

40. B
Direct. Direct competitors are trying to satisfy the same customers. Indirect competition occurs between or among businesses offering dissimilar types of goods or services. Neither kind of competition is unfair or illegal unless it is conducted in an unethical manner.
SOURCE: EC:012
SOURCE: LAP-EC-008—Ready, Set, Compete! (Competition)
41. D
Offering rebates. Rebates are a type of price competition because they do, in fact, lower the price of a product. Nonprice competition involves businesses' competing on factors other than price, such as customer services, pleasant facilities, and trained personnel. Clearance sales are promotional events in which a business discounts product prices to move goods and decrease inventory. Giving back part of the purchase price to customers is not price fixing.
SOURCE: EC:012
SOURCE: LAP-EC-008—Ready, Set, Compete! (Competition)

42. A
Discount coupons. Many businesses offer special discount coupons on selected items to encourage customers to buy from them because they can save money. Offering discount coupons is a type of price competition that encourages customers to choose one business over another. Rebate certificates offer money back from the manufacturer rather than discounts at the time of purchase. Sales receipts and refund checks may be part of the return process but do not offer money off the purchase price.
SOURCE: EC:012
SOURCE: LAP-EC-008—Ready, Set, Compete! (Competition)

43. B
Clayton Act. The Clayton Act is a federal regulation intended to prevent specific business actions that might prohibit competition such as tying agreements and exclusive agreements. In this example, the vendor is tying its credit extension to the Jones Company's agreement to buy supplies only from it. The Celler-Kefauver Act protects competitors from takeovers that would limit competition. The Robinson-Patman Act prohibits price discrimination. The Sherman Antitrust Act is intended to prevent monopolies.
SOURCE: EC:012
SOURCE: LAP-EC-008—Ready, Set, Compete! (Competition)

44. C
They are important to the economy. Small businesses account for the majority of all businesses. Therefore, they are an extremely important part of the economy. Without small businesses, the economy would not prosper and grow. Small businesses may be owned by one person or several people.
SOURCE: EC:065

45. D
Restrictive loan policies. It is harder for small business startups or entrepreneurial ventures to obtain credit or loans from lending institutions that have tight or restrictive loan policies. This is because lending institutions have finite funds to loan and will loan only to businesses that provide collateral or are less likely to default on their loans. Tax reductions, low interest rates, and slow inflation are favorable circumstances for business growth.
SOURCE: EC:065
46. D
Greater pool of venture capital. Venture capital is money that investors provide to startups that they perceive to have long-term growth potential. When the pool of venture capital increases, more entrepreneurs and small businesses have the opportunity to benefit and grow. A greater cost to first product, a higher startup failure rate, and a longer time to first product are likely to have a negative effect on entrepreneurship and discourage people from becoming entrepreneurs.
SOURCE: EC:065

47. C
Pressure from others. Pressure from others, including coworkers, supervisors, or classmates, is one of the causes of ethical dilemmas. Some people may consider behaving unethically if others are pressuring them to do so. This is not an example of a lack of consequences, the desire to prove yourself, or greed.
SOURCE: EI:124
SOURCE: LAP-EI-124—What's the Situation? (Reasons for Ethical Dilemmas)

48. A
A bad role model. Even if your higher-ups don't explicitly pressure you to behave unethically, they can still put you in ethical dilemmas just by behaving badly. People often model their own behavior after their leaders, whether consciously or unconsciously. If Piper respects her boss, she may be tempted to model her unethical behavior. Piper's example does not illustrate a lack of consequences or greed. Piper's boss is not pressuring her.
SOURCE: EI:124
SOURCE: LAP-EI-124—What's the Situation? (Reasons for Ethical Dilemmas)

49. B
Keep your word and do what you say you'll do. Being trustworthy means doing what you say you'll do, keeping your word, and not gossiping. Thinking about the long-term repercussions of your actions is viability. Following the example of bad role models and listening to coworkers with conflicting values are not ways to be trustworthy.
SOURCE: EI:124
SOURCE: LAP-EI-124—What's the Situation? (Reasons for Ethical Dilemmas)

50. A
The problem will get worse. Simply avoiding ethical dilemmas rarely leads to a good outcome. In fact, problems tend to get worse when you avoid them. Avoiding ethical dilemmas will likely not cause people to respect you or help you become a better person.
SOURCE: EI:125
SOURCE: LAP-EI-125—Make the Right Choice (Recognizing and Responding to Ethical Dilemmas)
51. A
Legal. A large part of ethical behavior is following the law, but that doesn't mean that simply doing what's legal is enough. There are many behaviors that are technically legal but that may still be untrustworthy, dishonest, or otherwise unethical. If your behavior is correct, right, and respectful, then it is most likely ethical.
SOURCE: EI:125
SOURCE: LAP-EI-125—Make the Right Choice (Recognizing and Responding to Ethical Dilemmas)

52. C
Could someone be hurt? Three questions you can ask yourself to figure out whether what you're facing is simply a problem or a true ethical dilemma are: Could someone be hurt? Is there a right and wrong choice? Are ethical principles being violated? People can be unhappy with decisions made in ethical dilemmas and regular problems. Ethical dilemmas are not determined by whether the choices are easy or hard or whether there is money at stake.
SOURCE: EI:125
SOURCE: LAP-EI-125—Make the Right Choice (Recognizing and Responding to Ethical Dilemmas)

53. C
Doing what's right, even when it doesn't benefit you. Being ethical means doing what's right, no matter what, even when it doesn't benefit you. Authority figures, your friends, and popular beliefs may not always be ethical.
SOURCE: EI:123
SOURCE: LAP-EI-123—Rules to Live By (Nature of Ethics)

54. C
Integrity. By acting with honesty in all situations, Sonali is demonstrating integrity. Fairness, rule of law, and viability are all important ethical principles, but they are not demonstrated in this example.
SOURCE: EI:123
SOURCE: LAP-EI-123—Rules to Live By (Nature of Ethics)

55. B
Accepting responsibility for your mistakes. People who are accountable for their actions accept responsibility for all their decisions. This means accepting responsibility for mistakes. Treating others the way you'd like to be treated is a way to show fairness. Following rules and laws is a way to demonstrate rule of law. Respecting the property of others is part of the ethical principle of respect.
SOURCE: EI:123
SOURCE: LAP-EI-123—Rules to Live By (Nature of Ethics)

56. A
Respect. Ethical people always honor the rights, freedoms, views, and property of others. Showing respect means listening to others when they speak, not interrupting, and using basic manners (such as being polite, saying please and thank you, and maintaining proper eye contact). Rule of law, trust, and integrity are important ethical principles, but they are not illustrated in this example.
SOURCE: EI:123
SOURCE: LAP-EI-123—Rules to Live By (Nature of Ethics)
57. A
Balance sheets. Businesses use the information collected through the accounting process to develop reports that indicate their financial condition. One kind of record is the balance sheet which shows the assets, liabilities, and overall financial condition of a business. Businesses need accurate balance sheets to know whether or not they are making a profit. Purchase orders are forms identifying the prices, discounts, dating, and transportation charges applicable to an order issued by a buyer to a seller. Inventory forms are the records used in counting the number and type of items available in inventory. Promissory notes are legal forms signed by a borrower promising to repay a loan.
SOURCE: Fi:085
SOURCE: LAP-FI-005—Show Me the Money (Nature of Accounting)

58. B
To control expenses. Businesses keep accurate accounting records to know exactly how much money is being spent to cover operating expenses. Businesses monitor expenses to find out if they are spending more to operate than they are earning. Accurate accounting records tell businesses if expenses are high and provide businesses with the information they need to control or even reduce expenses. Controlling expenses is one way that businesses are able to increase profit. Businesses do not have the authority to regulate taxes. Businesses do not keep accurate accounting records to follow procedures or eliminate risks.
SOURCE: Fi:085
SOURCE: LAP-FI-005—Show Me the Money (Nature of Accounting)

59. D
Obtaining funds. Finance is the process of obtaining funds and using them to achieve the goals of the business. All businesses need funds to operate, so decisions about obtaining funds are very important. Businesses decide if it is necessary to borrow money, increase prices to generate more income, or take other actions to obtain funds. The role of finance in business does not involve paying employees, buying supplies, or selling products. However, finance is involved in obtaining the funds necessary to pay employees and buy supplies. Selling is a marketing function.
SOURCE: Fi:354
SOURCE: LAP-FI-007—Money Matters (Role of Finance)

60. D
Equity. Assets a company already owns and can use to finance a new venture are called equity. Dividends are sums of money paid to investors or stockholders as earnings on investments. Return on capital is a component of working capital management that refers to how well a business is generating cash flow in relation to its invested capital. Accounts payable refers to money the business owes to others.
SOURCE: Fi:354
SOURCE: LAP-FI-007—Money Matters (Role of Finance)
61. D
To identify trends. Through financial-information analysis, businesses can recognize what products are selling well and in what colors, styles, models, and sizes. Over time, this helps businesses spot trends in customer buying habits so that the businesses provide more of the products customers are buying and less of those that are not selling well. Selling strategies are largely determined by the nature of the product being sold rather than by financial information. Focus groups are used to collect customer reactions to and opinions about product features or company image. Businesses function in economic systems rather than creating them.
SOURCE: FI:579
SOURCE: LAP-FI-009—By the Numbers (The Need for Financial Information)

62. B
Anyone who needs to use it. Financial information is not useful unless it is understandable by anyone who needs to use it. This might include more than just accountants and managers. Not everyone who needs to use financial information will have a background in finance. Financial information may not be understandable to every single person, but that doesn't mean it isn't useful—it just has to be understood by the people who need to use it.
SOURCE: FI:579
SOURCE: LAP-FI-009—By the Numbers (The Need for Financial Information)

63. A
Employee recruitment. Human resources management is the process of planning, staffing, leading, and organizing the employees of the business. An important aspect of the human resources function is seeking out and attracting qualified potential employees, which is employee recruitment. Capital investment, domain development, and social media are not primary activities of the human resources function in business.
SOURCE: HR:410
SOURCE: LAP-HR-035 People Pusher (Nature of Human Resources Management)

64. D
Working with people. Human resources management is the process of planning, staffing, leading, and organizing the employees of a business. As a result, a characteristic of human resources management is working with people, particularly the people who are employees. These employees may be top-level managers or part-time workers. Developing leaders is not a characteristic of human resources management. Managers usually schedule the work and evaluate supervisors.
SOURCE: HR:410
SOURCE: LAP-HR-035 People Pusher (Nature of Human Resources Management)
65. C
Staffing the business. Human resources management is the process of planning, staffing, leading, and organizing the employees of a business. Staffing is an important function because hiring and keeping qualified employees will contribute to the success of the business. Employees who are capable and hard-working usually help the business to achieve its goals and be successful. It is not possible to completely eliminate turnover. Management usually decides if it needs to expand and create more jobs. Human resources management administers the compensation package, but it is not responsible for reducing compensation.
SOURCE: HR:410
SOURCE: LAP-HR-035 People Pusher (Nature of Human Resources Management)

66. B
Decreased variety of consumer goods. One of the benefits of marketing is that it provides a variety of goods and services from which consumers can choose. Because businesses must compete, they offer consumers a wide variety of goods and services. Without marketing, businesses would probably reduce the variety, consumers would not be aware of available products, and consumers would need to make direct contact with businesses to learn about and purchase products. Reducing marketing costs would not increase the costs of production.
SOURCE: MK:001
SOURCE: LAP-MK-004—Have It Your Way! (Marketing)

67. D
Laptop computer. Durable goods are intended to last a relatively long period of time. Nondurable goods, such as pizza or shampoo, are eventually used up. A haircut is a service rather than a good.
SOURCE: MK:001
SOURCE: LAP-MK-004—Have It Your Way! (Marketing)

68. A
Finding out what a buyer wants. According to the marketing concept, customer orientation is finding out what a buyer wants and providing it for him/her. Convincing a buyer to buy could be part of the selling process. Researching a firm's competitors could be part of the planning process. Advertising the features of a product could be part of promotion.
SOURCE: MK:001
SOURCE: LAP-MK-004—Have It Your Way! (Marketing)

69. D
Large amounts of related data. Database programs are computer software applications that are used to collect and sort many types of information. Information stored in databases help businesses to organize customer lists and financial information, track products and shipments, and catalog records such as personnel files. Internet search engines are software programs that automatically crawl the Web looking for information pertaining to specified search terms and display a list of results. Problem-solving skills refer to a person’s ability to find alternatives to achieve a desired outcome. Skills are not managed through a computer program. Databases can track customers' buying habits but cannot manage what customers will purchase.
SOURCE: NF:003
SOURCE: LAP-NF-004—TECH-Tastic (Technology’s Impact on Business)
70. A
Create a new revenue source. By selling its products from an additional location or source (the website), the business creates an opportunity to reach more customers, which might result in more sales. Developing a website does not necessarily reduce marketing expenses or lower taxes for the business. Product mix refers to the particular assortment of products that a business offers to meet the needs of its markets and its company goals.
SOURCE: NF:003
SOURCE: LAP-NF-004—TECH-Tastic (Technology’s Impact on Business)

71. A
Information that is needed. Information is a collection of facts, statistics, or data. Before businesses can use the information, they must determine the type of information that is needed. For example, does a business need economic data because it wants to expand, or does it need marketing data because it wants to attract new customers? The business must decide the type of information it needs before it can obtain and use those data. Businesses do not need to determine the type of computer system to purchase, the type of report that is required, or the type of collection process to develop before using relevant data.
SOURCE: NF:077

72. D
Criticism. When assessing information, it is important to discern fact from opinion and criticism. The example is a statement of disapproval, which is criticism. It is based on opinion or beliefs rather than facts. Facts contain information or data that are indisputable and true. A theory contains ideas that intend to explain events or occurrences.
SOURCE: NF:077

73. D
Specific problems. Businesses need a variety of information to be able to make decisions and solve problems. The type of information they need depends on the business and the specific problem. For example, a retail business might need information about different suppliers because the current supplier is not performing adequately and the business wants to find a replacement. Businesses do not assess their information needs to deal with job applicants, personal relationships, or ethical issues.
SOURCE: NF:077
74. B
"Home foreclosures"; Arkansas; years: 2000 OR 2010. When quotes are put around phrases, search engines will select only those websites containing the exact phrase. By putting Arkansas within the quotes, you would delete results that had Arkansas appearing after the phrase home foreclosures. Adding the year's designation before 2000 OR 2010, lets the computer know that you are not searching for footage, phone numbers, etc. By using OR rather than AND, the results will contain one or the other years; they would not need to contain both years for the websites to appear in the results.
SOURCE: NF:078

75. D
Access a database. A database is computerized storage for information and facts. Most businesses maintain a database of information that is relevant to the business, such as lists of customers and vendors, inventory levels, prices of materials, etc. When businesses need information, they access the database to obtain the data efficiently. For example, a business could access a database to find out how many customers in a certain area purchased a specific product during a specified time period. Scheduling an interview, reading a book, and contacting a competitor are not ways for businesses to obtain needed information efficiently.
SOURCE: NF:078

76. B
Internet. The Internet is a worldwide network of computers that enables users to access information and communicate with others. Many businesses use the Internet to obtain needed external information efficiently. For example, businesses can access the websites of governmental agencies as well as competitors to find information about specific issues. This is a fast and efficient way to obtain information from a variety of sources without needing to visit the library and look through printed materials such as textbooks. Software instructs computers to perform specific operations. Not all software is used to obtain information.
SOURCE: NF:078

77. A
Comparing the information with other articles about the topic. When other articles from reputable sources confirm the information from the original article, the information in the original article is more likely to be reliable. Evaluating the author's writing style, gathering internal reports from the company's database, and asking others for their opinions are not actions that will verify the reliability of the article's information.
SOURCE: NF:079
78. C

An article from the current issue of *Time* magazine. When Heather chooses resources, she needs to pick articles from reputable sources. *Time* magazine is a respected publication that has many editors and fact checkers, so Heather can be reasonably sure that the information contained in the magazine will be accurate. The article has also been published recently, so it likely won’t contain any out-of-date information. Heather should avoid using press releases. Press releases usually have an agenda to promote, so they are biased. To write a well-rounded paper, Heather should stick to articles that are free of bias or agenda. While the *New York Times* is a well-respected newspaper, Heather should avoid reading an article from 1995. An article that old may present outdated figures and facts about the death penalty. Although a professor from Harvard would generally be a good source, a professor of economics isn’t necessarily an expert on the death penalty. Also, Heather should be wary of using blogs—this blog may belong to the university, but it may just be the professor’s personal opinions.

SOURCE: NF:079

79. D

Useful. Not all information is useful to businesses. Therefore, businesses evaluate the quality and source of the information they obtain to make sure it is useful. For it to be useful, information must be accurate and relevant to the situation or problem being addressed. Businesses do not evaluate the quality and source of the information they obtain to make sure it is scientific, technical, or random.

SOURCE: NF:079

80. B

By cause/effect. Identifying the causes and/or the effects of the highway bypass will be helpful in persuading management to make a decision about its course of action. The cause explains the bypass in more detail, while the effect describes the potential impact of the bypass on the business. Chronological order would provide management with information in the order in which events occurred. An alternating organization pattern would stress the points you want to make about a comparison you are making. Emphatic order would present your ideas in their order of importance, either the strongest point being given first or last.

SOURCE: NF:080
81. C
Develop an outline. An outline helps the writer organize key points in a logical, cohesive manner. After the information is organized in the desired way, the writer uses the outline to develop a draft of the report. After developing the draft, Michelle should edit and correct grammatical errors. The appendices are supporting information placed at the end of the document.
SOURCE: NF:080

82. C
Accomplish a task. Businesses need information to manage and operate the business. The reason they obtain information is to use it to accomplish a task, such as locating new customers, organizing inventory, or developing a new marketing strategy. Simply obtaining information is not useful unless the business applies it to accomplish a task. Businesses do not obtain information simply to develop a database. They determine a need before obtaining information. They evaluate the source of the information to determine its usefulness before applying it to accomplish a task.
SOURCE: NF:080

83. C
Updated. Obsolescence occurs when something is outdated. Technology is always evolving, so computer systems and applications are always subject to obsolescence. Businesses must update the ways in which they store or archive their information because the format may not be usable in the future. For example, modern computers do not have outlets that read floppy disks, which were popular external storage devices several years ago. The way people summarize or process information is not related to the state of obsolescence.
SOURCE: NF:081

84. A
To make it accessible. Businesses obtain a wide variety of information that often can be used for many purposes. Therefore, it is important to store the information for future use so it will be accessible when needed. For example, information about current customers might be used to develop procedures for attracting new customers in the future. If the information has not been stored so it is accessible, the business will need to obtain other types of information. Businesses do not need to store information to interpret data or to establish quality control. Information is not harmed by the number of times it’s used.
SOURCE: NF:081
85. D
Computer systems. Computer systems consist of the hardware and software components that enable computers to function. One of their purposes is to store information for future use. Scanners are input devices that can read text or illustrations on paper and translate the information into a form the computer can use. The scanner itself does not store information; instead, it enables computers to store information. Display screens, or monitors, display the characters being keyed into the computer; they are not storage devices. CD-ROMs are written during their manufacturing process; they cannot be used to store business information since they are Read Only devices.
SOURCE: NF:081

86. B
Many people don’t understand what it is. Information management can be a challenge because many people don’t understand what it is or what role they should play in it. Many people may want to participate in information management but just do not know how. There is often too much information to manage, something known as information overload. There is no one “right” way to approach information management.
SOURCE: NF:110
SOURCE: LAP-NF-110—In the Know (Nature of Information Management)

87. C
Function effectively. Operations are the day-to-day activities required for continued business functioning. Operations make sure that there are materials and supplies available so employees can do their jobs. Operations make sure the physical facility is in good condition so work can be performed efficiently. Effective operations are important because the activities help to increase productivity and make the business successful. Operations are not involved in making sure that the business is able to motivate employees, sell quickly, or inventory products.
SOURCE: OP:189

88. A
Employees. Every business takes inputs (resources) and uses them to make outputs (products). Inputs are things such as employees, raw materials, equipment, capital, etc. Outputs are good and services, also known as products.
SOURCE: OP:189

89. C
Daily. The operations function consists mainly of activities that are performed on a daily basis. Operations are the day-to-day activities that allow a business to keep doing what it needs to do—producing and providing goods and services for its customers. While some operations activities may be performed weekly, monthly, or yearly, most operations activities happen daily.
SOURCE: OP:189
90. **B**

Job standards. Job standards are established specifications used to measure the productivity of employees. Managers often set standards for jobs and make these standards targets for employees to achieve. Employee performance is measured against these standards, and corrections are made if they are needed. Hiring objectives are goals to be reached in the selection of new employees. Diversity quotas are specific goals to be met in minority hiring. Expense budgets are estimates of what expenses will be for a specific period of time.

SOURCE: SM:001
SOURCE: LAP-SM-003—Manage This! (Concept of Management)

91. **D**

Technical skills. Although many managers don't perform the specific tasks, they need to understand the technical aspects of the business. They need to be able to answer questions, give directions, and solve problems. If managers have the necessary technical skills, they will be able to help employees with their jobs, such as counting money. Natural talents are aptitudes. Creativity is the ability to generate unique ideas, approaches, and solutions. Aggressive behavior is conduct based on a willingness to ignore the rights of others in order to achieve personal goals.

SOURCE: SM:001
SOURCE: LAP-SM-003—Manage This! (Concept of Management)

92. **A**

Develops repeat customers. Repeat customers are those who patronize a business on a regular basis. In many cases, the reason they return is because they have had courteous service from the sales staff. Quality service should be a part of good customer relations. Customers' objections are customers' reasons for not buying, and they cannot be prevented by providing good customer relations. Segmenting the market to target customers for the business's products is not part of customer relations.

SOURCE: CR:003
SOURCE: LAP-CR-001—Accentuate the Positive (Nature of Customer Relations)

93. **B**

Utility. Utility is usefulness or the ability to satisfy consumer needs and wants. Scarcity is a condition resulting from the gap between unlimited wants for goods and services and limited resources. Allocation in economics is choosing needs that will be satisfied and the resources that will be used to satisfy those needs. Consumption is the process or activity of using goods and services.

SOURCE: EC:004
SOURCE: LAP-EC-013—Use It (Economic Utility)

94. **C**

Profit. The monetary reward business owners receive for taking the risks involved in investing in a business is profit. Losses result when expenses are greater than income. Capital is the assets of a business. Debt is the amount of money owed to someone else.
95. C
Accounting systems. Business managers rely on accurate accounting information to help them make decisions about the future of the business. Accurate accounting systems tell managers how much money will be available for operating expenses and predict the amount of expected income. Managers need this information to determine if they are meeting their financial goals. Marketing plans help the business promote and sell its goods and services. Distribution systems move goods to the consumer. Production plans control how goods will be produced.
SOURCE: FI:085
SOURCE: LAP-FI-005—Show Me the Money (Nature of Accounting)

96. C
Finance. This is the process of obtaining funds and using them to achieve the goals of the business. If one of the goals of the business is to expand, then investing funds in expansion is part of the finance process. Depreciation is the reduction in value of goods or assets occurring over a period of time. Selling is a marketing function that involves determining client needs and wants and responding through planned, personalized communication that influences purchase decisions and enhances future business opportunities. Capitalism is an economic system that depends on honest, healthy competition among businesses.
SOURCE: FI:354
SOURCE: LAP-FI-007—Money Matters (Role of Finance)

97. B
Determining resources available to fund a new project. Managers use financial information on many occasions, including when planning strategies, executing strategies, and evaluating the execution of strategies. For example, a manager would use financial information to determine what financial resources are available to fund a new project that s/he is planning. To research the demographics of a new target market, information gathered through market research would be more useful. Financial information is not used to calculate the number of on-the-job injuries or to establish lines of authority within an organization.
SOURCE: FI:579
SOURCE: LAP-FI-009—By the Numbers (The Need for Financial Information)

98. C
Database. A database is a collection (or file) of related information about a specific topic. Many businesses collect information about their customers and store this information in computer databases. Then, businesses can access this information at any time for a variety of reasons such as tracking customers geographically. Spreadsheet software is used to organize, calculate, and analyze numerical data. Word-processing software is used to create text documents. The Internet is not a software application program.
SOURCE: NF:003
SOURCE: LAP-NF-004—TECH-Tastic (Technology’s Impact on Business)
99. C

Make long-term decisions. Information management is the process of accessing, processing, maintaining, evaluating, and disseminating knowledge, facts, or data for the purpose of assisting business planning and decision making. One type of planning that a business conducts is strategic planning, which involves making long-term decisions for the company as a whole. These decisions often involve planning how to grow the business over a period of years. Whatever the purpose, businesses need strategic information to be able to make those long-term decisions. The purpose of strategic information is usually not to help businesses create sales presentations or write an annual report.

SOURCE: NF:110
SOURCE: LAP-NF-110—In the Know (Nature of Information Management)

100. A

It may be one part of a business's overall information management program. A management information system (MIS) is a form of technology that assists with a business's information management needs. It is not the same thing as an information management program; however, it may be one part of an overall information management program. An MIS is just hardware and software, but an overall information management program involves people, processes, and practices.

SOURCE: NF:110
SOURCE: LAP-NF-110—In the Know (Nature of Information Management)
1. Employees who are willing to accept more responsibility and continue to learn about all aspects of the business are likely to be considered for
   A. promotions.
   B. training.
   C. transfers.
   D. counseling.

2. Important functions of a business's information system are to help it ________ its important facts and data.
   A. analyze and instruct
   B. mediate and retrieve
   C. organize and store
   D. duplicate and renew

3. What is the importance of the computer hard drive in a computer system?
   A. It facilitates the computer's audio transmissions.
   B. It permanently stores the computer program files and data.
   C. It allows the user to view the computer data.
   D. It transmits power to other computer devices.

4. Which of the following is an important component of computer systems:
   A. Software
   B. Internet
   C. Website
   D. E-commerce

5. Monitors, keyboards, and hard drives are examples of computer
   A. language.
   B. networks.
   C. hardware.
   D. standards.

6. Ingrid is able to access information from her desktop publishing software, word-processing software, and spreadsheet software at the same time on her personal computer. This is an example of an operating system with ________ capabilities.
   A. multi-user
   B. multitasking
   C. multiprocessing
   D. multithreading

7. What is one benefit that the Internet provides consumers?
   A. Makes it easier to comparison shop
   B. Provides a way to promote products
   C. Lessens the need for intermediaries
   D. Reduces information overload

8. Which of the following is an umbrella term referring to any type of Internet transaction:
   A. URL
   B. E-commerce
   C. E-business
   D. Website
9. Which of the following email options provides a brief statement about the message's content:
   A. Reply
   B. Send
   C. To
   D. Subject

10. An employee receives an email message from his supervisor and needs to pass the message on to a coworker. The most efficient way for the employee to communicate the information to his coworker is by
   A. sending the message by clicking on the reply box.
   B. posting the message in a secured email folder.
   C. printing the message and handing the copy to the coworker.
   D. forwarding the message to the coworker's email address.

11. When emailing large files or documents to coworkers or customers, a businessperson sends them
   A. in codes.
   B. as attachments.
   C. in text boxes.
   D. as reply messages.

12. Jamal needs to obtain a report from a vendor six months from now. He uses the calendar function in his email program to write a note that will automatically remind him to request the report on a specific date in the future. What is Jamal doing?
   A. Managing his productivity by using scheduling applications
   B. Using cloud applications to store important work documents
   C. Acquiring information by reviewing Internet articles and papers
   D. Using project management software to track personal activities

13. An electronic planning device that many employees use to keep track of their activities is an example of a
   A. time-management tool.
   B. communication system.
   C. web-based program.
   D. presentation application.

14. Which of the following is an example of a “stop” word that a search engine is most likely to ignore when retrieving query results:
   A. Cop
   B. The
   C. Sew
   D. Hat

15. Which of the following is usually the quickest way that businesses can obtain information about unknown potential new vendors that are located in other parts of the country:
   A. Search the Web
   B. Send an email
   C. Fax a request
   D. Phone an agent

16. Which of the following allows a computer to search and access information on the Internet:
   A. Cookie
   B. Browser
   C. Folder
   D. Server
17. Which of the following demonstrates the correct method to ensure that all words in a phrase are included in a web search:
   A. (Discipline is the most important part of success)
   B. [There is no tree that the wind has not shaken]
   C. 'To be or not to be'
   D. "Confidence in itself is the secret of success"

18. While preparing the company's annual report in a computer word-processing program, Natasha deleted an entire paragraph by mistake. The best way for Natasha to correct the mistake is to
   A. retype the paragraph.
   B. use the edit undo command.
   C. copy the text from another document.
   D. create a template.

19. Businesses often use word-processing computer software to produce
   A. detailed reports, memos, and contracts.
   B. complex graphics, letters, and reports.
   C. research reports, spreadsheets, and tables.
   D. business plans, contracts, and spreadsheets.

20. Which of the following types of software programs would an employee use to prepare a form letter informing the company's clients of a change in product pricing:
   A. Spreadsheet
   B. Word processing
   C. Presentation
   D. Database

21. To create an effective presentation slideshow, you should use
   A. bullet points and short sentences.
   B. as many slides as possible.
   C. narrow fonts or fonts with fancy edges.
   D. an eye-catching background and theme.

22. Which of the following is a capability of a presentation software program:
   A. Connecting several computers
   B. Copying and printing documents
   C. Combining animation and sound
   D. Calculating mathematical data

23. Many businesses use database software programs to computerize their customer mailing lists to instantly
   A. calculate monthly profit.
   B. prepare sales letters.
   C. write email messages.
   D. sort by zip code.

24. Which of the following is a way that businesses often use database software programs:
   A. To prepare promotional material
   B. To calculate weekly payroll
   C. To diagram work schedules
   D. To organize vendor information
25. Which of the following functions in a spreadsheet software program allows the computer user to change the format of the data from ascending to descending order:
   A. Chart
   B. Sort
   C. Consolidate
   D. Replace

26. Which of the following is a standard capability of spreadsheet software:
   A. To graph data
   B. To prepare text
   C. To manage files

27. A business's employees should keep themselves well-groomed and
   A. wear their most expensive clothes.
   B. accessorize with plenty of jewelry.
   C. demonstrate personal clothing tastes.
   D. abide by the dress policies of the employer.

28. Individuals can improve their chances of making a good first impression on others by
   A. doing all the talking.
   B. sitting up straight.
   C. using street slang in conversation.
   D. wearing dressy clothes at all times.

29. Improving the way that you look usually benefits you personally because it
   A. impresses other people.
   B. increases your skills.
   C. raises your self-esteem.
   D. expresses your feelings.

30. Like any product that is effectively marketed, your personal appearance is
   A. of little value or importance to your overall success.
   B. the "brand" that will help you sell yourself to others.
   C. not as critical as what's on the inside.
   D. likely to require a lot of money for you to be successful.

31. Which of the following is an external source of information about yourself that could help you to develop self-understanding:
   A. Self-help books
   B. Personal knowledge
   C. Friends
   D. Self-evaluation

32. Self-understanding helps you to raise your level of self-esteem because it
   A. identifies social activities you enjoy.
   B. gives you a true picture of yourself.
   C. helps you to develop personal interests.
   D. compares your skills with others' skills.
33. People who understand themselves and their unique skills and abilities usually are able to choose appropriate
   A. talents.  C. traits.

34. Chris likes to watch the space flight reports and to read about plans for the future in space. Space exploration is one of Chris's
   A. interests.  C. skills.
   B. abilities.  D. aptitudes.

35. Which of the following is one way that employers expect their employees to show loyalty to the business:
   A. Working overtime without pay
   B. Coming to work on time
   C. Ignoring safety hazards
   D. Socializing with coworkers

36. Most businesses expect their employees to show an interest in the company by being
   A. emotional.  C. cooperative.
   B. aggressive.  D. impulsive.

37. Why do many businesses expect their employees to do their jobs according to strict guidelines?
   A. To develop an enthusiastic attitude
   B. To exhibit loyal behavior
   C. To show an interest in work
   D. To create a safe environment

38. Because a business spends a lot of money to purchase and maintain office equipment, it expects its employees to
   A. call service personnel when equipment is not working correctly.
   B. use and handle the equipment with care.
   C. develop procedures to fix the equipment.
   D. ask others to operate equipment that they do not know how to use.

39. A government enacts a law requiring all businesses to allow each employee a 15-minute break every four hours. This is an example of a law addressing an employee's right to
   A. form unions.
   B. workplace supervision.
   C. fair treatment.
   D. avoid harassment.

40. When male employees earn more money than female employees for performing the same type of work, a business is violating the employees' rights to
   A. equal pay.
   B. training and supervision.
   C. union representation.
   D. occupational safety.
41. An employee who is continually teased and made fun of by a supervisor is a victim of
   A. partiality.                B. intolerance.
   C. harassment.              D. criticism.

42. The Fox Company provides its employees with the appropriate gear and equipment to protect
   them from harm and injury. The company is behaving responsibly by providing employees with
   A. professional-development opportunities.  B. fair wages and benefits.
   C. equal employment opportunities.        D. safe working conditions.

43. When considering employment opportunities in business, it is important to remember that each
   career option varies in terms of earning potential, skills, and __________ requirements.
   A. educational
   B. gender
   C. intensity
   D. health

44. Jacob is interested in pursuing a specific business career and sets up a time to talk with a person
   who works in his field of interest. Jacob is obtaining career information by initiating a(n)
   A. job evaluation.               B. internship.
   C. discussion forum.            D. exploratory interview.

45. Following a business employee for a few days to obtain information about that particular career
   is an example of
   A. job shadowing.               B. volunteering.
   C. serving an internship.       D. personal interviewing.

46. Accessing the websites of businesses and professional organizations is one way to obtain
   A. interview appointments.      B. job applications.
   C. work experience.             D. career information.

47. What do people usually take into consideration when identifying occupations that they want to
   pursue in life?
   A. Social attitude
   B. Personal conduct
   C. Mental health
   D. Natural talent

48. Jane enjoys working with people, is interested in television and advertising, has excellent grades
   in English and speech, and is very creative. What occupational area would she be better suited
   to pursue?
   A. Business and office
   B. Communications and media
   C. Personal services
   D. Health and fitness
49. Tia has many interests and doesn't know which career path is best for her. One method Tia can use to determine the best occupational options for her is to
   A. surf the Internet for job descriptions.
   B. have friends and family critique her personality type.
   C. develop a general interest questionnaire.
   D. complete an aptitude assessment survey.

50. What should individuals take into consideration when researching employment opportunities in business?
   A. Vacation time
   B. Future outlook
   C. Office environment
   D. Safety program

51. Which of the following industries exists to protect individuals and businesses from financial losses:
   A. Insurance
   B. Marketing research
   C. Operations management
   D. Accounting

52. For a job seeker to find the most satisfactory job, s/he needs to
   A. consider salary or wages top priority.
   B. identify his/her own goals and skills.
   C. interview with several large companies.
   D. seek a job with advancement possibilities.

53. Which of the following often is the best source of information about job leads:
   A. Family and friends
   B. Occupational Outlook Handbook
   C. Business advisors
   D. Bureau of Labor Statistics

54. What type of information is it acceptable to leave out of a job application?
   A. Salary requirements
   B. Educational background
   C. Personal data
   D. Professional experience

55. Which of the following is an appropriate response to the question on an employment application that asks the reason for leaving a previous job:
   A. Demanding employer
   B. Accepted another position
   C. Never received a promotion
   D. Problems with management

56. Job interviewers often say to job applicants, "Tell me about yourself." Which of the following is the purpose of this request:
   A. To test the applicant's communication skills
   B. To test the applicant's honesty and integrity
   C. To find out about the applicant's personal life
   D. To uncover job-related problems the applicant has

57. When asked questions during an employment interview, applicants should
   A. change the subject.
   B. say "yes" or "no."
   C. nod in agreement.
   D. answer in full.
58. Is it appropriate for job applicants to ask the business to let them know when the business makes a decision about filling a job?
   A. Yes, this should be the applicants' first question.
   B. No, the business should not give out this information.
   C. No, the business will notify them without being asked.
   D. Yes, this request can be included in a follow-up letter.

59. What is one of the main reasons for sending an interview follow-up letter?
   A. To submit personal information
   B. To explain your qualifications
   C. To show your continued interest
   D. To ask questions about benefits

60. Chris was interested in a job that was being advertised, but the ad did not provide instructions on whom to contact at the business. What should Chris do when sending a letter of application?
   A. Ask the newspaper who submitted the job ad
   B. Address the letter "To whom it may concern"
   C. Call to find out who will make the hiring decision
   D. Send the letter to the human resources department

61. Which of the following is a guideline for writing a job application letter:
   A. Be brief and to the point.
   B. Provide as much information as possible.
   C. Mention your other prospects.
   D. Include a list of references in the letter.

62. Manuel is preparing his job résumé, but he has never held a paying job. He has only worked for his father and done some volunteer work in the community. What should Manuel do about the work experience section of his job résumé?
   A. He should explain that he hasn't had a real job.
   B. He should not include a work-experience section.
   C. He should describe the kind of job he'd like to have.
   D. He should list his family job and volunteer work.

63. Why do job applicants use headings on their résumés?
   A. To follow the standard practices for résumé preparation
   B. To ensure that the information is accurate and concise
   C. To organize the information so that it is easy to read
   D. To show the employer that the résumé provides complete information

64. People who have limited work experience often include what type of references with their résumés?
   A. Personal
   B. Family
   C. Social
   D. Private

65. A primary reason that employers often consider hiring a person with internship experience is because it implies that the applicant possesses
   A. a well-rounded educational background.
   B. the ability to work with financial data.
   C. traits such as initiative and commitment.
   D. a network of prospective sales contacts.
66. Which of the following is an example of a person obtaining unpaid work experience:
   A. Jim hires Kevin to cut his lawn every week.
   B. Kelly volunteers at a local radio station.
   C. Sarah researches information about different careers.
   D. Ben performs contract work for his friend's new company.

67. Why is it often necessary for employees to continue their education after working for several years?
   A. To change careers  
   B. To serve an apprenticeship  
   C. To attend college  
   D. To take online classes

68. Which of the following is a situation that is likely to require a company's employees to obtain special training from an external source:
   A. Learning a complex computer software program
   B. Understanding the company's policy manual
   C. Interpreting a quarterly sales report
   D. Analyzing results of a research project

69. If three employees have the same level of ability and competence, what factor might a business use to decide which one to promote?
   A. Age  
   B. Seniority  
   C. Gender  
   D. Tenure

70. Entry-level positions provide employees with
   A. basic job experience.  
   B. high salaries.  
   C. few advancement opportunities.  
   D. limited training.

71. Because her employer requests that employees refrain from engaging in distracting activities and noise in the workplace, Alicia turns off her smartphone's ringer when she arrives at work each day. Alicia is
   A. exhibiting a positive attitude.
   B. respecting her coworkers' privacy.
   C. performing her work efficiently.
   D. following a company policy.

72. An employee tells a joke in the office that directly discriminates against females. This could be a potential __________ violation.
   A. HIPAA  
   B. privacy  
   C. safety  
   D. equal opportunity
73. Sally is a production-line worker who is experiencing problems with the production equipment. Following the appropriate chain of command, Sally should report the problem to
A. Tom, the production-section manager.
B. Sylvia, the vice president of operations.
C. Jim, the production-line supervisor.
D. Linda, the operations manager.

74. Who is most likely to report directly to a corporation's chief executive officer (CEO)?
A. Board of Directors
B. Regional marketing manager
C. Production coordinator
D. Vice president of finance

75. Following the chain of command is important to the overall business because it
A. increases efficiency.
B. improves collaboration.
C. facilitates teamwork.
D. enhances creativity.

76. The best business career prospects are available to candidates who have
A. a background in accounting.
B. at least a bachelor's degree.
C. a stock broker's license.
D. earned a high school diploma.

77. Which of the following areas of management and administration is often referred to as “support staff”:
A. General management
B. Business information management
C. Human resource management
D. Administrative services

78. What is one method of approaching prospective employers to look for a job?
A. Prepare a résumé to send to local businesses.
B. Contact associates to serve as references.
C. Visit personnel offices to pick up applications.
D. Obtain copies of school transcripts.

79. Young people often locate their first jobs in the community by responding to businesses that have
A. advertised in trade journals.
B. hired employment agencies.
C. posted help-wanted signs.
D. conducted professional searches.
80. What should you avoid doing when filling out an employment application?
   A. Providing exact data
   B. Specifying certain jobs
   C. Leaving blank spaces
   D. Signing your name

81. It would be appropriate for a job applicant interviewing with a small but growing company to ask about
   A. other employees' salaries.
   B. industry credit ratings.
   C. future advancement opportunities.
   D. corporate financial arrangements.

82. Which of the following statements would be the best way for a job applicant to end an interview:
   A. "Mr. Murray, I'd be happy to have this job, if you can't find anyone else."
   B. "Ms. Collins, if you have any more questions, please give me a call."
   C. "Mr. Maxwell, what did you say is the reason that this job is open?"
   D. "Ms. Martin, I know that I can do this job, and I would like to have it."

83. Which of the following is a guideline to follow in writing a follow-up letter after a job interview:
   A. Use colorful, informal notepaper.
   B. Make the letter chatty and personal.
   C. Be brief, concise, and prompt.
   D. Review your job skills in detail.

84. A job applicant who wants to write a follow-up letter should follow the guidelines for
   A. preparing a report.
   B. writing a business letter.
   C. writing a personal letter.
   D. preparing a résumé.

85. The basic purpose of writing a letter of application concerning a job opening is to
   A. tell the employer how you found out about the job.
   B. describe your job skills in detail.
   C. interest the employer in interviewing you.
   D. provide the employer with your complete work history.

86. Brian is applying for an advertised position with a local florist. What information should he include in the first paragraph of his letter of application?
   A. Work experience
   B. Date of graduation
   C. References
   D. Name of job
87. Paul prepared a job résumé that addressed how his background and qualifications would meet the specific requirements of the job he wanted. Paul’s résumé is an example of a __________ résumé.
   A. chronological
   B. targeted
   C. generalized
   D. traditional

88. One of the benefits of serving an internship is that it often enables individuals to
   A. participate in a business’s benefit program.
   B. donate their time to a worthwhile organization.
   C. obtain experience in a specific occupation.
   D. increase their level of personal satisfaction.

89. Why do many employees continue their training or education after obtaining their first jobs?
   A. To move up the career ladder
   B. To impress friends and coworkers
   C. To identify new vendors and suppliers
   D. To obtain basic job information

90. Which of the following situations most likely provides an opportunity for an employee to receive a job promotion:
   A. A manufacturer hires two temporary assembly-line workers during its busy season.
   B. An expanding company creates a new department to support a developing product line.
   C. A large company that is experiencing severe profit losses lays off 35 employees.
   D. One of three partners in a partnership leaves the business to go back to school.

91. What do businesses often develop to be able to store and analyze data for the purpose of making business decisions?
   A. Survey methods
   B. Operating procedures
   C. Information systems
   D. Management policies

92. The set of computer programs that manages the hardware and software of a computer is the
   A. electronic resource.
   B. digital connection.
   C. transfer protocol.
   D. operating system.

93. Which of the following is available to all people around the world who have access to a computer that has connectivity:
   A. Extranet
   B. Intranet
   C. Internet
   D. Broadband

94. Which of the following is a computer-based time-management tool that helps employees keep track of their appointments and activities:
   A. Desktop-publishing software
   B. Spreadsheet calculator
   C. Instant-messaging program
   D. Electronic task organizer
95. Many presentation software programs allow users to
   A. publish webpages.       C. include voice narration.
   B. copyright their graphics. D. design organizational charts.

96. Why do many businesses store information in a computerized database?
   A. To monitor economic trends       C. To transmit documents
   B. To communicate with vendors      D. To maintain client lists

97. What type of software program would a business use to analyze its operating expenses and level of sales?
   A. Database                        C. Spreadsheet
   B. Presentation                    D. Communication

98. Kevin is interested in a career in public relations. He visited three local firms to obtain industry information and make important contacts. What career search tool did Kevin use?
   A. Occupational review
   B. Informational interview
   C. Industry analysis
   D. Employment interview

99. Finn just started a new job, and he wants to be sure that he makes a good impression on his boss and coworkers. When he gets sick during his second week on the job, what should he do?
   A. Follow company attendance and sick leave policies.
   B. Go to work no matter what, even if he's contagious.
   C. Avoid going to work or bothering his boss with a phone call.
   D. Assume that his boss will fire him if he misses a day.

100. Why do many businesses provide opportunities for their employees to continue their education or receive additional training?
    A. To provide financial assistance
    B. To be able to promote from within
    C. To identify problems in the company
    D. To support the local community college
1. A
Promotions. One way to advance in a career is to be promoted. Businesses often promote from within and consider certain traits and qualities when reviewing employees for promotion. Employees who are willing to accept more responsibility and continue to learn about all aspects of the business are likely to be promoted. These employees are behaving in a way that indicates they are capable of doing more and are ready to accept new challenges. These employees often obtain additional training on their own, or regularly participate in training offered by the business. Transfers involve moving to other jobs or to other locations. Not all transfers are promotions. Some transfers are on the same level while others may be demotions. Employees who are willing to accept more responsibility and continue to learn about the business usually do not need counseling.
SOURCE: PD:034

2. C
Organize and store. An information system is a method of gathering, storing, and analyzing data for the purpose of making business decisions. Because a business acquires large amounts of information, it must develop a structure to organize and store data and facts to make them useful to the business. An effective information system enables a business to access, retrieve, and analyze the stored data and facts accurately and efficiently, which facilitates the business's decision-making processes. Primary functions of a business's information system are not to mediate, instruct, duplicate, or renew the business's facts and data.
SOURCE: NF:083

3. B
It permanently stores the computer program files and data. The hard drive is the component of the computer's central processing unit (CPU) that stores the computer's program files and inputted data. A sound card is a device that transmits sound waves through the computer so the user can hear audio elements. A computer monitor allows the user to view the computer data. The power supply transmits power to other computer devices (e.g., printer) so they can operate.
SOURCE: NF:084

4. A
Software. Software instructs computers to perform specific operations. The various types of software are important components of computer systems because they allow computers to do the work that businesses want them to do. For example, spreadsheet software programs enable computers to analyze financial data, calculate budget information, and create charts and graphs of numeric data. The Internet, websites, and e-commerce are not components of computer systems.
SOURCE: NF:084
5. C
Hardware. These are the physical components of a computer system that are necessary for the system to function. They include the central processing unit, hard drive, modem, monitor, keyboard, etc. Monitors, keyboards, and hard drives are not examples of computer networks, language, or standards.
SOURCE: NF:084

6. B
Multitasking. The computer's operating system consists of the components needed to run all of the computer applications and programs. When the operating system allows the user to open and use more than one software program at a time, it has multitasking abilities. An operating system that allows more than one user to access a particular program at one time has multi-user capabilities. An operating system that allows several central processing units (computers) to access a single program has multiprocessing capabilities. Multithreading capabilities allow different components of one computer program to run at the same time.
SOURCE: NF:085

7. A
Makes it easier to comparison shop. The continuing growth of the Internet (e-commerce) allows consumers to log onto their computers and visit several websites to compare products and prices. This makes comparison shopping easier because consumers do not need to telephone or drive to multiple businesses to obtain the desired product information. The Internet benefits businesses because it allows them to promote their products on their websites. Another way that the Internet affects businesses is that it often reduces the need to use intermediaries to get the products to the end users. Because there is so much information available through the Internet, people may suffer from information overload, which is a disadvantage of the Internet.
SOURCE: NF:086

8. C
E-business. E-business goes beyond buying and selling electronically as referred to in e-commerce. It also includes providing service to customers and suppliers and enabling interactive communication such as teleconferencing. URLs are Internet addresses, while websites are collections of webpages.
SOURCE: NF:086
9. D
Subject. When an employee composes an email message, s/he places information in several fields of the message template before it goes to the message receiver. The "subject" field is an area in which the sender describes the topic of the email message. The "subject" field immediately advises the message receiver about the type of information that the message contains. The message sender clicks the "send" button when s/he wants to transmit the email message to the intended receiver. The message sender places the message receiver's email address in the "to" field. When the receiver wants to respond to the email sender's message, s/he clicks on the "reply" button.


10. D
Forwarding the message to the coworker's email address. Many businesses have email systems that allow employees to communicate with each other. The email forward option allows an email message to be sent to email users other than the sender. The reply option is used when the email recipient responds to the message sender. Posting a message in a secured email folder does not ensure that the coworker will read the message. Although the message can be printed and handed to the coworker, it is not the most efficient way to communicate the information.


11. B
As attachments. An attachment is a document that a sender attaches to an email message. The recipient can open the attachment or download it to his/her own computer. If necessary, businesspeople can send information by attaching a document when they are replying to an email inquiry or message. Large documents are usually not sent in text boxes or in codes.


12. A
Managing his productivity by using scheduling applications. Calendar functions in email programs such as Outlook help employees manage their work, which increases their productivity. The employee can make notes in the calendar about meeting times, due dates for reports and projects, and other work related tasks. When the employee opens her/his email application, a reminder will appear on the date that the activity occurs or the project is due. The calendar function is not used to store documents via cloud-computing applications or to review Internet-based articles and papers. Jamal is not using project-management software to track personal activities.

13. A
Time-management tool. Many employees keep track of their activities and organize their daily schedules by using an electronic planning device. This device is a time-management tool because it allows employees to plan their activities to be the most productive. Employees can enter information about future projects, deadlines, meetings, etc. and plan the best use of remaining time. An electronic planning device is not an example of a communication system, a web-based program, or a presentation application.
SOURCE: NF:005

14. B
The. Words such as “a,” “for,” and “the” are stop words, which are commonly used words that do not always add meaning to the primary search terms. For example, if the words, “the Pittsburgh Steelers” were entered in the query field, the word “the” would most likely be ignored by the search engine, which would focus on the words, “Pittsburgh Steelers.” However, there are exceptions to every rule. For example, the query “WHO” is likely to bring up results that contain information about the World Health Organization. If “the” is placed before “WHO” in the query, results are most likely to bring up information about the musical group, The Who. Cop, sew, and hat are less likely to be ignored when entered into a search engine query.
SOURCE: NF:006

15. A
Search the Web. The World Wide Web (WWW) links millions of computers throughout the world by way of the Internet. Obtaining information is one of the most common ways that businesses use the web. For example, a business in one state that wanted to locate a potential vendor in another state can search the web to find out if that vendor has posted information on its webpage. Searching the web is fast and allows business employees to obtain vital information without leaving the office. To send an email or fax a request, a business first needs to obtain an email address or a fax number, which often are listed on a webpage. Phoning an agent would not necessarily provide a business with information about new vendors.
SOURCE: NF:006

16. B
Browser. A browser is a type of software that allows a computer to search, find, access, and view information on the Internet. Google Chrome and Microsoft Internet Explorer are examples of browsers. A folder is an area on a computer’s hard drive that can be set up to store specific information. A cookie is a bit of information that a website stores on a user’s hard drive. A server is a computer that provides service to another computer.
SOURCE: NF:006
17. D

"Confidence in itself is the secret of success." Many search engines eliminate common words (e.g., the, of, a) as the search is conducted because the words slow down the search process. In addition, the inclusion of common words generally does not improve search result accuracy. When it is necessary to include all words in a search, enclose the phrase in double quotation marks. Search engines do not generally recognize single quotation marks, brackets, or parenthesis as designations to include all words in a web search.

SOURCE: NF:006

18. B

Use the edit undo command. The edit undo command allows the computer user to “undo” a previous action, such as deleting text by mistake. Although it is possible to retype the paragraph or to copy the text from another document that contains the text, these actions are not as quick and easy as using the edit undo command. A template is a standard format that helps users develop documents.

SOURCE: NF:007

19. A

Detailed reports, memos, and contracts. Businesses use word-processing software to create a variety of business-related documents including reports, memos, contracts, business plans, letters, and tables. Spreadsheets are generated by other types of software programs (e.g., Excel) that organize, calculate, and analyze numerical information. Although many word-processing applications have basic drawing capabilities to produce simple graphics, the more complex graphic elements are generally created by special graphics and design programs (e.g., Freehand).

SOURCE: NF:007

20. B

Word processing. Word-processing software programs are used to create documents that are primarily text but may contain some graphics. Database and spreadsheet programs are used to organize and analyze different types of data. Presentation software programs are used to develop visual presentations.

SOURCE: NF:007
21. A

Bullet points and short sentences. When it comes to presentations, you need to be sure everything is simple for your viewers. You want them to listen to you, not just read your screen, so try to keep the words on the screen to a minimum by using bullet points and short sentences. You should also try to use a minimum number of slides; viewers will get bored and pay less attention if you use too many. Narrow fonts or fonts with fancy edges are hard for viewers to read—you should use a font that your audience can read from far away, like Arial or Helvetica. You don’t want your background or theme to take attention away from your presentation, so use something that isn’t overly eye-catching.

SOURCE: NF:008

22. C

Combining animation and sound. Presentation software programs give the user the capability of presenting information by combining graphics, text, animation, photographs, and sound. Presentation software can be used to create slide programs, overhead transparencies, multimedia presentations, etc. This software enables users to develop visual presentations that are lively, colorful, and appealing to viewers. Presentation software programs are not used to connect several computers, copy and print documents, or calculate mathematical data.

SOURCE: NF:008

23. D

Sort by zip code. Database software programs allow businesses to arrange customer information according to various criteria. Once the names, addresses, and other information are entered in the computer, the business can sort the data alphabetically, or by zip code, or by any other criteria. For example, a business might sort the list by birthday to send each customer a personalized card. A business might use a spreadsheet program to calculate monthly profit, a word-processing program to prepare sales letters, and a communications program to write email messages.

SOURCE: NF:009

24. D

To organize vendor information. Businesses often use database software programs to organize and analyze various types of information. For example, a business might organize information about its vendors according to name, location, type of product, selling price, or reliability. Spreadsheet software programs may be used to calculate weekly payroll. Graphics software programs may be used to diagram work schedules. Desktop publishing programs may be used to prepare promotional material.

SOURCE: NF:009

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25. B
Sort. The sort function allows computer users to change the order of data in a spreadsheet. The chart function allows the computer user to place a graph or pie chart in the spreadsheet. The consolidate function allows the computer user to add, average, or count numerical data in a spreadsheet. The find and replace function allows the computer user to locate text or numerical values within the spreadsheet and replace them with designated text or numbers.
SOURCE: NF:010

26. A
To graph data. Spreadsheet software enables businesses to perform accounting and other mathematical functions. A user can enter numerical information in rows and columns, and the software will perform various calculations or analyses. Another standard capability of spreadsheet software is to convert this data into graph form. Complicated accounting information is often easier to understand when it is presented visually in the form of graphs or charts. Presentation software is used to create slides. Word-processing software is used to prepare text. Database software is used to manage files.
SOURCE: NF:010

27. D
Abide by the dress policies of the employer. Appropriate business attire varies according to the type of business, and each employee must determine what is expected in his/her job. Appropriate clothing does not necessarily have to be expensive. Personal taste should be expressed in clothing selected for personal activities. Business wear should be accessorized with a minimum amount of jewelry.
SOURCE: PD:002
SOURCE: LAP-PD-005—Brand ME! (Personal Appearance)

28. B
Sitting up straight. Individuals are frequently judged by others on the basis of first impressions or the image they project. Good posture has a positive effect on the image people project to others, and sitting up straight is an example of good posture. Using slang will not create a favorable impression. Wearing dressy clothes at all times is inappropriate and may indicate poor judgment. Not letting the other person talk makes a bad impression.
SOURCE: PD:002
SOURCE: LAP-PD-005—Brand ME! (Personal Appearance)
29. C
   Raises your self-esteem. Your self-esteem is how you feel about yourself and the subsequent pride you take in yourself. When you improve how you look, you feel better about yourself; this increases your self-esteem and self-concept. Improving your personal appearance may or may not impress others, and it will not directly increase your skills or aptitudes. Although your personal appearance may reflect how you feel about something and let you express your individuality, it may not benefit you personally.
   SOURCE: PD:002
   SOURCE: LAP-PD-005—Brand ME! (Personal Appearance)

30. B
   The “brand” that will help you sell yourself to others. Successfully marketed goods are packaged in such a way that they sell easily. The packaging demonstrates a product's value and quality. Similarly, as you “package” yourself through developing an appropriate personal appearance, you will demonstrate your value and worth. Your appropriate personal appearance will be a factor that leads to your overall success. Although what's on the inside (including such things as knowledge, skills, values, and integrity) is important, an inappropriate personal appearance can mask important qualities and abilities you possess. Maintaining an appropriate personal appearance does not have to be costly but requires sensible habits and choices in personal health, hygiene, and grooming.
   SOURCE: PD:002
   SOURCE: LAP-PD-005—Brand ME! (Personal Appearance)

31. C
   Friends. Obtaining feedback from others with whom you are closely associated will help you to get a more objective view of yourself than you can develop on your own. Other outside sources might include coworkers, supervisors, teachers, and counselors. Self-help books contain ideas for improvement but do not contain information about you as an individual. Personal knowledge and self-evaluation are internal sources of information about yourself.
   SOURCE: PD:013

32. B
   Gives you a true picture of yourself. Self-understanding involves identifying both your strengths and your weaknesses. When you recognize your strengths, it is easier to accept your weaknesses. This helps you to like and to accept yourself, which are essential to raising your level of self-esteem. You may develop personal interests or identify enjoyable social activities through self-understanding, but they may not affect your level of self-esteem. Comparing your skills with the skills of others is not part of self-understanding.
   SOURCE: PD:013
33. Careers. Self-understanding helps people to choose careers that are appropriate for their particular abilities. Each of us is born with a unique combination of abilities and aptitudes for certain skills. Understanding what those skills and abilities are usually helps people to choose careers for which they are well suited and in which they will be successful. People who understand themselves and their skills and abilities are not necessarily able to choose appropriate friends. Talents, the natural aptitudes that people are born with, are not chosen but may be developed. Traits are personal characteristics that make up an individual's personality.


34. A Interests. Interests are the things about which a person is curious or concerned. They can cover a broad range of subjects, both mental and physical. Aptitudes are a person's abilities to do certain kinds of things. There is no indication in this situation that Chris has the abilities, skills, or aptitudes to participate in space exploration.

SOURCE: PD:013


35. B Coming to work on time. Employers expect their employees to be loyal, and one way that employees demonstrate loyalty is by coming to work on time. Employees who are dependable and report to work regularly and on time are showing loyalty because they realize that their efforts are necessary to the success of the business. If employees do not live up to their employer's expectations of loyalty, they may be terminated. Most employers do not expect employees to work overtime without pay, socialize with coworkers unless they choose to do so, or ignore safety hazards.

SOURCE: PD:020


36. C Cooperative. Businesses expect their employees to show an interest in their jobs and in the company by being cooperative and doing tasks when asked, even if they don't like to do them. A way that employees can be cooperative is by helping coworkers who have too much to do. Employees who are cooperative do all the work they are assigned on time, and they are willing to work reasonable overtime or occasionally through lunch to get the job done. They are team members and do their share of the work. Aggressive employees exhibit feelings of anger and disrespect for others. Emotional employees tend to be oversensitive. Impulsive employees act quickly without thinking about the consequences. Being aggressive, emotional, or impulsive are not ways of showing an interest in the company.

SOURCE: PD:020

37. D
To create a safe environment. Businesses have the right to expect employees to behave in a
certain way on the job. Some businesses require employees to do their jobs according to strict
guidelines because those employees work with machines, equipment, or tools that may be
dangerous if not used correctly. By following strict guidelines, the employees will create a safe
environment for themselves and their coworkers. Businesses also have the right to expect
employees to exhibit loyal behavior, have an enthusiastic attitude, and show an interest in their
work, but these are not reasons for expecting employees to do work-related tasks according to
strict guidelines.
SOURCE: PD:020
SOURCE: Kimbrell, G. (2012). *Succeeding in the world of work* (pp. 102-120). New York:
Glencoe/McGraw-Hill.

38. B
Use and handle the equipment with care. A business expects its employees to carefully handle
and use the business's office equipment. Equipment such as photocopiers, fax machines, and
computers are expensive investments for the business and can cost a lot of money to maintain
and fix. Therefore, the business expects its employees to be careful with the equipment to
reduce the risk of equipment breakdowns. Business managers, rather than employees, develop
procedures for equipment handling. For example, a business might delegate responsibility to
the office manager to contact service vendors when equipment needs to be fixed or maintained.
It is not always necessary to call service people when equipment is not working correctly, such
as a paper jam in a photocopier, which can usually be removed carefully by an employee.
Employees should receive training to operate basic office equipment so they do not need to
interrupt coworkers to ask them to perform simple tasks (e.g., fax documents) that they can
easily do themselves.
SOURCE: PD:020
SOURCE: Kimbrell, G. (2012). *Succeeding in the world of work* (pp. 102-120). New York:
Glencoe/McGraw-Hill.

39. C
Fair treatment. Although regulation varies by country, labor laws are designed to protect
workers from unfair labor and wage practices. By instituting a law that requires all businesses to
give all employees a break from their duties, the law is requiring that each employee receive the
same or fair treatment. Workplace supervision refers to the direction an employee receives to
perform certain work-related tasks. Laws related to employee breaks do not affect the workers' rights to form unions. Harassment in the workplace generally refers to gender and race
discrimination issues.
SOURCE: PD:021
SOURCE: Kimbrell, G. (2012). *Succeeding in the world of work* (pp. 107-109). New York:
Glencoe/McGraw-Hill.
40. A
Equal pay. Many governments have established laws to help protect employees' rights in the workplace. One right employees have is to earn fair and equal pay for performing the same work as others. In many countries, it is illegal to pay an employee on the basis of race, age, or gender, because this is a form of discrimination, and it violates employees' rights. Employees do not always join labor unions, which is dependent on the industry and the nature of the work. Employees have the right to expect and receive proper training and supervision under safe working conditions; however, the example does not indicate that these rights have been violated.
SOURCE: PD:021

41. C
Harassment. Harassment is any kind of behavior toward another person that is carried out for the purpose of annoying or threatening the individual. Harassment includes teasing and making fun of people, especially if those actions upset the employees to the point that they don't want to go to work or can't perform productively. Employees have the right to expect that they will be treated fairly at work, which includes being free from harassment. Employees also have the right to report acts of harassment to management and to obtain immediate relief. Criticism is an analysis of something or someone that identifies any shortcomings. Intolerance, or bigotry, is the inability to see others as equals. Partiality involves giving special treatment to one person rather than treating everyone equally.
SOURCE: PD:021

42. D
Safe working conditions. Employees have the right to expect that their employers will provide them with a safe place to work. Providing a safe work environment includes providing the proper gear, tools, and equipment to perform tasks in ways that reduce the risk of injury to workers. For example, protective gloves, clothing, eyewear, and hardhats are often necessary to protect employees who work with special equipment or work in hazardous environments. Providing employees with protective gear and equipment does not ensure that they will receive fair wages, benefits, or equal employment opportunities. Professional development opportunities are the ways in which businesspeople can receive additional training, build their skills, and gain education in a specific field. Professional development does not always involve the use of protective gear or equipment.
SOURCE: PD:021
43. A
Educational. Some positions require a person to obtain more education and training than others. For example, in some countries, a person must go to a four-year college and then to law school to become a lawyer. Other positions require extensive technical or vocational training. In general, gender, intensity, and health requirements are not primary factors when considering different factors that affect career options and selection.

44. D
Exploratory interview. An exploratory interview is a meeting in which the purpose is to gather information about a specific topic. Jacob wants to gather information about a specific career, so he sets up a meeting or exploratory interview with someone who works in the field. A person who obtains a position with an organization for the purpose of gaining work experience in a certain field is participating in an internship. A forum is a meeting that is open to many people. To evaluate the job, Jacob must first obtain information about the position, which is done by holding an exploratory interview.

45. A
Job shadowing. To obtain information about specific occupations and careers, it is sometimes possible to follow an employee who performs a certain job. This is an example of job shadowing, and gives an individual the opportunity to find out exactly what a certain job involves. An individual might follow an employee for a few days, watch what the employee does, listen to conversations with coworkers, and possibly help with simple tasks. Volunteering involves donating time to complete a project. An internship is training in which schools and businesses cooperate to provide on-the-job practice for learners. Although an individual shadowing an employee might ask questions, following an employee is not an example of interviewing.

46. D
Career information. Many businesses and professional organizations maintain websites that often contain valuable career information. These sites may explain the types of jobs available in certain businesses, the necessary qualifications, and the pay ranges. The sites of professional organizations might also provide information about employment trends, such as which occupations are in demand. Accessing these websites is not a way to obtain work experience or interview appointments. The websites of businesses might include downloadable job applications, but the websites of professional organizations would not.
47. D

Natural talent. Aptitudes are natural talents or abilities for learning specific skills. People usually consider their natural talents when identifying occupations, because their abilities are an indication of what type of work they will be able to do the best and enjoy the most. For example, a person with good hand skills who has the ability to attractively combine colors and materials might consider a career in design or visual merchandising. Mental health is a person's soundness of mind. Personal conduct is the way a person behaves. Social attitude is a person's point of view about society.

SOURCE: PD:023

48. B

Communications and media. This field involves jobs in radio, television, motion pictures, printing, publishing, photography, and communication systems. Many of the jobs require skills in speaking and writing as well as the ability to work with others and develop new ideas. A variety of clerical skills are necessary for the business and office field. Personal services involves helping others and includes jobs in many service industries. Health and fitness includes jobs in the medical field, diet and exercise facilities, and physical therapy.

SOURCE: PD:023

49. D

Complete an aptitude assessment survey. Many people have a difficult time selecting a career path that is right for them. Some people complete professionally developed aptitude assessment surveys to help them determine their aptitudes and skills. By considering factors such as personality type, abilities, interests, and learning style, a person can use the survey results to determine the career for which s/he is best suited. Although constructive input from friends and family might help Tia in assessing her career options, the information may not provide her with the objectivity and the detail she would receive from a professionally developed assessment survey. Developing a general interest questionnaire and surfing the Internet for job descriptions are not activities that will provide her with guidance in terms of her specific career selection.

SOURCE: PD:023
50. B
Future outlook. When researching employment opportunities in business, it is important to consider the future outlook for the type of career. Some careers in certain industries are growing and the future is good. However, careers in other industries are declining. Individuals should find out if there is growth potential or if a job will be phased out over the next few years. An example is an increase in service jobs but a decrease in manufacturing jobs. Vacation time and safety programs vary from business to business and are not major considerations when researching employment opportunities. The office environment is unique to each business. Individuals usually learn about the environment once they begin a job.
SOURCE: PD:025
SOURCE: LAP-PD-015—Go For It! (Careers in Business)

51. A
Insurance. The insurance industry, which exists to protect individuals and businesses from financial losses, delivers "products" that transfer risk from an individual or business to an insurance company. Marketing research jobs focus on marketing activities that involve determining information needs, such as designing data-collection processes, collecting data, analyzing data, presenting data, and using data for marketing planning. Employees working in operations management focus on planning, organizing, coordinating, and controlling the resources needed to produce/provide a business's goods and/or services. Accounting encompasses careers that record, classify, summarize, analyze, and communicate a business's financial information and business transactions for use in management decision making.
SOURCE: PD:025
SOURCE: LAP-PD-015—Go For It! (Careers in Business)

52. B
Identify his/her own goals and skills. To find a job that will provide satisfaction, the job applicant must first analyze what kind of job s/he would like and what skills s/he has to offer an employer. This analysis will help the applicant to narrow the choice of available jobs and make it more likely that s/he will find a job for which s/he is well suited. For some applicants, salary or advancement possibilities may take top priority, but this does not apply to everyone. Interviewing with several large companies is also not a requirement of finding a satisfactory job.
SOURCE: PD:026

53. A
Family and friends. Family and friends often are the best source of information about job leads because they may know of openings at their own places of employment. Also, they have other contacts within the business community and may be able to refer job seekers to their associates who may have available positions. Business advisors usually provide guidance and assistance to businesses. The Occupational Outlook Handbook describes types of jobs available in the workplace but does not provide job leads. The Bureau of Labor Statistics analyzes current data to project what types of jobs will be needed in the future but does not offer leads.
SOURCE: PD:026
54. A  
Salary requirements. It is not necessary for applicants to specify their salary requirements on a job application. Applicants usually want to have the opportunity to discuss salary in person rather than run the risk of asking for too much or too little before obtaining an interview. Educational background, personal data, and professional experience are examples of the types of information that should be included in a job application.  
SOURCE: PD:027  

55. B  
Accepted another position. The section of an employment application that requests information about previous employment often asks the reason for leaving a former job. Accepting a position with another business is an appropriate reason for changing jobs. Returned to school or seasonal position only are other acceptable reasons for leaving. Job applicants should never give reasons that are critical of a former employer or indicate that the applicants will not be good employees. Never received a promotion, problems with management, and demanding employer are inappropriate responses.  
SOURCE: PD:027  

56. A  
To test the applicant’s communication skills. Job interviewers ask interviewees to talk about themselves to evaluate their skills in expressing themselves. They also hope to learn more about the applicant than is supplied in the résumé or on the job application. The question is not intended to be a probe into the applicant’s personal life, an attempt to uncover problems, or a test of honesty and integrity.  
SOURCE: PD:028  

57. D  
Answer in full. The employment interview gives applicants the opportunity to explain why they are qualified for the job and should be hired. Applicants should take advantage of the situation to present their story and answer all questions in full. They should give examples or additional information whenever possible to point out their strong points. Answering "yes" or "no" or nodding in agreement does not provide the interviewer with the information needed to make a decision. Applicants should attempt to answer the questions rather than try to change the subject.  
SOURCE: PD:028  
58. D
Yes, this request can be included in a follow-up letter. If it seems appropriate, job applicants can ask at the end of the interview to be notified of the business’s decision. If it does not seem appropriate at that time, it is appropriate to include the request in a follow-up letter thanking the interviewer for the interview. Some businesses routinely notify all applicants, but some do not. Asking for this feedback as the first question in the interview would not be appropriate.
SOURCE: PD:029

59. C
To show your continued interest. After every employment interview, you should send the interviewer a follow-up letter. The purpose of this letter is to thank interviewers for their time and to show that you are truly interested in obtaining the job. The follow-up letter serves as a reminder to interviewers and helps to keep your name in front of them. Your qualifications should be explained during the interview but may be highlighted in a follow-up letter. Applicants usually submit personal information with their résumé before an interview. If the employer fails to bring up the subject of benefits, you should wait until you are offered the job to ask.
SOURCE: PD:029

60. C
Call to find out who will make the hiring decision. If the ad does not provide the name of an individual or department to whom inquiries should be addressed, the job seeker should telephone the business to obtain the name of the person who will be making the hiring decision. This is the person to whom the job seeker should explain why s/he is a viable candidate for the position. Not all businesses are large enough to have a human resources department. Addressing the letter “To whom it may concern” would not ensure that the letter would reach the appropriate person. The newspaper would not give out information about its customers.
SOURCE: PD:030

61. A
Be brief and to the point. Your letter of application should be limited to no more than a few paragraphs. The purpose of the letter is to let the company know that you are interested in further discussion about the job opening and that you are qualified for the position. The letter should not include a list of references, as those belong in your résumé. You should never mention that you are applying for other jobs or that you may be called for other job interviews.
SOURCE: PD:030
62. D
He should list his family job and volunteer work. Listing the work he has done for his father and his volunteer work will show the interviewer that Manuel is accustomed to carrying out certain responsibilities. This is a better choice than leaving out a section on work experience. The kind of job the individual would like to have would be included in the objectives section of the résumé. It would not be necessary, or appropriate, to explain that he hasn’t had a real job, as the interviewer will see that at a glance.

63. C
To organize the information so that it is easy to read. The use of headings on résumés saves readers time in reviewing résumés because it enables them to focus immediately on the specific areas of interest. They need not take unnecessary time digging through information to determine whether an applicant is qualified for a position. The use of headings does not ensure that the information in the résumé is complete, accurate, or concise. Although most applicants use headings on their résumés, they do so to organize the information rather than to follow standard practices.

64. A
Personal. Personal references are those people who know you well but are not former employers. People who have limited work experience often include personal references with their résumés because they do not have many work references. Personal references may include people such as teachers, coaches, neighbors, or others with whom you have regular contact. They are in a position to comment on your strong points that would be applicable in a work setting. Family members should not be listed as references. Social and private are not types of references.
65. C

Traits such as initiative and commitment. A trait is a personal characteristic expressed by a regular pattern of behavior that becomes a part of you over time. An internship is an arrangement in which schools and businesses cooperate to provide on-the-job training or practice for learners. Employers often feel that applicants who have participated in internship programs exhibit initiative (motivation) and commitment to carry out objectives and gain experience to help further their careers. Therefore, traits, such as initiative and commitment, are valuable to employers because they generally want to hire personnel who are committed and motivated in job-related tasks. Internships do not always provide interns with experience in financial matters. A well-rounded education and sales contacts are not personal traits.


66. B

Kelly volunteers at a local radio station. One way to obtain work experience is by volunteering. Volunteer work involves donating time without pay to complete tasks or projects. By volunteering at the radio station, Kelly can gain insight about a potential career interest, and she gains experience that might help her obtain a paying position in radio in the future. Hiring someone to cut the lawn or perform contract work involves payment. Researching careers might provide Sarah with insight, but this activity won't provide her with on-the-job experience.


67. A

To change careers. On occasion, it is necessary for employees to change careers after they have been working for several years because their current jobs will be eliminated. For example, advances in technology have eliminated the need for some jobs while creating a need for new jobs. Therefore, some employees need additional education and training to change careers. Part of continuing their education might include serving an apprenticeship, attending college, or taking online classes.

68. A
Learning a complex computer software program. Some computer programs are very complex to use and often require special training to learn how to use them. When a business does not have personnel who are familiar with computer software, it might hire an external trainer to come to the business to show employees how to correctly use the software. In some situations, employees might attend a class or workshop off site at a training center. Understanding the company’s policy manual, interpreting a quarterly sales report, and analyzing the results of a research project do not require special training from a source outside the company.

SOURCE: PD:033

69. B
Seniority. Seniority refers to the length of time an individual has been employed by a business. Those who have been employed the longest have the most seniority. When all other factors, such as ability and competence, are equal, businesses often promote on the basis of seniority. The feeling often is that a competent person who has been with the company for a long time is entitled to a promotion before a competent person who has less time on the job. It is illegal for businesses to promote employees based on their gender or age. Tenure is a status given to teachers after a certain amount of time that protects them from being dismissed.

SOURCE: PD:034

70. A
Basic job experience. Entry-level jobs provide a starting point for an individual interested in pursuing a particular career. Many fields are very competitive, and by taking an entry-level job, a worker can gain valuable experience and training. An employee who performs well in the entry-level position could advance to many other positions within the company. Most entry-level jobs do not pay high salaries.

SOURCE: PD:034

71. D
Following a company policy. Policies are a company’s general rules. Companies want their employees to be able to focus on their work without distractions, so they often develop policies regarding personal cell-phone use in the workplace. Companies may ask employees to turn off the ringers on their phones and request that personal phone calls be made or taken on their breaks in certain locations (e.g., employee break room). There is not enough information provided to determine if Alicia is respecting her coworkers' privacy, performing her work efficiently, or exhibiting a positive attitude.

SOURCE: PD:250
72. D
Equal opportunity. A joke that directly discriminates against females would most likely go against a company’s equal opportunity policies, which discourage inappropriate behavior in regards to race, gender, sexual orientation, religion, and culture. Privacy issues deal with intrusions on personal information. Safety policies are in place to provide physical safety for employees. HIPAA is the Health Insurance Portability and Accountability Act, which deals with insurance and health information.
SOURCE: PD:250

73. C
Jim, the production-line supervisor. The chain of command defines the level of authority and identifies the specific individual who supervises particular employees. Having a chain of command helps provide structure for business. As a production-line worker, Sally should report problems to the production-line supervisor (Jim). The production-line supervisor reports to the production-section manager (Tom). The production-section manager is likely to report to the production manager, but possibly the operations manager (Linda). Executive-level managers in charge of various operations functions report to the vice president of operations (Sylvia).
SOURCE: PD:252

74. D
Vice president of finance. The chain of command defines the level of authority and the specific individual who supervises particular employees. A hierarchical chain of command provides structure and organization for the business. Large companies often set up their chain of command by department. For example, all of the vice presidents of various departments (e.g., finance, operations, marketing, etc.) report directly to the CEO. A regional marketing manager generally reports to the vice president of marketing. The production coordinator reports to the production manager. The board of directors consists of individuals who are selected by the shareholders (owners) to manage the corporation. The CEO reports to the board of directors.
SOURCE: PD:252

75. A
Increases efficiency. The chain of command defines the level of authority and the specific individual who supervises particular employees. Having a chain of command helps provide order and structure for business. Having order and structure helps the business operate efficiently. The level of collaboration, teamwork, and creativity depends on the nature of the business and the business’s work culture.
SOURCE: PD:252
76. B
At least a bachelor's degree. The best business career prospects are available to candidates who have earned at least a bachelor's degree. Some jobs require only a high school diploma, but these are only entry-level jobs. A background in accounting or a stock broker's license may be helpful for certain careers or jobs, but neither of these is as useful without the foundation of a bachelor's degree.
SOURCE: PD:025
SOURCE: LAP-PD-015—Go For It! (Careers in Business)

77. D
Administrative services. Employees working in administrative services facilitate business operations through a variety of administrative and clerical duties, including information and communication management, data processing and collection, and project tracking. These positions are often referred to as support staff positions. Business information technology employees help to align business and IT goals. Careers in general management focus on planning, organizing, directing, and evaluating part or all of a business organization through the allocation and use of financial, human, and material resources. Human resource management careers focus on the staffing activities that involve planning, recruitment, selection, orientation, training, performance appraisal, compensation, and safety of employees.
SOURCE: PD:025
SOURCE: LAP-PD-015—Go For It! (Careers in Business)

78. C
Visit personnel offices to pick up applications. Visiting personnel offices to pick up application materials is one method of approaching prospective employers to look for a job. Personnel officers usually won't spend a lot of time with applicants who stop by, but they will be willing to provide information and answer simple questions. In some cases, an applicant may be able to schedule an interview for a later time. Before visiting personnel offices, applicants usually organize their information by preparing résumés, contacting associates to serve as references, and obtaining copies of school transcripts.
SOURCE: PD:026

79. C
Posted help-wanted signs. Many local businesses post help-wanted signs in their windows to attract the attention of prospective employees. Young people searching for their first jobs often respond to the help-wanted signs. The young people usually are familiar with these businesses because they are part of the community. Businesses that hire employment agencies, conduct professional searches, and advertise in trade journals usually are looking for employees who have experience or specialized training rather than young people searching for their first jobs.
SOURCE: PD:026
80. C
Leaving blank spaces. When completing an employment application, you should answer all the questions and fill in all the blanks. If the question does not pertain to you, write "NA" for not applicable. If you do not know the answer, write "unknown." By filling in all the spaces, you indicate to the employer that you have read all the questions even if you don't have the answers. Employment applications usually require your signature. You should always specify the job for which you are applying and provide exact data on the employment application.

SOURCE: PD:027

81. C
Future advancement opportunities. Questions concerning advancement opportunities are appropriate during an interview because they indicate the applicant's long-range interest in the company. These types of questions also help the applicant decide if there is a potential for professional growth within the company. Questions about industry credit ratings and corporate financial arrangements are not appropriate, especially for entry-level applicants. Information about employees' salaries is confidential.

SOURCE: PD:028

82. D
"Ms. Martin, I know that I can do this job, and I would like to have it." At the end of an interview, job applicants should let the interviewer know that they are interested in the job, that they can do the job, and that they want the job. This is similar to closing a sale—salespeople should ask customers to buy. In job-interview situations, applicants should ask interviewers to buy their services (labor). Mr. Murray will doubt the applicant's ability to do the job—is there someone better qualified? Ms. Collins should be able to ask all of her questions during the interview without having to call the applicant again. Mr. Maxwell will feel that the applicant had not been listening when the reason for the job opening was discussed earlier.

SOURCE: PD:028

83. C
Be brief, concise, and prompt. A follow-up letter after a job interview should be businesslike, not chatty and personal. It should be written on plain stationery of a subdued color, not on colorful notepaper. It should also be very short, to the point, sent promptly after the interview, and appreciative of the time the interviewer gave you.

SOURCE: PD:029
84. B

Writing a business letter. Job applicants should follow the rules for writing a business letter when they write letters of application and interview follow-up letters. The follow-up letter should express the applicant’s appreciation for the interview and for being considered as a possible employee of the firm. Reports and résumés have their own guidelines. Personal letters are informal and usually reflect the writer’s personality.

SOURCE: PD:029

85. C

Interest the employer in interviewing you. The purpose of a letter of application is to catch the interest of the prospective employer so that you will be called in for a personal interview. Few employees are hired without a personal interview. The letter of application should tell the employer how you found out about the job, but that is not a basic purpose of the letter. The letter should touch on your work history and job skills, but the complete details should be presented in your résumé.

SOURCE: PD:030

86. D

Name of job. In the first paragraph of the letter of application, Brian should state the name of the job for which he is applying. This information is important because the business may be advertising to fill several positions, and Brian is applying for one in particular. He wants to make sure that the business knows what position he is applying for and that he is qualified to fill that position. Information about references, date of graduation, and work experience is explained in a resume rather than in a letter of application.

SOURCE: PD:030

87. B

Targeted. Some jobs have certain requirements that applicants should respond to by preparing résumés that provide specific information about the applicant’s qualifications. For example, a person applying for a sales position might mention experience in the restaurant business if the job was related to selling supplies to restaurants. Writing the résumé to target specific types of jobs might give an applicant an advantage over someone who provided a general résumé. A chronological résumé lists an applicant’s education and experience according to date, beginning with the most recent. A functional résumé emphasizes major accomplishments according to importance rather than date. A generalized résumé contains broad, general information rather than specific information. Generalized, chronological, and functional résumés are frequently used résumé formats.

SOURCE: PD:031
88. C
Obtain experience in a specific occupation. An internship usually is a non-paid position with a company, organization, or government agency. Internship programs offer practical experience in specific occupations and also teach important job skills. For example, an individual who interns with a commercial bank will obtain valuable experience that is specific to the banking industry. Individuals do not serve internships to donate their time to a worthwhile organization or increase their level of personal satisfaction. Many internships are non-paid positions so interns do not participate in a business's benefit program.
SOURCE: PD:032

89. A
To move up the career ladder. Employees who continue their training and education often are rewarded with promotions and increased job responsibilities that enable them to move up the career ladder. Many businesses pay the tuition for employees who continue their education because trained workers are a valuable asset to businesses. The benefit to the employees for continuing to learn is career advancement, higher salaries, and job security. Employees do not continue their training to impress friends and coworkers or to identify new vendors and suppliers. Businesses expect people to have basic job information before being hired.
SOURCE: PD:033

90. B
An expanding company creates a new department to support a developing product line. A job promotion occurs when an employee advances to another position that often provides the individual with increased responsibility and compensation as well as a new job title. Companies often provide their employees with opportunities to advance within the organization because they are familiar with many aspects of the organization (e.g., products, climate). A company that creates a new department needs people to carry out the work. Therefore, the new department provides an opportunity for advancement for current employees. When a partner leaves a partnership, the partnership generally dissolves and requires legal restructuring. Temporary workers are individuals who work on a short-term basis to carry out a business's tasks and objectives. Although some temporary employees secure permanent positions, it does not necessarily mean that they are placed in different positions. When a layoff situation occurs, people lose their jobs and promotion opportunities generally decrease.
SOURCE: PD:034
91. C
Information systems. An information system is a method of gathering, storing, and analyzing data for the purpose of making business decisions. Businesses acquire vast amounts of information that must be stored and analyzed to make it useful. An effective information system enables a business to quickly and accurately process information and use that information to make decisions. Businesses do not develop operating procedures, survey methods, or management policies to be able to store and analyze data for the purpose of making business decisions.
SOURCE: NF:083

92. D
Operating system. The operating system manages the hardware and software and makes the computer work. The system connects the software to the hardware and controls the overall operation of the computer. The set of computer programs that manages the hardware and software of a computer is not the digital connection, the transfer protocol, or the electronic resource.
SOURCE: NF:085

93. C
Internet. The Internet is a worldwide network of computers that enables users to access information and communicate with others. The Internet is available to all people around the world who have access to a computer that has connectivity. Today, connectivity may be by dial-up to telephone lines, through broadband technology, or through wireless routers. All people around the world do not have access to an intranet or an extranet. Broadband is a type of technology.
SOURCE: NF:086

94. D
Electronic task organizer. Electronic task organizers and calendars help employees keep track of their appointments and tasks, which help them be more efficient, organized, and productive workers. Spreadsheet-software programs record and calculate numerical data. Instant-messaging programs allow Internet users to communicate in real time. Employees use desktop-publishing software to create brochures, newsletters, advertisements, and other types of materials that use both text and graphics.
SOURCE: NF:005
95. C
Include voice narration. Many multimedia software programs have options that allow sound (e.g., voice or ringing bell) to be included to add interest to the presentation. Sound should be appropriately placed and pertinent to the presentation theme. Presentation software does not allow users to copyright material or publish webpages. Organizational charts are generally designed by special graphics and design programs.
SOURCE: NF:008

96. D
To maintain client lists. One use of a computer database is to store information about the business's customers. A database allows a business to add and update information and to organize it in many different ways. For example, a business might organize its client list according to the amount of money each customer spends, by zip code, or by location. The business can rearrange this information at any time by a simple click on a computer key. Databases are not used to transmit documents, communicate with vendors, or to monitor economic trends.
SOURCE: NF:009

97. C
Spreadsheet. Spreadsheet software programs are designed to organize, calculate, and analyze mathematical or numerical information. Businesses often use spreadsheet software to analyze operating expenses as well as sales on a monthly or yearly basis. Businesses are able to enter figures for all categories of expenses and types of sales, and the software program calculates the relationship. This allows businesses to monitor their expenses and sales to determine if they are spending too much in relation to what they are earning. A business might use presentation software to create multimedia presentations, a database program to maintain customer lists, and a communication software program to access the Internet.
SOURCE: NF:010

98. B
Informational interview. The informational interview is used to learn about careers, get advice on preparing for careers, obtain industry information, and make contacts with people working in the field of interest. Employment interviews are used to screen applicants for jobs. Occupational review and industry analysis are not career search tools.
SOURCE: PD:023
99. A

Follow company attendance and sick leave policies. It's important for employees to follow their company's attendance and sick leave policies when taking time off of work for an illness. Finn should not necessarily go to work no matter what or assume that his boss will fire him. Finn should notify his boss, in a way that's outlined in his company's policies, that he will be missing work.

SOURCE: PD:250

100. B

To be able to promote from within. Many businesses prefer to promote from within whenever possible and help current employees move up the career ladder. To do this, businesses often provide opportunities for their employees to continue their education or receive additional training. As a result, they have a pool of qualified employees to choose from when higher-level jobs become available. This benefits the employees because they can advance within the business. Businesses often provide financial assistance, such as tuition reimbursement, to help employees continue their education. However, that is not the reason for providing the additional training. Businesses do not provide educational opportunities to identify problems in the company or to support the local community college.

SOURCE: PD:033
Business Administration Curriculum

The business administration curricular structure consists of four tiers of specificity: Business Administration Core, Cluster Core, Pathways, and Specialties. The content of the broad-based Business Administration Core is fundamental to an understanding of business and can be viewed as co-requisites and as prerequisites for all business administration courses.

Business Administration Core

The content of the Business Administration Core should be mastered in order for cluster-specific content to have relevance to student learning. There are 13 Business Administration instructional areas: Business Law, Communication Skills, Customer Relations, Economics, Emotional Intelligence, Entrepreneurship, Financial Analysis, Human-Resources Management, Information Management, Marketing, Operations, Professional Development, and Strategic Management.

Cluster Core

The Cluster Core tier represents the skills and knowledge that were identified as common across the Pathways in a cluster. The Finance Cluster Core, for example, is composed of six instructional areas: Compliance, Customer Relations, Financial Analysis, Financial-Information Management, Professional Development, and Risk Management.

Pathways

The Pathways tier addresses the content of a variety of broad-based occupational opportunities within a cluster. In the Business and Administrative Services Cluster, for instance, the skills and knowledge that are common across jobs in operations management appear in the Operations Management Pathway.

Specialties

The fourth tier, Specialties, focuses on specific job opportunities that are tied to a pathway. The job opportunities identified in the Specialties require knowledge and skills unique to a product or service. In Marketing, for example, Specialties for the Professional Selling Pathway include pharmaceutical sales, advertising sales, heavy-equipment sales, and medical-equipment sales.

Thus, the business administration curriculum can be viewed as a continuum that begins in the primary grades with career awareness and exploration and continues through postsecondary education with the emphasis becoming more specialized to the learner’s individual interest in business. A graphic depicting the relationship among the four ties is shown in Figure 1.
Curricular Organization

Within each tier, the curricular content has been organized into Standards (Knowledge and Skill Statements), Performance Elements, and Performance Indicators.

Standards

The broadly-based Standards identify what students should know and be able to do as a result of instruction in any of the business-related clusters. These statements encapsulate the overarching intent/purpose of a work function. The Standards identified for the Business Administration Core are:

- **Business Law**: Understands business’s responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions.
- **Communication Skills**: Understands the concepts, strategies, and systems used to obtain and convey ideas and information.
- **Customer Relations**: Understands the techniques and strategies used to foster positive, ongoing relationships with customers.
- **Economics**: Understands the economic principles and concepts fundamental to business operations.
- **Emotional Intelligence**: Understands techniques, strategies, and systems used to foster self-understanding and enhance relationships with others.
Entrepreneurship: Understands the concepts, processes, and skills associated with identifying new ideas, opportunities, and methods and with creating or starting a new project or venture

Financial Analysis: Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources

Human Resource Management: Understands the tools, techniques, and systems that businesses use to plan, staff, lead, and organize human resources

Information Management: Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist business decision-making

Marketing: Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives

Operations: Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning

Professional Development: Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career

Strategic Management: Understands tools, techniques, and systems that affect a business’s ability to plan, control, and organize an organization/department

Performance Elements

Each Standard is composed of multiple Performance Elements. These statements are broad-based work or cognitive performances that aid in defining the Standards. The Performance Elements addressed in this course are:

Customer Relations
Foster positive relationships with customers to enhance company image.

Economics
Understand fundamental economic concepts to obtain a foundation for employment in business.
Understand the nature of business to show its contributions to society.
Understand economic systems to be able to recognize the environments in which businesses function.

Emotional Intelligence
Apply ethics to demonstrate trustworthiness.

Financial Analysis
Acquire a foundational knowledge of accounting to understand its nature and scope.
Acquire a foundational knowledge of finance to understand its nature and scope.
Human Resources Management
Understand the role and function of human resources management to obtain a foundational knowledge of its nature and scope.

Marketing
Understand marketing’s role and function in business to facilitate economic exchanges with customers.

Information Management
Use information literacy skills to increase workplace efficiency and effectiveness. Acquire a foundational knowledge of information management to understand its nature and scope. Utilize information-technology tools to manage and perform work responsibilities.

Operations
Understand operation’s role and function in business to value its contribution to a company.

Professional Development
Acquire self-development skills to enhance relationships and improve efficiency in the work environment. Understand and follow company rules and regulations to maintain employment. Participate in career planning to enhance job-success potential. Implement job-seeking skills to obtain employment. Utilize career-advancement activities to enhance professional development.

Strategic Management
Recognize management’s role to understand its contribution to business success.

Performance Indicators
Performance Elements are defined through Performance Indicators that are specific work-based actions—either knowledge or skills. They specify what an individual worker must know or be able to do to achieve the Performance Elements. These learning outcomes are measureable (i.e., can be assessed). For example, the Performance Indicators for the Economics Performance Element “Understand the nature of business to show its contributions to society” are:

EC:070 Explain the role of business in society  (CS) LAP-EC-070
EC:071 Describe types of business activities  (CS) LAP-EC-019
Objectives

Each of the Performance Indicators is further defined through a series of Objectives. This organizational component specifies the scope of each Performance Indicator. Their use tells teachers what content to include or exclude from their instruction. For example, the Performance Indicator “Describe the concepts of economics and economic activities” is defined through Objectives as follows:

a. Define the following terms: economics, scarcity, economizing, opportunity cost, trade-offs, consumption, consumer, production, producer, exchange, and distribution.
b. Explain why wants are considered unlimited.
c. Discuss why scarcity exists.
d. Describe the three economic questions that all societies must answer.
e. Explain the importance of decision making in economics.
f. Describe four economic activities.
g. Discuss three factors that affect the value of money payments in a market economy.

Curriculum Planning Levels

Each performance indicator is assigned to one of six curriculum-planning levels that represent a continuum of instruction ranging from simple to complex. The levels can serve as building blocks for curriculum development in that students should know and be able to perform the performance indicators at one level before tackling more complex skills and knowledge at the next level. The levels can also be used as the basis for developing an unduplicated sequence of instruction for articulation between high school and postsecondary business courses. In these cases, instructors can agree as to how far along the continuum students will advance in high school so that postsecondary instructors can initiate instruction at that point in the continuum. This will enable students to focus on new, more advanced subject matter rather than on content previously mastered. The six curriculum-planning levels are described as follows:

Prerequisite (PQ): Content develops employability and job-survival skills and concepts, including work ethics, personal appearance, and general business behavior.

Career Sustaining (CS): Content develops skills and knowledge needed for continued employment in or study of business based on the application of basic academics and business skills.

Specialist (SP): Content provides in-depth, solid understanding and skill development in all business functions.

Supervisor (SU): Content provides the same in-depth, solid understanding and skill development in all business functions as in the specialist curriculum, and in addition, incorporates content that addresses the supervision of people.

Manager (MN): Content develops strategic decision-making skills in all business functions needed to manage a business or department within an organization.

Owner (ON): Content develops strategic decision-making skills in all aspects of business that are needed to own and operate a business.
Curriculum Frameworks

In general, a framework is a skeleton structure that supports or encloses something. In education, frameworks are used to support and enclose the curriculum of a discipline by defining the discipline’s main elements, thereby providing a big picture overview of the discipline’s curriculum. They can act as gatekeepers by helping educators and curriculum developers make decisions about what should be addressed or eliminated from consideration in a curriculum. Once educators have determined what content should be addressed, they can use the scaffolding that frameworks provide as a basis around which curricular content is developed, organized, and implemented. Its visual presentation, or schematic, can serve as a communications tool to share with those interested in a discipline. It quickly communicates the main topics or areas of instruction that will be addressed.

In Business and Marketing Essentials (Standard), 10 of the 13 Business Administration Core’s Standards are addressed: Customer Relations, Economics, Emotional Intelligence, Financial Analysis, Human Resources Management, Marketing, Information Management, Operations, Professional Development, and Strategic Management. The titles for each of the Standards from the entire Business Administration Core are depicted in Figure 2. The schematic also shows that the study of business integrates academic concepts from Language Arts, Mathematics, Social Sciences, and Social Studies. The successful application of these academic skills is imperative for obtaining a business career and advancing in business.

![Figure 2. Schematic of Curriculum Framework for the Business Administration Core](image-url)
SCANS Competencies & Skills

Appendix B
SCANS

Background

The Secretary's Commission on Achieving Necessary Skills (SCANS) was established in February 1990 to examine the demands of the workplace and to determine whether the current and future work force is capable of meeting those demands. Commission members included 31 representatives from the nation's schools, businesses, unions and government. The Commission issued its first report, "What Work Requires of Schools," in June 1991. This report told educators and employers what students and workers need to know and be able to do in order to succeed in the workplace. This kind of information is especially vital today, when more than half of our young people leave school without the basic skills required to find and hold a good job.

Specifically, the Commission was directed to advise the Secretary of Labor on the type and level of skills required to enter employment. In carrying out this charge, the Commission was asked to:

1. Define the skills needed for employment;
2. Propose acceptable levels in those skills;
3. Suggest effective ways to assess proficiency; and
4. Develop a strategy to disseminate the findings to the nation's schools, businesses and homes.

The Commission identified two types of skills: competencies and foundations. Competencies are the skills necessary for success in the workplace and are organized into five areas. Foundations are skills and qualities that underlie the competencies. The competencies and foundations are generic—most of them are required for most jobs.
Competencies

Resources

1  Allocate Time—Selects relevant, goal-related activities; ranks them in order of importance; allocates time to activities; and understands, prepares and follows schedules. Competent performance in allocating time includes properly identifying tasks to be completed; ranking tasks in order of importance; developing and following an effective, workable schedule based on accurate estimates of such things as importance of tasks, time to complete tasks, time available for completion and task deadlines; avoiding wasting time; and accurately evaluating and adjusting a schedule.

2  Allocate Money—Uses or prepares budgets, including making cost and revenue forecasts, keeps detailed records to track budget performance and makes appropriate adjustments. Competent performance in allocating money includes accurately preparing and using a budget according to a consistent and orderly accounting method; accurately calculating future budgetary needs based on projected costs and revenues; accurately tracking the extent to which actual costs and revenues differ from the estimated budget; and taking appropriate and effective actions.

3  Allocate Material and Facility Resources—Acquires, stores and distributes materials, supplies, parts, equipment, space or final products in order to make the best use of them. Competent performance in allocating material and facility resources includes carefully planning the steps involved in the acquisition, storage and distribution of resources; safely and efficiently acquiring, transporting or storing them; maintaining them in good condition; and distributing them to the end user.

4  Allocate Human Resources—Assesses knowledge and skills and distributes work accordingly, evaluates performance and provides feedback. Competent performance in allocating human resources includes accurately assessing peoples’ knowledge, skills, abilities and potential; identifying present and future workload; making effective matches between individual talents and workload; and actively monitoring performance and providing feedback.
Information

5  **Acquires and Evaluates Information**—Identifies need for data, obtains them from existing sources or creates them and evaluates their relevance and accuracy. Competently performing the tasks of acquiring data and evaluating information includes analytic questions to determine specific information needs; selecting possible information and evaluating its appropriateness; and determining when new information must be created.

6  **Organizes and Maintains Information**—Organizes, processes and maintains written or computerized records and other forms of information in a systematic fashion. Competently performing the tasks of organizing and maintaining information includes understanding and organizing information from computer, visual, oral and physical sources in readily accessible formats, such as computerized data bases, spreadsheets, microfiche, video disks, paper files, etc.; when necessary, transforming data into different formats in order to organize them by the application of various methods such as sorting, classifying or more formal methods.

7  **Interprets and Communicates Information**—Selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial or multi-media methods. Competently performing the tasks of communicating and interpreting information to others includes determining information to be communicated; identifying the best methods to present information (e.g., overheads, handouts); if necessary, converting to desired format and conveying information to others through a variety of means including oral presentation, written communication, etc.

8  **Uses Computers to Process Information**—Employs computers to acquire, organize, analyze and communicate information. Competently using computers to process information includes entering, modifying, retrieving, storing and verifying data and other information; choosing format for display (e.g., line graphs, bar graphs, tables, pie charts, narrative); and ensuring the accurate conversion of information into the chosen format.
Interpersonal

9 Participates as a Member of a Team—Works cooperatively with others and contributes to group with ideas, suggestions and effort. Demonstrating competence in participating as a member of a team includes doing own share of tasks necessary to complete a project; encouraging team members by listening and responding appropriately to their contributions; building on individual team members' strengths; resolving differences for the benefit of the team; taking personal responsibility for accomplishing goals; and responsibly challenging existing procedures, policies or authorities.

10 Teaches Others—Helps others learn. Demonstrating competence in teaching others includes helping others to apply related concepts and theories to tasks through coaching or other means; identifying training needs; conveying job information to allow others to see its applicability and relevance to tasks; and assessing performance and providing constructive feedback/reinforcement.

11 Serves Clients/Customers—Works and communicates with clients and customers to satisfy their expectations. Demonstrating competence in serving clients and customers includes actively listening to customers to avoid misunderstandings and identifying needs; communicating in a positive manner especially when handling complaints or conflict; and efficiently obtaining additional resources to satisfy client needs.

12 Exercises Leadership—Communicates thoughts, feelings and ideas to justify a position; encourages, persuades, convinces or otherwise motivates an individual or groups, including responsibly challenging existing procedures, policies or authority. Demonstrating competence in exercising leadership includes making positive use of the rules/values followed by others; justifying a position logically and appropriately; establishing credibility through competence and integrity; and taking minority viewpoints into consideration.

13 Negotiates to Arrive at a Decision—Works toward an agreement that may involve exchanging specific resources or resolving divergent interests. Demonstrating competence in negotiating to arrive at a decision involves researching opposition and the history of the conflict; setting realistic and attainable goals; presenting facts and arguments; listening to and reflecting on what has been said; clarifying problems and resolving conflicts; adjusting quickly to new facts/ideas; proposing and examining possible options; and making reasonable compromises.

14 Works with Cultural Diversity—Works well with men and women and with a variety of ethnic, social or educational backgrounds. Demonstrating competence in working with cultural diversity involves understanding one’s own culture and those of others and how they differ; respecting the rights of others while helping them make cultural adjustments where necessary; basing impressions on individual performance, not on stereotypes; and understanding concerns of members of other ethnic and gender groups.
Systems

15 **Understands Systems**—Knows how social, organizational and technological systems work and operates effectively within them. Demonstrating competence in understanding systems involves knowing how a system's structures relate to goals; responding to the demands of the system/organization; knowing the right people to ask for information and where to get resources; and functioning within the formal and informal codes of the social/organizational system.

16 **Monitors and Corrects Performance**—Distinguishes trends, predicts impact of actions on system operations, diagnoses deviations in the function of a system/organization and takes necessary action to correct performance. Demonstrating competence in monitoring and correcting performance includes identifying trends and gathering needed information about how the system is intended to function; detecting deviations from system's intended purpose; troubleshooting the system; and making changes to the system to rectify system functioning and to ensure quality of product.

17 **Improves and Designs Systems**—Makes suggestions to modify existing systems to improve products or services and develops new or alternative systems. Demonstrating competence in improving or designing systems involves making suggestions for improving the functioning of the system/organization; recommending alternative system designs based on relevant feedback; and responsibly challenging the status quo to benefit the larger system.

Technology

18 **Selects Technology**—Judges which set of procedures, tools or machines, including computers and their programs, will produce the desired results. Demonstrating competence in selecting technology includes determining desired outcomes and applicable constraints; visualizing the necessary methods and applicable technology; evaluating specifications; and judging which machine or tool will produce the desired results.

19 **Applies Technology to Task**—Understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems. Demonstrating competence in how to apply technology to task includes understanding how different parts of machines interact and how machines interact with broader production systems; on occasion installing machines including computers; setting up machines or systems of machines efficiently to get desired results; accurately interpreting machine output; and detecting errors from program output.

20 **Maintains and Troubleshoots Technology**—Prevents, identifies or solves problems in machines, computers and other technologies. Demonstrating competence in maintaining and troubleshooting technology includes identifying, understanding and performing routine preventative maintenance and service on technology; detecting more serious problems; generating workable solutions to correct deviations; and recognizing when to get additional help.
**Foundation Skills**

**Basic Skills**

1. **Reading**—Locates, understands and interprets written information in prose and documents—including manuals, graphs and schedules—to perform tasks; learns from text by determining the main idea or essential message; identifies relevant details, facts and specifications; infers or locates the meaning of unknown or technical vocabulary; judges the accuracy, appropriateness, style and plausibility of reports, proposals or theories of other writers.

2. **Writing**—Communicates thoughts, ideas, information and messages in writing; records information completely and accurately; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, flow-charts; uses language, style, organization and format appropriate to the subject matter, purpose and audience; includes supporting documentation and attends to level of detail; and checks, edits and revises for correct information, appropriate emphasis, form, grammar, spelling and punctuation.

3. **Arithmetic**—Performs basic computations; uses basic numerical concepts such as whole numbers and percentages in practical situations; makes reasonable estimates of arithmetic results without a calculator; and uses tables, graphs, diagrams and charts to obtain or convey quantitative information.

4. **Mathematics**—Computational skills needed in maintaining records, estimating results, using spreadsheets or applying statistical process.

5. **Listening**—Receives, attends to, interprets and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose; for example, to comprehend, to learn, to critically evaluate, to appreciate or to support the speaker.

6. **Speaking**—Organizes ideas and communicates oral messages appropriate to listeners and situations; participates in conversation, discussion and group presentations; selects an appropriate medium for conveying a message; uses verbal language and other cues such as body language appropriate in style, tone and level of complexity to the audience and the occasion; speaks clearly and communicates a message; understands and responds to listener feedback; and asks questions when needed.
Thinking Skills

7  Creative Thinking—Uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas and reshapes goals in ways that reveal new possibilities.

8  Decision Making—Specifies goals and constraints, generates alternatives, considers risks and evaluates and chooses best alternative.

9  Problem Solving—Recognizes that a problem exists (i.e., there is a discrepancy between what is and what should or could be); identifies possible reasons for the discrepancy; devises and implements a plan of action to resolve it; evaluates and monitors progress; and revises plan as indicated by findings.

10 Seeing Things in the Mind’s Eye—Organizes and processes symbols, pictures, graphs, objects or other information; for example, sees a building from a blueprint; a system’s operation from schematics; the flow of work activities from narrative descriptions; or the taste of food from reading a recipe.

11 Knowing How to Learn—Uses efficient learning techniques to acquire and apply new knowledge and skills.

12 Reasoning—Discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem.

Personal Qualities

13 Responsibility—Exerts a high level of effort and perseverance toward goal attainment; works hard to become excellent at doing tasks by setting high standards, paying attention to details, working well and displaying a high level of concentration even when assigned an unpleasant task; and displays high standards of attendance, punctuality, enthusiasm, vitality and optimism in approaching and completing tasks.

14 Self-Esteem—Believes in own self-worth and maintains a positive view of self.

15 Social—Demonstrates understanding, friendliness, adaptability, empathy and politeness in new and on-going group settings; asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.

16 Self-Management—Assesses own knowledge, skills and abilities accurately; sets well-defined and realistic personal goals; monitors progress toward goal attainment and motivates self through goal achievement; exhibits self-control and responds to feedback unemotionally and non-defensively; and is a "self-starter."

17 Integrity/Honesty—Chooses ethical courses of action.
## SCANs Competencies & Skills

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21st Century Skills

Appendix C
21st Century Skills

Overview

While the No Child Left Behind Act of 2001 identifies the core subjects as the traditional academic areas, business and education leaders along with policymakers have identified several other significant content areas that they consider critical to educational success in the 21st century. This group known as The Partnership for 21st Century Skills leads the way for including these skills in education. To encourage school districts to address these skills, the group provides the necessary tools and resources schools need to add the skills to the curriculum.

The Partnership for 21st Century Skills conducted extensive initial research with thousands of key stakeholders and citizens across the country. The Partnership has identified six elements of 21st century learning:

- Core subjects
- 21st century themes
- Learning and innovation skills
- Information, media, and technology skills
- Life and career skills
- 21st century assessments

21st Century Content

The Partnership for 21st Century Skills has created the graphic below to summarize their work. The graphic represents both 21st century skills student outcomes (as represented by the arches of the rainbow) and 21st century skills support systems (as represented by the pools at the bottom). The text following the graphic describes the Partnership’s perspective and then lists the student outcomes identified. To facilitate the crosswalk of 21st Century Skills with MBA Research performance indicators, numbers have been given to each skill.
Mastery of core subjects and 21st century themes is essential for students in the 21st century. Core subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

In addition to these subjects, we (The Partnership) believe schools must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects:
Global Awareness

1. Using 21st century skills to understand and address global issues
2. Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
3. Understanding other nations and cultures, including the use of non-English languages

Financial, Economic, Business and Entrepreneurial Literacy

1. Knowing how to make appropriate personal economic choices
2. Understanding the role of the economy in society
3. Using entrepreneurial skills to enhance workplace productivity and career options

Civic Literacy

1. Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
2. Exercising the rights and obligations of citizenship at local, state, national and global levels
3. Understanding the local and global implications of civic decisions

Health Literacy

1. Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that are health enhancing
2. Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
3. Using available information to make appropriate health-related decisions
4. Establishing and monitoring personal and family health goals
5. Understanding national and international public health and safety issues
Learning and Innovation Skills

Learning and innovation skills are increasingly being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

Creativity & Innovation

1. Demonstrating originality and inventiveness in work
2. Developing, implementing and communicating new ideas to others
3. Being open and responsive to new and diverse perspectives
4. Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs

Critical Thinking & Problem Solving

1. Exercising sound reasoning in understanding
2. Making complex choices and decisions
3. Understanding the interconnections among systems
4. Identifying and asking significant questions that clarify various points of view and lead to better solutions
5. Framing, analyzing and synthesizing information in order to solve problems and answer questions

Communication & Collaboration

1. Articulating thoughts and ideas clearly and effectively through speaking and writing
2. Demonstrating ability to work effectively with diverse teams
3. Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
4. Assuming shared responsibility for collaborative work
Information, Media and Technology Skills

People in the 21st century live in a technology and media-suffused environment, marked by access to an abundance of information, rapid changes in technology tools, and the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology.

Information Literacy

1. Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand
2. Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy

1. Understanding how media messages are constructed, for what purposes and using which tools, characteristics and conventions.
2. Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors.
3. Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information

ICT (Information, Communications & Technology) Literacy

1. Using digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy
2. Using technology as a tool to research, organize, evaluate and communicate information, and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information
Life & Career Skills

Today’s life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.

Flexibility & Adaptability

1. Adapting to varied roles and responsibilities
2. Working effectively in a climate of ambiguity and changing priorities

Initiative & Self-Direction

1. Monitoring one’s own understanding and learning needs
2. Going beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise
3. Demonstrating initiative to advance skill levels towards a professional level
4. Defining, prioritizing and completing tasks without direct oversight
5. Utilizing time efficiently and managing workload
6. Demonstrating commitment to learning as a lifelong process

Social & Cross-Cultural Skills

1. Working appropriately and productively with others
2. Leveraging the collective intelligence of groups when appropriate
3. Bridging cultural differences and using differing perspectives to increase innovation and the quality of work

Productivity & Accountability

1. Setting and meeting high standards and goals for delivering quality work on time
2. Demonstrating diligence and a positive work ethic (e.g., being punctual and reliable)

Leadership & Responsibility

1. Using interpersonal and problem-solving skills to influence and guide others toward a goal
2. Leveraging strengths of others to accomplish a common goal
3. Demonstrating integrity and ethical behavior
4. Acting responsibly with the interests of the larger community in mind

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*Business and Marketing Essentials Course Guide (Standard)*
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Business and Marketing Essentials (Standard)
LAP List

Appendix D
<table>
<thead>
<tr>
<th>Performance Indicator #</th>
<th>LAP #*</th>
<th>Level</th>
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<td>CR:003</td>
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<td>CS</td>
<td>Accentuate the Positive (Nature of Customer Relations)</td>
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<td>Are You Satisfied? (Economics and Economic Activities)</td>
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<td>Get the Goods on Goods and Services (Economic Goods and Services)</td>
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<td>Be Resourceful (Economic Resources)</td>
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<td>Use It (Economic Utility)</td>
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<td>It’s the Law (Supply and Demand)</td>
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<td>EC:006</td>
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<td>When More is Less (Functions of Prices)</td>
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<td>EC:007</td>
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<td>Who’s the Boss? (Economic Systems)</td>
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<td>People Power (The Private Enterprise System)</td>
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<td>Risk Rewarded (Factors Affecting Profit)</td>
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<td>EC:011</td>
<td>LAP-EC-003</td>
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<td>Lose, Win, or Draw (Business Risk)</td>
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<td>Ready, Set, Compete! (Competition)</td>
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<td>Business Connections (Business and Society)</td>
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<td>Rules to Live By (Nature of Ethics)</td>
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<td>What’s the Situation? (Reasons for Ethical Dilemmas)</td>
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<td>Make the Right Choice (Recognizing and Responding to Ethical Dilemmas)</td>
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* LAP #s subject to change

^ Just for You! Modules available exclusively through the MBA Learning Center
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<td>Brand ME! (Personal Appearance)</td>
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<td>Analyze employer expectations in the business environment</td>
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<td>Go For It! (Careers in Business)</td>
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<td>Utilize job-search strategies</td>
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<td>Interview for a job</td>
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<td>CS</td>
<td>Write a letter of application</td>
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<td>Prepare a résumé</td>
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* LAP #s subject to change

^ Just for You! Modules available exclusively through the MBA Learning Center
Accelerated and Honors-Ready Versions of
Business and Marketing Essentials

Appendix E
Defining the Level of Rigor

Overview

To meet the needs of highly diverse school populations, MBA Research has developed multiple versions of Business and Marketing Essentials at varying levels or degrees of rigor: Standard, Accelerated, and Honors-Ready. Each of the three levels is progressively more advanced and varies based on the number of competencies or performance indicators addressed, the complexity of these performance indicators, and pedagogical methods used in each version of the course.

The standard-level Business and Marketing Essentials is targeted at students of typical ability as well as ESL students and other students with special needs. The standard-level version of the course contains 61 performance indicators.

The accelerated-level Business and Marketing Essentials is appropriate for students of above-average ability. This level increases both the breadth and depth of content and addresses 80 performance indicators. (Based on field experience, previous versions of Business and Marketing Essentials offered by MBA Research have been relabeled as Accelerated.)

The honors-ready Business and Marketing Essentials is designed for advanced students. At the honors-ready level, additional higher-level, complex content is addressed, and there is a greater focus on inquiry, problem solving, and project-based learning. The honors-ready version of this course contains 89 performance indicators.

Next Steps

As a result of feedback provided by educators in the field, this version of the Business and Marketing Essentials course guide was developed at the standard level of rigor for students of typical ability. However, some schools and/or states may desire a more rigorous version of the course, either at the accelerated or honors-ready level. To facilitate such efforts, the course descriptions, learning outcomes, and sequences of instruction for these more rigorous versions are included on the following pages.
Course Description

Business and Marketing Essentials (Accelerated), an introductory business and marketing course, enables students to acquire a realistic understanding of business processes and activities. Students examine fundamental economic concepts, the business environment, and primary business activities. They develop an understanding of and skills in such areas as business law, communication skills, customer relations, economics, emotional intelligence, financial analysis, human resources management, information management, marketing, operations, professional development, and strategic management. Throughout the course, students are presented ethical dilemmas and problem-solving situations for which they must apply academic and critical-thinking skills. Business and Marketing Essentials (Accelerated) is appropriate for students of above-average ability.

Instructional Area: Business Law (BL)

Performance Element: Apply knowledge of business ownership to establish and continue business operations.

Performance Indicator: BL:003 Explain types of business ownership (CS) LAP-BL-001

Objectives:
  a. Define the following terms: sole proprietorship, partnership, corporation, merger, consolidation, expansion, franchise, limited-liability company, product trade-name franchise, and business-format franchise.
  b. List two types of businesses that would probably use a sole proprietorship form of ownership.
  c. Cite the purposes of forming a partnership.
  d. List two types of partnership arrangements.
  e. Describe the process for forming a corporation.
  f. Describe three types of corporations.
  g. Explain three ways in which corporations grow.
  h. Describe the advantages and disadvantages of sole proprietorships.
  i. Describe the advantages and disadvantages of partnerships.
  j. Discuss the advantages and disadvantages of corporations.
  k. Describe the importance of franchises in our society.
  l. Explain factors which affect the choice of ownership form.
Instructional Area: Communication Skills (CO)

Performance Element: Read to acquire meaning from written material and to apply the information to a task.

Performance Indicator: CO:057 Analyze company resources to ascertain policies and procedures (CS)

Objectives:
- a. Distinguish between policies and procedures.
- b. Discuss the need for company policies and procedures.
- c. Describe the impact of ineffective policies and procedures.
- d. Explain the importance of understanding company policies and procedures.
- e. Identify company resources that can be accessed for policies and procedures.
- f. Demonstrate how to analyze company resources to ascertain policies and procedures.

Performance Element: Apply verbal skills to obtain and convey information.

Performance Indicator: CO:084 Employ communication styles appropriate to target audience (CS)

Objectives:
- a. Describe types of communication styles.
- b. Discuss reasons to employ a communication style appropriate to a target audience.
- c. Explain methods used to recognize listeners' communication styles.
- d. Demonstrate procedures for employing communication styles appropriate to target audiences.

Performance Indicator: CO:061 Defend ideas objectively (CS)

Objectives:
- a. Discuss the need to provide evidence to support a position.
- b. Explain how ideas are formed.
- c. Describe stages of an idea evaluation process.
- d. Explain what causes people to accept new ideas.
- e. Identify reasons that barriers that are established to keep from accepting new ideas.
- f. Demonstrate procedures for defending ideas objectively.

Instructional Area: Customer Relations (CR)

Performance Element: Foster positive relationships with customers to enhance company image.

Performance Indicator: CR:003 Explain the nature of positive customer relations (CS) LAP-CR-001

Objectives:
- a. Explain what it means to have positive customer relations.
- b. Identify factors that affect customer relations.
- c. Discuss the importance of positive customer relations.
- d. Describe techniques for building positive customer relations.
Instructional Area: Economics (EC)

Performance Element: Understand fundamental economic concepts to obtain a foundation for employment in business.

Performance Indicator: EC:002 Distinguish between economic goods and services (CS) LAP-EC-010
Objectives:
- a. Define the following terms: want, economic want, noneconomic want, goods, services, consumer goods, and industrial goods.
- b. Distinguish between economic and noneconomic wants.
- c. Identify the characteristics of goods.
- d. Identify the characteristics of services.
- e. Distinguish between consumer and industrial goods and services.
- f. Classify consumer goods.
- g. Classify industrial goods.
- h. Explain why consumers cannot have everything that they want.
- i. Explain how consumers affect the decision of what goods and services will be produced.

Performance Indicator: EC:003 Explain the concept of economic resources (CS) LAP-EC-014
Objectives:
- a. Define the following terms: economic resources, natural resources, capital goods, human resources, and factors of production.
- b. List reasons that economic resources are important for business.
- c. Explain why natural resources are limited.
- d. Describe ways that businesses respond to limited natural resources.
- e. Explain why human resources are limited.
- f. Describe ways that businesses respond to limited human resources.
- g. Explain why capital goods are limited.
- h. Describe ways that businesses respond to limited capital goods.

Performance Indicator: EC:001 Describe the concepts of economics and economic activities (CS) LAP-EC-006
Objectives:
- a. Define the following terms: economics, scarcity, economizing, opportunity cost, trade-offs, consumption, consumer, production, producer, exchange, and distribution.
- b. Explain why wants are considered unlimited.
- c. Discuss why scarcity exists.
- d. Describe the three economic questions that all societies must answer.
- e. Explain the importance of decision making in economics.
- f. Describe four economic activities.
- g. Discuss three factors that affect the value of money payments in a market economy.

Performance Indicator: EC:004 Determine economic utilities created by business activities (CS) LAP-EC-013
Objectives:
- a. Define the following terms: utility, form utility, place utility, time utility, and possession utility.
- b. Identify ways in which a product's utility can vary.
- c. Cite an example of each type of utility.
- d. Describe how marketing affects each type of utility.
**Instructional Area:** Economics (EC) (cont’d)

**Performance Element:** Understand fundamental economic concepts to obtain a foundation for employment in business.

**Performance Indicator:** EC:005 Explain the principles of supply and demand (CS) LAP-EC-011

**Objectives:**
- a. Define the following terms: demand, law of demand, supply, law of supply, law of supply and demand, buyer's market, seller's market, elasticity, elastic demand, and inelastic demand.
- b. List the conditions required for demand to exist.
- c. Describe how the law of supply and demand affects businesses.
- d. Identify factors that affect elasticity.
- e. Explain the importance of understanding elasticity.
- f. Describe factors that affect demand.
- g. Describe factors that affect supply.

**Performance Indicator:** EC:006 Describe the functions of prices in markets (CS) LAP-EC-012

**Objectives:**
- a. Define the following terms: price, relative prices, substitution effect, rationing, equilibrium price, excess supply, excess demand, and market price.
- b. Explain the importance of price in business.
- c. Explain the significance of relative prices to businesses and to consumers.
- d. Identify an example of the change in relative prices of two products.
- e. Identify an example of the change in prices that does not result in a change in relative prices.
- f. Explain how customers react to changes in relative price.
- g. Discuss the relationship of relative prices to the three economic questions.
- h. Describe the functions of relative prices.
- i. Explain the use of relative prices in making purchase decisions.
- j. Explain how prices are determined.
- k. Explain how producers respond to excess supply.
- l. Explain how producers respond to excess demand.
Instructional Area:  Economics (EC) (cont’d)

Performance Element:  Understand the nature of business to show its contributions to society.

Performance Indicator:  EC:070 Explain the role of business in society  (CS) LAP-EC-070

  Objectives:
  a. Define the following terms: social responsibility, producers, raw-goods producers, manufacturers, builders, trade industries, retailers, wholesalers, and service businesses.
  b. Identify two categories of social responsibility.
  c. Identify ways in which businesses demonstrate social responsibility by maximizing their profits.
  d. Identify ways in which businesses contribute to public interests.
  e. List individuals, groups, or agencies to which retailers are socially responsible.
  f. Categorize types of producers in our society.
  g. Identify examples of retailers.
  h. Identify examples of wholesalers.
  i. Distinguish between retailers and wholesalers.
  j. Describe factors that differ among trade industries.
  k. Describe classifications of service businesses found in our society.
  l. Explain the importance of service businesses in our society.

Performance Indicator:  EC:071 Describe types of business activities  (CS) LAP-EC-019

  Objectives:
  a. Define the following terms: business, accounting, customer relations, finance, human resources management, information management, management, marketing, operations, and production.
  b. Identify types of primary business activities.
  c. Explain the importance of primary business activities.
  d. Explain the interrelationship of business activities.

Performance Element:  Understand economic systems to be able to recognize the environments in which businesses function.

Performance Indicator:  EC:007 Explain the types of economic systems  (CS) LAP-EC-017

  Objectives:
  a. Define the following terms: economic system, traditional economic system, command economic system, communism, socialism, and market economic system.
  b. Explain why economic systems are needed.
  c. Describe the characteristics of traditional economic systems.
  d. Describe the characteristics of communism.
  e. Describe the characteristics of socialism.
  f. Describe the characteristics of a market economic system.
  g. Explain how each type of economic system addresses the three economic questions.
  h. Describe the strengths and weaknesses of traditional economies.
  i. Describe the strengths and weaknesses of communist command economies.
  j. Describe the strengths and weaknesses of socialist command economies.
  k. Describe the strengths and weaknesses of market economies.
Instructional Area: Economics (EC) (cont’d)

Performance Element: Understand economic systems to be able to recognize the environments in which businesses function.

Performance Indicator: EC:065 Identify the impact of small business/entrepreneurship on market economies (CS)

Objectives:
- a. Define the terms small business and entrepreneurship.
- b. Explain the relationship between small business and entrepreneurship.
- c. Describe barriers to small business/entrepreneurial success.
- d. Discuss reasons for the growth of small business.
- e. Identify ways that small business has contributed to society.

Performance Indicator: EC:009 Explain the concept of private enterprise (CS) LAP-EC-015

Objectives:
- a. Define the term private enterprise.
- b. Describe the characteristics of a private enterprise system.
- c. Discuss the advantages and disadvantages of private enterprise.
- d. Explain the economic freedoms found in a private enterprise system.
- e. Describe the limits to freedom in a private enterprise system.

Performance Indicator: EC:010 Identify factors affecting a business's profit (CS) LAP-EC-002

Objectives:
- a. Define the following terms: profit, profit motive, income, expenses, cost of goods, operating expenses, gross profit, and net profit.
- b. Identify reasons that people are willing to invest in businesses.
- c. Explain how profit is calculated.
- d. Explain the importance of profit.
- e. Describe factors that affect profit (i.e., the economy, demand, chance, expenses, pricing).
- f. Explain ways that businesses can increase profit (i.e., decrease expenses, increase sales).
- g. Defend businesses' need to make a profit.

Performance Indicator: EC:011 Determine factors affecting business risk (CS) LAP-EC-003

Objectives:
- a. Define the following terms: business risk, economic risks, natural risks, human risks, pure risks, speculative risks, guarantees, and warranties.
- b. Classify business risks.
- c. List types of economic risks.
- d. Identify examples of natural risks.
- e. Identify examples of human risks.
- f. Distinguish between pure and speculative risks.
- g. Describe ways that businesses can prevent or control risks.
- h. Describe ways that businesses can transfer risks.
- i. Describe reasons that businesses retain risks.
- j. Explain ways that businesses can avoid risks.
Instructional Area: Economics (EC) (cont’d)

Performance Element: Understand economic systems to be able to recognize the environments in which businesses function.

Performance Indicator: EC:012 Explain the concept of competition (CS) LAP-EC-008

Objectives:
  a. Define the following terms: competition, direct competition, indirect competition, price competition, nonprice competition, monopoly, oligopoly, perfect competition, and regulated monopolies.
  b. Cite examples of direct competition.
  c. Cite examples of indirect competition.
  d. List examples of price competition.
  e. List examples of nonprice competition.
  f. Distinguish among market structures of businesses.
  g. Describe characteristics of pure competition.
  h. Explain characteristics of pure monopoly.
  i. Discuss characteristics of monopolistic competition.
  j. Describe characteristics of oligopolies.
  k. Describe government legislation affecting competition.
  l. Explain ways that competition affects producers.
  m. Describe how consumers benefit from competition.
  n. Explain how our society benefits from competition.
  o. Support the need for competition in a private enterprise economy.

Performance Element: Acquire knowledge of the impact of government on business activities to make informed economic decisions.

Performance Indicator: EC:008 Determine the relationship between government and business (CS) LAP-EC-016

Objectives:
  a. Describe the role of government in a market economy.
  b. Describe how government is involved in business.
  c. Explain ways in which government regulates business.
  d. Explain how the costs of government regulation are financed.
Instructional Area:  Economics (EC)  (cont’d)

Performance Element:  Analyze cost/profit relationships to guide business decision-making.

Performance Indicator:  EC:013  Explain the concept of productivity  (CS) LAP-EC-018

Objectives:
  a. Define the term productivity.
  b. Identify the effects of productivity on society.
  c. Describe how productivity is measured.
  d. Describe factors that enhance productivity.
  e. Describe factors that hinder productivity.
  f. Explain ways to increase productivity.
  g. Discuss the consequences of non-productivity.

Instructional Area:  Emotional Intelligence (EI)

Performance Element:  Apply ethics to demonstrate trustworthiness.

Performance Indicator:  EI:123  Describe the nature of ethics  (CS) LAP-EI-123

Objectives:
  a. Define the following terms: ethics, ethical principles, ethical situation, integrity, trust, accountability, transparency, fairness, respect, rule of law, and viability.
  b. Discuss the value of following ethical principles consistently.
  c. Describe the role of ethical principles in decision making.
  d. Discuss ethical principles that aid in making wise choices and ethical decisions (i.e., integrity, trust, accountability, transparency, fairness, respect, rule of law, and viability).
  e. Describe consequences of acting unethically.

Performance Indicator:  EI:124  Explain reasons for ethical dilemmas  (CS) LAP-EI-124

Objectives:
  a. Define the following terms: dilemma and ethical dilemma.
  b. Distinguish between ordinary dilemmas and ethical dilemmas.
  c. Identify common causes of ethical dilemmas (e.g., pressure from others, desire to prove yourself, conflicting values, greed, bad role models, lack of consequences).

Performance Indicator:  EI:125  Recognize and respond to ethical dilemmas  (CS) LAP-EI-125

Objectives:
  a. Define the term ethical dilemma.
  b. Discuss characteristics of ethical dilemmas.
  c. Explain reasons to recognize and respond to ethical dilemmas.
  d. Discuss things to consider when determining if a problem is an ethical dilemma.
  e. Demonstrate techniques for recognizing and responding to ethical dilemmas.
Instructional Area: Financial Analysis (FI)

Performance Element: Acquire a foundational knowledge of accounting to understand its nature and scope.

Performance Indicator: FI:579 Describe the need for financial information (CS) LAP-FI-009

Objectives:
a. Discuss characteristics of useful financial information (e.g., credible, transparent, timely, understandable, comparable, reliable, etc.).

b. Describe the usefulness of financial information in identifying trends.

c. Explain how managers use financial information (e.g., in planning strategies, executing strategies, and feedback from execution of the strategy).

d. Discuss the usefulness of financial information in contracts.

e. Discuss how analysis of financial data aids in understanding accounting treatment.

f. Describe how analysis of financial data aids in verifying information.

g. Explain how analysis of financial data aids in determining variance.

h. Discuss how analysis of financial data guides financial decision-making.

Performance Indicator: FI:085 Explain the concept of accounting (CS) LAP-FI-085

Objectives:


b. Identify purposes of accounting.

c. Explain who uses accounting data.

d. Describe requirements that an accounting system should fulfill.

e. Explain the need for accounting standards.

f. Differentiate between cash accounting method and accrual accounting.

g. Explain the nature of managerial accounting.

h. Discuss the nature of cost accounting.

i. Explain the flow of financial data from customer transaction to financial information users.

Performance Element: Acquire a foundational knowledge of finance to understand its nature and scope.

Performance Indicator: FI:354 Explain the role of finance in business (CS) LAP-FI-007

Objectives:


b. Discuss the primary finance activities.

c. Explain the contributions of finance to business operations.

d. Discuss the relationship of finance with other business functions.

e. Distinguish between capital investment decisions and working capital management.

f. Describe the decisions that make up capital investment decisions.

g. Explain the use of cash conversion cycles in managing working capital.

h. Discuss the use of return on capital in managing working capital.
Instructional Area: Human Resources Management (HR)

Performance Element: Understand the role and function of human resources management to obtain a foundational knowledge of its nature and scope.

Performance Indicator: HR:410 Discuss the nature of human resources management (CS) LAP-HR-035

Objectives:
a. Describe activities included in human resources management (i.e., employee benefits, employee relations, compensation, selection and staffing, and performance management and appraisal).
b. Explain the importance of human resources management to business effectiveness.
c. Discuss reasons that the human resources management function is changing/evolving.
d. Describe the role of human resources management in strategic management.

Instructional Area: Marketing (MK)

Performance Element: Understand marketing’s role and function in business to facilitate economic exchanges with customers.

Performance Indicator: MK:001 Explain marketing and its importance in a global economy (CS) LAP-MK-004

Objectives:
a. Define the following terms: marketing and marketing concept.
b. Identify marketing activities.
c. Categorize items that are marketed.
d. Explain where marketing occurs.
e. Explain the elements of the marketing concept.
f. Explain the role of marketing in a private enterprise system.
g. Describe ways in which consumers and businesses would be affected if marketing did not exist.
h. Explain how marketing benefits our society.
Instructional Area: Information Management (NF)

Performance Element: Use information literacy skills to increase workplace efficiency and effectiveness.

Performance Indicator: NF:077 Assess information needs (CS)
Objectives:
a. Distinguish among factual information, criticism, and opinions.
b. Explain how information needs evolve through discussion and research.
c. Discuss how existing information can be combined to create new information.
d. Describe a variety of types and formats of information sources (e.g., formality of information, disciplines, current vs. historical, primary vs. secondary, etc.)
e. Discuss the nature of criteria that can be used to make information decisions and choices.
f. Explain the need to evaluate the cost and benefits associated with obtaining information.
g. Demonstrate procedures for assessing the nature and extent of needed information.

Performance Indicator: NF:078 Obtain needed information efficiently (CS)
Objectives:
a. Explain investigative methods/techniques that can be used to obtain or retrieve information.
b. Discuss the advantages/disadvantages of each investigative method/technique.
c. Describe the use of search strategies that are applied to obtain information.
d. Implement a search strategy to obtain needed information.
e. Retrieve needed information from online sources.
f. Identify the main idea/point in a document.
g. Demonstrate procedures for obtaining information.

Performance Indicator: NF:079 Evaluate quality and source of information (CS)
Objectives:
a. Identify factors that should be evaluated when assessing information's quality (e.g., validity, reliability, accuracy, timeliness, and bias).
b. Explain how to detect bias or prejudice in information sources.
c. Discuss how context impacts the interpretation of information.
d. Describe how to detect contradictory information.
e. Demonstrate procedures for evaluating the quality and source of information.

Performance Indicator: NF:080 Apply information to accomplish a task (CS)
Objectives:
a. Explain ways to organize information to support the purpose and format needed for a task (e.g., outlines, drafts, storyboards, proposals, summaries, etc.).
b. Discuss ways to integrate existing information, data, or images into a new product or performance (e.g., quoting, summarizing, copying, manipulating, etc.).
c. Describe the need to modify the information-development process in order to use the information in a new product or process.
d. Identify communications media that can be used to inform others about a product or process.
e. Explain the need to consider the intended audience for a product before communicating information to them.
f. Determine appropriate information technology to apply to a task.
g. Demonstrate procedures for applying information to accomplish a task.
Instructional Area: Information Management (NF) (cont’d)

Performance Element: Use information literacy skills to increase workplace efficiency and effectiveness.

Performance Indicator: NF:081 Store information for future use (CS)

Objectives:

a. Identify occasions when information should be stored or recorded.

b. Discuss advantages of storing/recording information (e.g., documentation, audit trail, personal files, heritage preservation, etc.).

c. Explain negative results of storing/recording information (e.g., obsolescence of format or medium, security of information, etc.).

d. Compare virtual vs. physical storage/recording of information.

e. Discuss electronic vs. manual storage/recording of information.

f. Describe problems that might arise from storage of information (e.g., recordkeeping, storage space, filing systems, employer analysis, etc.).

g. Demonstrate procedures for storing/recording information for future use.

Performance Element: Acquire a foundational knowledge of information management to understand its nature and scope.

Performance Indicator: NF:110 Discuss the nature of information management (CS) LAP-NF-110

Objectives:

a. Explain the scope of the information management function.

b. Discuss the importance of information management to business success.

c. Identify challenges to information management.

d. Explain principles that can be used to ensure effectiveness of information management activities.

e. Describe factors driving industry-wide change in information management practices.

f. Discuss risks associated with information management.

g. Explain elements of an information management program.

Performance Element: Utilize information-technology tools to manage and perform work responsibilities.

Performance Indicator: NF:003 Identify ways that technology impacts business (PQ) LAP-NF-004

Objectives:

a. Identify types of technology affecting business.

b. Describe ways that businesses use technology.

c. Explain ways that business has changed due to technological innovation.

d. Explain ways that information obtained from technology can be used by business.
Instructional Area: Information Management (NF) (cont’d)

Performance Element: Utilize information-technology tools to manage and perform work responsibilities.

Performance Indicator: NF:083 Explain the role of information systems (PQ)
Objectives:
  a. Define the term information system.
  b. Discuss purposes of information systems (e.g., store, retrieve, manage, etc.).
  c. Differentiate between information systems and information technology.
  d. Explain types of information systems (e.g., intranets, databases, etc.).

Performance Indicator: NF:084 Discuss principles of computer systems (PQ)
Objectives:
  a. Define the term computer system.
  b. Describe components of computer systems (e.g., monitor, keyboard, mouse, motherboard, central processing unit, etc.).
  c. Identify types of computer systems (e.g., desktop computers, laptop computers, smart phones, etc.).
  d. Explain the advantages and drawbacks of different computer systems.

Performance Indicator: NF:085 Use basic operating systems (PQ)
Objectives:
  a. Explain purposes of operating systems.
  b. Describe the relationship between computer systems and operating systems.
  c. Identify types of operating systems.
  d. Discuss the advantages and drawbacks of different operating systems.
  e. Demonstrate procedures for using basic operating systems.

Performance Indicator: NF:086 Describe the scope of the Internet (PQ)
Objectives:
  a. Explain the hierarchical structure of domain names.
  b. Discuss the role of organizations in administration of Internet activities.
  c. Explain the role of Internet Service Providers (ISPs).
  d. Describe types of resources that can be accessed through the Internet (e.g., web pages, USENET Newsgroups, listserves, files and programs, email, etc.).
  e. Discuss the use of bookmarks.
  f. Explain how to organize bookmarks.
  g. Describe tools useful in navigating the Internet.
Instructional Area: Information Management (NF) (cont’d)

Performance Element: Utilize information-technology tools to manage and perform work responsibilities.

Performance Indicator: NF:004 Demonstrate basic email functions (PQ)

Objectives:
- a. Explain the features (capabilities) of email.
- b. Discuss email etiquette (netiquette).
- c. Write and send an email message.
- d. Reply to an email message.
- e. Forward an email message.
- g. Open attachments.
- h. Save attachments to hard drive.
- i. Append attachments.
- j. Label messages.
- k. Add names to address book.
- l. Set up distribution list.
- m. Put message in outbox.
- n. Sort mail.
- o. Search for messages.
- p. Use email shortcuts (i.e., cut, copy, paste).
- q. Use auto-responder (mailbox).
- r. Post a message on a listserv.
- s. Create new email folder.
- t. Store email messages in folders.

Performance Indicator: NF:005 Demonstrate personal information management/productivity applications (PQ)

Objectives:
- a. Discuss the capabilities of personal information management/productivity applications.
- b. Use the address book application.
- c. Use the calculator.
- d. Use the notes application.
- e. Use the scheduler application.
- f. Use the to-do application.
- g. Use the global search application.

Performance Indicator: NF:006 Demonstrate basic web-search skills (PQ)

Objectives:
- a. Define the following terms: world wide web (WWW), uniform resource locators (URL), browsers, gophers, search engines, file transfer protocol (FTP), newsgroups, and listservs.
- b. Identify the components in a URL.
- c. Explain the importance of search engines in locating information.
- d. Locate specified topics on the web.
- e. Access specified topics through links on a web page.
- f. Download information to a disk.
Instructional Area: Information Management (NF) (cont’d)

Performance Element: Utilize information-technology tools to manage and perform work responsibilities.

Performance Indicator: NF:007 Demonstrate basic word processing skills (PQ)

Objectives:
   a. Identify capabilities of word-processing software.
   b. Enter and store text in a word-processing software program.
   c. Search for and replace text in a document stored in a word-processing software program.
   d. Retrieve, edit, and print a document stored in a word-processing software program.
   e. Cut and paste information from one text document into another in a word-processing software program.
   f. Create a text document containing columns in a word-processing software program.
   g. Insert and print a graph in a word-processing document.
   h. Utilize the page numbering feature.

Performance Indicator: NF:008 Demonstrate basic presentation applications (PQ)

Objectives:
   a. Identify capabilities of presentation software programs.
   b. Describe characteristics of effective presentation software documents.
   c. Enter and store text into a presentation software document.
   d. Import graphics into a presentation software document.
   e. Develop builds and transitions for screens in a presentation software document.
   f. Retrieve and edit presentation software screens.
   g. Add/Delete screens from a presentation software package.

Performance Indicator: NF:009 Demonstrate basic database applications (PQ)

Objectives:
   a. Identify capabilities of database software.
   b. Create a database structure.
   c. Construct queries.
   d. Enter and store data in a database software program.
   e. Retrieve and modify data in a database software program.
   f. Delete database records.
   g. Sort data in a database given predetermined criteria.
   h. Output data in a report format.
   i. Create a chart or graph using information in a database file.
   j. Print labels from a database.
   k. Print database list/report.
   l. Ensure data integrity.
   m. Validate data.
   n. Eliminate data redundancy (i.e., normalize data).
Instructional Area: Information Management (NF) (cont’d)

Performance Element: Utilize information-technology tools to manage and perform work responsibilities.

Performance Indicator: NF:010 Demonstrate basic spreadsheet applications (PQ)

Objectives:
  a. Define the following terms: rows, columns, and cells.
  b. Describe components of a spreadsheet.
  c. Identify capabilities of spreadsheet software.
  d. Format spreadsheets.
  e. Enter and store data in a spreadsheet software file.
  f. Retrieve, edit, and print data in a spreadsheet.
  g. Create charts and graphs using information in a spreadsheet.

Instructional Area: Operations (OP)

Performance Element: Understand operation's role and function in business to value its contribution to a company.

Performance Indicator: OP:189 Explain the nature of operations (CS) LAP-OP-189

Objectives:
  a. Explain activities that make up the operations function (i.e., purchasing, inventory control, quality control, storage, logistics and evaluations).
  b. Discuss the impact of a business's product on operations.
  c. Describe how operations principles apply to service businesses.
  d. Explain the impact of operations on other business functions.
  e. Discuss the impact of technology on operations.

Performance Element: Adhere to health and safety regulations to support a safe work environment.

Performance Indicator: OP:004 Describe health and safety regulations in business (PQ)

Objectives:
  a. Define the following terms: health, safety, occupational health, hazard, outcome, risk, accident, and personal protective equipment.
  b. Discuss reasons for health and safety regulations in business.
  c. Explain the regulation of different common workplace hazard groups (e.g., mechanical hazards, chemical hazards, physical hazards, etc.).
  d. Describe employers' responsibilities in ensuring employees' health and safety.
  e. Discuss employees' role in protecting their health and safety on the job.
Instructional Area: Operations (OP) (cont’d)

Performance Element: Adhere to health and safety regulations to support a safe work environment.

Performance Indicator: OP:005 Report noncompliance with business health and safety regulations (PQ)

Objectives:
- a. Define the terms compliance and noncompliance.
- b. Describe common health and safety noncompliance issues.
- c. Explain factors that may contribute to noncompliance with business health and safety regulations.
- d. Explain the consequences of noncompliance with health and safety regulations.
- e. Discuss methods to report noncompliance with business health and safety regulations.
- f. Demonstrate procedures for reporting noncompliance with business health and safety regulations.

Performance Element: Implement safety procedures to minimize loss.

Performance Indicator: OP:006 Follow instructions for use of equipment, tools, and machinery (PQ)

Objectives:
- a. Identify resources that commonly provide instructions for use of equipment, tools, and machinery.
- b. Explain the importance of understanding equipment, tool, and machinery instructions prior to use.
- c. Discuss consequences of not following instructions for use of equipment, tools, and machinery.
- d. Demonstrate procedures for following instructions for use of equipment, tools, and machinery.

Performance Indicator: OP:007 Follow safety precautions (PQ)

Objectives:
- a. Identify the types of situations for which a business must take safety precautions.
- b. Identify types of safety precautions.
- c. Recognize appropriate safety precautions to be taken in a given situation.
- d. Explain the importance of using safety precautions.
- e. Discuss guidelines for using safety precautions.
- f. Demonstrate use of proper procedures in practicing good safety habits.

Performance Indicator: OP:008 Maintain a safe work environment (CS)

Objectives:
- a. Discuss ways to organize work areas to ensure the safety of workers and customers.
- b. Discuss the importance of identifying and correcting potential hazards as quickly as possible.
- c. Explain the importance of warning others about potential hazards in the workplace.
- d. Describe health and safety records that employees are commonly asked to complete.
- e. Demonstrate techniques to maintain a safe work environment.
Instructional Area: Operations (OP) (cont’d)

Performance Element: Implement safety procedures to minimize loss.

Performance Indicator: OP:009 Explain procedures for handling accidents (CS)

Objectives:
- a. Identify causes of accidents in a business environment.
- b. Identify types of accidents for which a business must employ preventative measures.
- c. Describe accident prevention techniques.
- d. Explain the importance of using accident-prevention techniques.
- e. Describe guidelines for handling accidents.

Performance Indicator: OP:010 Handle and report emergency situations (CS)

Objectives:
- a. Describe types of emergency situations encountered by businesses (e.g., illness, accidents, fires, etc.).
- b. Explain appropriate emergency procedures to follow in a given situation.
- c. Explain the importance of staying calm in emergency situations.
- d. Demonstrate techniques for handling and reporting emergency situations.

Performance Element: Implement security policies/procedures to minimize chance for loss.

Performance Indicator: OP:013 Explain routine security precautions (CS)

Objectives:
- a. Identify types of security problems encountered by businesses.
- b. Explain reasons that businesses need security.
- c. Identify security devices used to prevent shoplifting.
- d. Identify pilferage prevention measures.
- e. Describe measures used by businesses to prevent burglary.
- f. Explain robbery prevention measures used by businesses.
- g. Describe fraud prevention techniques.

Performance Indicator: OP:152 Follow established security procedures/policies (CS)

Objectives:
- a. Describe consequences of failing to follow established security procedures/policies.
- b. Explain the role that being observant plays in maintaining workplace security.
- c. Explain security procedures/policies to follow when different security breaches occur.
- d. Discuss information to provide when reporting security breaches (e.g., who was involved, what happened, when incident occurred, where it occurred, etc.).
- e. Demonstrate how to follow established security procedures/policies.
Instructional Area: Operations (OP) (cont’d)

Performance Element: Implement security policies/procedures to minimize chance for loss.

Performance Indicator: OP:153 Protect company information and intangibles (CS)

Objectives:
- a. Define the terms intangibles and intellectual property.
- b. Discuss the importance of protecting company information and intangibles.
- c. Discuss types of company information and intangibles that must be protected (e.g., customer lists, research results, etc.).
- d. Explain methods used to protect company information and intangibles.
- e. Demonstrate procedures used to protect company information and intangibles.

Performance Element: Comply with security rules, regulations, and codes (e.g., property, privacy, access, confidentiality) to protect customer and company information, reputation, and image.

Performance Indicator: OP:441 Explain information privacy, security, and confidentiality considerations in business (CS)

Objectives:
- a. Distinguish among privacy, security, and confidentiality.
- b. Discuss reasons to keep information private, secure, and/or confidential.
- c. Describe types of information that a business must keep private, secure, and/or confidential.
- d. Identify general guidelines for information privacy, security, and confidentiality.
- e. Explain challenges in maintaining the privacy, security, and confidentiality of information in business.

Performance Indicator: OP:064 Maintain data security (CS)

Objectives:
- a. Discuss the impact of data security on data integrity.
- b. Explain threats to data security.
- c. Describe consequences of breaches in data security.
- d. Discuss the role of risk management in maintaining data security.
- e. Explain data security methods, processes, and programs.
- f. Demonstrate techniques for maintaining data security.
Instructional Area:    Professional Development (PD)

Performance Element: Acquire self-development skills to enhance relationships and improve efficiency in the work environment.

Performance Indicator: PD:002 Maintain appropriate personal appearance (PQ) LAP-PD-005

Objectives:
   a. Define the following terms: personal appearance, nutrition, and posture.
   b. Describe the relationship between personal appearance and self-concept.
   c. Discuss the importance of first impressions.
   d. Explain why employers are concerned about the appearance of job applicants.
   e. Describe the importance of personal appearance in the workplace.
   f. Discuss factors which affect overall personal appearance.
   g. Describe guidelines for personal grooming.
   h. Explain procedures for dressing appropriately for work.

Performance Element: Understand and follow company rules and regulations to maintain employment.

Performance Indicator: PD:250 Adhere to company protocols and policies (CS)

Objectives:
   a. Define the following terms: protocol, policy, procedure.
   b. Discuss types of company protocols, policies, and procedures (e.g., employee conduct, discipline, ethics, health and safety, etc.).
   c. Explain purposes of company protocols, policies, and procedures.
   d. Describe benefits of company protocols, policies, and procedures.
   e. Discuss the importance of adhering to company protocols and policies.
   f. Demonstrate techniques for adhering to company protocols and policies.

Performance Indicator: PD:252 Follow chain of command (CS)

Objectives:
   a. Discuss the importance of following the chain of command.
   b. Discuss the use of the chain of command to resolve issues or problems.
   c. Explain possible consequences of failing to follow the chain of command.
   d. Describe situations in which bypassing the chain of command is appropriate.
   e. Explain techniques used to work through the chain of command.
   f. Demonstrate techniques used to follow a chain of command.
Instructional Area: Professional Development (PD) (cont’d)

Performance Element: Participate in career planning to enhance job-success potential.

Performance Indicator: PD:013 Assess personal interests and skills needed for success in business (PQ)
Objectives:
  a. Define the following personal characteristics: realistic, investigative, artistic, social, enterprising, and conventional.
  b. Identify aspects of an individual that should be examined in order to determine strengths and weaknesses.
  c. Explain reasons for assessing personal interests and skills.
  d. Discuss the importance of objectivity in personal assessments.
  e. Describe steps for assessing personal interests and skills.

Performance Indicator: PD:020 Analyze employer expectations in the business environment (PQ)
Objectives:
  a. Describe characteristics and actions employers expect of employees.
  b. Explain ways of maintaining positive working relationships with others.
  c. Determine employer’s expectations.

Performance Indicator: PD:021 Explain the rights of workers (PQ)
Objectives:
  a. Describe the employee right to a safe working environment.
  b. Discuss the employee right to form unions.
  c. Explain the employee right to fair treatment.
  d. Describe the employee right to expect criticism.
  e. Explain the employee right to expect recognition.

Performance Indicator: PD:022 Identify sources of career information (CS)
Objectives:
  a. Identify information that can be obtained at libraries about careers.
  b. Identify nonprint sources of career information.
  c. Identify career-information guides provided by the U.S. Department of Labor.
  d. Identify databases that provide career information.
  e. Identify career information that can be obtained on the Internet.
  f. Describe how school counselors can assist in providing career information.
  g. Explain the importance of discussing career opportunities with workers who are employed in jobs in which you are interested.

Performance Indicator: PD:023 Identify tentative occupational interest (CS)
Objectives:
  a. Define the terms interests and aptitudes.
  b. Explain reasons for selecting occupations that match one's interests and aptitudes.
  c. Describe the importance of comparing and evaluating information about occupations.
  d. Explain the reasons for narrowing the choice of occupations when developing a career path.
Instructional Area: Professional Development (PD) (cont’d)

Performance Element: Participate in career planning to enhance job-success potential.

Performance Indicator: PD:025 Explain employment opportunities in business  (CS) LAP-PD-015
Objectives:
a. Identify types of careers in business.
b. Describe traits and skills needed for success in business careers.
c. Explain educational requirements for business careers.

Performance Indicator: PD:066 Explain career opportunities in entrepreneurship  (CS) LAP-PD-066
Objectives:
a. Distinguish among entrepreneurs, small-business owners, and managers.
b. Identify reasons that people pursue careers as entrepreneurs.
c. Explain opportunities that aid people in becoming entrepreneurs.
d. Describe trends in entrepreneurship.
e. Discuss risks and disadvantages associated with entrepreneurship.
f. Identify reasons that business start-ups often fail.
g. Explain skills needed for entrepreneurial success.
h. Discuss reasons that entrepreneurs need to be aware of industry trends and technological developments.
i. Identify professional-development opportunities for entrepreneurs.

Performance Element: Implement job-seeking skills to obtain employment.

Performance Indicator: PD:026 Utilize job-search strategies  (PQ)
Objectives:
a. Identify procedures for conducting a self-analysis.
b. Identify sources of job information.
c. Describe steps in conducting a job search.
d. Implement job-search strategies.

Performance Indicator: PD:027 Complete a job application  (PQ)
Objectives:
a. List factors that employers consider when evaluating job application forms.
b. Identify the information required on the application.
c. Describe procedures for completing job application forms.
d. Complete a job application form.

Performance Indicator: PD:028 Interview for a job  (PQ)
Objectives:
a. Identify appropriate attire for job interviews.
b. Describe the use of questions in job interviews.
c. Identify appropriate questions to ask during job interviews.
d. Describe appropriate behavior during job interviews.
e. Explain procedures for interviewing for a job.
f. Interview for a job of interest.
Instructional Area:  Professional Development (PD) (cont’d)

Performance Element: Implement job-seeking skills to obtain employment.

Performance Indicator: PD:029 Write a follow-up letter after job interviews (CS)

Objectives:
- a. Describe reasons for writing follow-up letters after job interviews.
- b. Explain content that should be included in follow-up letters after job interviews.
- c. Demonstrate procedures for writing a follow-up letter after a job interview.

Performance Indicator: PD:030 Write a letter of application (CS)

Objectives:
- a. Identify the purpose of the letter of application.
- b. Explain when a letter of application is to be used.
- c. Explain the importance of the letter's appearance.
- d. Describe procedures for writing letters of application.
- e. Write an application letter for a job of interest.

Performance Indicator: PD:031 Prepare a résumé (CS)

Objectives:
- a. Identify information needed to prepare a résumé.
- b. Explain the uses of résumés.
- c. Explain the importance of keeping a specific personal file of work, education history and references.
- d. Discuss the value of neat appearance for résumés.
- e. Discuss the value of accurate information, spelling, punctuation, and grammar in résumés.
- f. Describe procedures for preparing résumés.
- g. Prepare a résumé.

Performance Element: Utilize career-advancement activities to enhance professional development.

Performance Indicator: PD:032 Describe techniques for obtaining work experience (e.g., volunteer activities, internships) (PQ)

Objectives:
- a. Define the term internship.
- b. Identify reasons that employers often choose to hire experienced workers.
- c. Identify activities that can be valued as work experience.
- d. Explain ways to obtain experiences that can substitute for workplace skills.

Performance Indicator: PD:033 Explain the need for ongoing education as a worker (PQ)

Objectives:
- a. Explain the benefits associated with the ongoing education of employees.
- b. Identify training provided by companies for their employees.
- c. Identify external sources of employee training.
- d. Explain the types of external training available to employees.
- e. Describe occasions when employees need training.
Instructional Area: Professional Development (PD) (cont’d)

Performance Element: Utilize career-advancement activities to enhance professional development.

Performance Indicator: PD:034 Explain possible advancement patterns for jobs (PQ)

Objectives:
- a. Define the following terms: job, career, occupation, job promotion, and seniority.
- b. Distinguish among occupations, jobs, and careers.
- c. Explain the value of entry-level job positions for beginning workers.
- d. Identify reasons promotion opportunities arise.
- e. Explain why a job change may be necessary for workers to advance.
- f. Describe the role of seniority in job advancement.
- g. Compare and contrast promotion opportunities among occupations and industries.

Instructional Area: Strategic Management (SM)

Performance Element: Recognize management's role to understand its contribution to business success.

Performance Indicator: SM:001 Explain the concept of management (CS) LAP-SM-003

Objectives:
- a. Define the following terms: management, planning, organizing, staffing, directing, and controlling.
- b. Explain the role of managers in business organizations.
- c. Describe the categories of resources managed by businesses.
- d. Explain the responsibilities of each level of management.
- e. Identify management functions.
- f. Describe the purposes of management functions.
## Semester 1

### Understanding Ethics

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<th>What is ethics?</th>
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| How can you behave ethically? | EI:124 Explain reasons for ethical dilemmas (CS) LAP-EI-124 (pp. 4-67—4-68)  
EI:125 Recognize and respond to ethical dilemmas (CS) LAP-EI-125 (pp. 4-69—4-71) | 4 days |

### The Business Environment

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| What is economics?                  | EC:002 Distinguish between economic goods and services (CS) LAP-EC-010  
EC:003 Explain the concept of economic resources (CS) LAP-EC-014  
EC:001 Describe the concepts of economics and economic activities (CS) LAP-EC-006  
EC:004 Determine economic utilities created by business activities (CS) LAP-EC-013  
EC:005 Explain the principles of supply and demand (CS) LAP-EC-011  
EC:006 Describe the functions of prices in markets (CS) LAP-EC-012 | 12 days |
| How do different economies work?    | EC:007 Explain the types of economic systems (CS) LAP-EC-017  
EC:009 Explain the concept of private enterprise (CS) LAP-EC-015  
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EC:065 Identify the impact of small business/entrepreneurship on market economies (CS)  
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EC:011 Determine factors affecting business risk (CS) LAP-EC-003 | 12 days |
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<td>NF:083 Explain the role of information systems (PQ)</td>
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<td>NF:005 Demonstrate personal information management/productivity applications (PQ)</td>
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<td>NF:009 Demonstrate basic database applications (PQ)</td>
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<th>Rules of the Workplace</th>
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<td>What general policies and procedures do you need to follow?</td>
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<td>PD:250 Adhere to company protocols and policies (CS)</td>
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<tr>
<th>What safety procedures do you need to follow?</th>
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<tr>
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<td>OP:004 Describe health and safety regulations in business (PQ)</td>
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<td>OP:005 Report noncompliance with business health and safety regulations (PQ)</td>
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<td>OP:006 Follow instructions for use of equipment, tools, and machinery (PQ)</td>
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<td>OP:007 Follow safety precautions (PQ)</td>
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<td>OP:008 Maintain a safe work environment (CS)</td>
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<td>OP:009 Explain procedures for handling accidents (CS)</td>
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<td>OP:010 Handle and report emergency situations (CS)</td>
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| What security procedures do you need to follow? | OP:013 Explain routine security precautions (CS)  
OP:152 Follow established security procedures/policies (CS)  
OP:153 Protect company information and intangibles (CS)  
OP:441 Explain information privacy, security, and confidentiality considerations in business (CS)  
OP:064 Maintain data security (CS) | 9 days |
|---|---|---|
| Finding and Getting a Job | PD:013 Assess personal interests and skills needed for success in business (PQ)  
PD:020 Analyze employer expectations in the business environment (PQ) | 3 days |
| What do employers want? | PD:021 Explain the rights of workers (PQ) | 2 days |
| What rights do you have? | PD:022 Identify sources of career information (CS)  
PD:023 Identify tentative occupational interest (CS)  
PD:025 Explain employment opportunities in business (CS) LAP-PD-015  
PD:066 Explain career opportunities in entrepreneurship (CS) LAP-PD-066 | 8 days |
| What job do you want? | PD:026 Utilize job-search strategies (PQ)  
PD:031 Prepare a résumé (CS)  
PD:030 Write a letter of application (CS)  
PD:027 Complete a job application (PQ)  
PD:002 Maintain appropriate personal appearance (PQ) LAP-PD-005  
PD:028 Interview for a job (PQ)  
PD:029 Write a follow-up letter after job interviews (CS)  
PD:032 Describe techniques for obtaining work experience (e.g., volunteer activities, internships) (PQ) | 16 days |
| How do you get a job? | PD:033 Explain the need for ongoing education as a worker (PQ)  
PD:034 Explain possible advancement patterns for jobs (PQ) | 4 days |
| How do you advance in a job? | | |
Course Description

*Business and Marketing Essentials (Honors-Ready)*, an introductory business and marketing course, enables students to acquire a realistic understanding of business processes and activities. Students examine fundamental economic concepts, the business environment, and primary business activities. They develop an understanding of and skills in such areas as business law, communication skills, customer relations, economics, emotional intelligence, financial analysis, human resources management, information management, marketing, operations, professional development, and strategic management. Throughout the course, students are presented ethical dilemmas and problem-solving situations for which they must apply academic and critical-thinking skills. *Business and Marketing Essentials (Honors-Ready)* is appropriate for advanced students.

**Instructional Area:** Business Law (BL)

**Performance Element:** Apply knowledge of business ownership to establish and continue business operations.

**Performance Indicator:** BL:003 Explain types of business ownership (CS) LAP-BL-001

**Objectives:**

- a. Define the following terms: sole proprietorship, partnership, corporation, merger, consolidation, expansion, franchise, limited-liability company, product trade-name franchise, and business-format franchise.
- b. List two types of businesses that would probably use a sole proprietorship form of ownership.
- c. Cite the purposes of forming a partnership.
- d. List two types of partnership arrangements.
- e. Describe the process for forming a corporation.
- f. Describe three types of corporations.
- g. Explain three ways in which corporations grow.
- h. Describe the advantages and disadvantages of sole proprietorships.
- i. Describe the advantages and disadvantages of partnerships.
- j. Discuss the advantages and disadvantages of corporations.
- k. Describe the importance of franchises in our society.
- l. Explain factors which affect the choice of ownership form.
Instructional Area: Communication Skills (CO)

Performance Element: Read to acquire meaning from written material and to apply the information to a task.

Performance Indicator: CO:057 Analyze company resources to ascertain policies and procedures (CS)
Objectives:
- a. Distinguish between policies and procedures.
- b. Discuss the need for company policies and procedures.
- c. Describe the impact of ineffective policies and procedures.
- d. Explain the importance of understanding company policies and procedures.
- e. Identify company resources that can be accessed for policies and procedures.
- f. Demonstrate how to analyze company resources to ascertain policies and procedures.

Performance Element: Apply verbal skills to obtain and convey information.

Performance Indicator: CO:084 Employ communication styles appropriate to target audience (CS)
Objectives:
- a. Describe types of communication styles.
- b. Discuss reasons to employ a communication style appropriate to a target audience.
- c. Explain methods used to recognize listeners' communication styles.
- d. Demonstrate procedures for employing communication styles appropriate to target audiences.

Performance Indicator: CO:061 Defend ideas objectively (CS)
Objectives:
- a. Discuss the need to provide evidence to support a position.
- b. Explain how ideas are formed.
- c. Describe stages of an idea evaluation process.
- d. Explain what causes people to accept new ideas.
- e. Identify reasons that barriers that are established to keep from accepting new ideas.
- f. Demonstrate procedures for defending ideas objectively.

Performance Indicator: CO:114 Handle telephone calls in a businesslike manner (CS)
Objectives:
- a. Describe proper verbal skills needed to handle telephone calls.
- b. Explain attitudes needed when handling telephone calls.
- c. Explain standard procedures for taking messages.
- d. Describe procedures for handling telephone calls in a businesslike manner.
- e. Demonstrate procedures for handling telephone calls in a businesslike manner.
Instructional Area: Communication Skills (CO) (cont’d)

Performance Element: Apply verbal skills to obtain and convey information.

Performance Indicator: CO:053 Participate in group discussions (CS)
Objectives:
- a. Explain why it is important to participate in group discussions.
- b. Identify effective group discussion techniques.
- c. Discuss the results of inappropriate group discussions.
- d. Explain ways to improve participation in group discussions.
- e. Demonstrate procedures for participating in group discussions.

Performance Element: Record information to maintain and present a report of business activity.

Performance Indicator: CO:085 Utilize note-taking strategies (CS)
Objectives:
- a. Discuss the importance of taking good notes.
- b. Explain note-taking strategies (e.g., Cornell two-column note-taking, outlining, mapping, charting, etc.).
- c. Identify abbreviations commonly used when note-taking.
- d. Describe common errors in note-taking.
- e. Demonstrate note-taking strategies.

Performance Indicator: CO:086 Organize information (CS)
Objectives:
- a. Discuss reasons to organize information after taking notes.
- b. Explain the impact that target audience has on the organization of information.
- c. Describe common approaches to organizing/ordering information (e.g., chronological order, problem/solution, most important to least important, deductive order, inductive order, etc.).
- d. Explain techniques that can be used to organize information on the computer.
- e. Demonstrate procedures for organizing information.

Performance Indicator: CO:087 Select and use appropriate graphic aids (CS)
Objectives:
- a. Discuss reasons to use graphic aids.
- b. Explain commonly used graphic aids (e.g., tables, bar graphs, line graphs, pie charts).
- c. Explain methods utilized to select and use appropriate graphic aids.
- d. Demonstrate procedures for selecting and using appropriate graphic aids.
Instructional Area: Communication Skills (CO) (cont’d)

Performance Element: Write internal and external business correspondence to convey and obtain information effectively.

Performance Indicator: CO:016 Explain the nature of effective written communications (CS)
Objectives:
- a. Identify types of written communication used in business.
- b. Identify characteristics of effective written communication.
- c. Explain the importance of neatness/accuracy when using written communication in business.
- d. Explain the importance of effective written communication.

Performance Indicator: CO:088 Select and utilize appropriate formats for professional writing (CS)
Objectives:
- a. Define the term format.
- b. Discuss the importance of utilizing appropriate formats for professional writing.
- c. Identify criteria used to determine the appropriate format for professional writing.
- d. Describe purposes of different forms of professional writing.
- e. Identify specific audiences for different formats of professional writing.
- f. Demonstrate procedures for selecting and utilizing appropriate formats for professional writing.

Performance Indicator: CO:089 Edit and revise written work consistent with professional standards (CS)
Objectives:
- a. Distinguish between editing and revising.
- b. Discuss reasons to edit and revise written work.
- c. Explain aspects of the revision process (e.g., rereading for meaning; adding; rearranging; removing; replacing; etc.).
- d. Describe criteria used when revising written work (e.g., logical sequencing, appropriate word choice, effective transitions, etc.).
- e. Explain criteria used when editing written work (e.g., proper sentence structure, appropriate punctuation, correct spelling, etc.).
- f. Demonstrate techniques used to edit and revise written work consistent with professional standards.

Performance Indicator: CO:090 Write professional emails (CS)
Objectives:
- a. Discuss characteristics of professional emails (e.g., specific, concise, clear, etc.).
- b. Explain the importance of exercising restraint when writing professional emails.
- c. Discuss reasons for editing professional emails prior to sending them.
- d. Identify information that should be included in a professional email signature.
- e. Discuss the proper use of attachments in professional emails.
- f. Describe different commands used to send outgoing messages (e.g., reply all, carbon copy [CC], blind carbon copy [BCC], etc.).
- g. Demonstrate how to write professional emails.
Instructional Area: Communication Skills (CO) (cont’d)

Performance Element: Write internal and external business correspondence to convey and obtain information effectively.

Performance Indicator: CO:133 Write business letters (CS)

Objectives:
- a. Identify types of business letters.
- b. Describe the components of an effective business letter.
- c. Explain the guidelines for business-letter writing.
- d. Write a business letter.

Instructional Area: Customer Relations (CR)

Performance Element: Foster positive relationships with customers to enhance company image.

Performance Indicator: CR:003 Explain the nature of positive customer relations (CS) LAP-CR-001

Objectives:
- a. Explain what it means to have positive customer relations.
- b. Identify factors that affect customer relations.
- c. Discuss the importance of positive customer relations.
- d. Describe techniques for building positive customer relations.

Instructional Area: Economics (EC)

Performance Element: Understand fundamental economic concepts to obtain a foundation for employment in business.

Performance Indicator: EC:002 Distinguish between economic goods and services (CS) LAP-EC-010

Objectives:
- a. Define the following terms: want, economic want, noneconomic want, goods, services, consumer goods, and industrial goods.
- b. Distinguish between economic and noneconomic wants.
- c. Identify the characteristics of goods.
- d. Identify the characteristics of services.
- e. Distinguish between consumer and industrial goods and services.
- f. Classify consumer goods.
- g. Classify industrial goods.
- h. Explain why consumers cannot have everything that they want.
- i. Explain how consumers affect the decision of what goods and services will be produced.
Performance Element: Understand fundamental economic concepts to obtain a foundation for employment in business.

Performance Indicator: EC:003 Explain the concept of economic resources (CS) LAP-EC-014

Objectives:
- a. Define the following terms: economic resources, natural resources, capital goods, human resources, and factors of production.
- b. List reasons that economic resources are important for business.
- c. Explain why natural resources are limited.
- d. Describe ways that businesses respond to limited natural resources.
- e. Explain why human resources are limited.
- f. Describe ways that businesses respond to limited human resources.
- g. Explain why capital goods are limited.
- h. Describe ways that businesses respond to limited capital goods.

Performance Indicator: EC:001 Describe the concepts of economics and economic activities (CS) LAP-EC-006

Objectives:
- a. Define the following terms: economics, scarcity, economizing, opportunity cost, trade-offs, consumption, consumer, production, producer, exchange, and distribution.
- b. Explain why wants are considered unlimited.
- c. Discuss why scarcity exists.
- d. Describe the three economic questions that all societies must answer.
- e. Explain the importance of decision making in economics.
- f. Describe four economic activities.
- g. Discuss three factors that affect the value of money payments in a market economy.

Performance Indicator: EC:004 Determine economic utilities created by business activities (CS) LAP-EC-013

Objectives:
- a. Define the following terms: utility, form utility, place utility, time utility, and possession utility.
- b. Identify ways in which a product’s utility can vary.
- c. Cite an example of each type of utility.
- d. Describe how marketing affects each type of utility.

Performance Indicator: EC:005 Explain the principles of supply and demand (CS) LAP-EC-011

Objectives:
- a. Define the following terms: demand, law of demand, supply, law of supply, law of supply and demand, buyer’s market, seller’s market, elasticity, elastic demand, and inelastic demand.
- b. List the conditions required for demand to exist.
- c. Describe how the law of supply and demand affects businesses.
- d. Identify factors that affect elasticity.
- e. Explain the importance of understanding elasticity.
- f. Describe factors that affect demand.
- g. Describe factors that affect supply.
**Instructional Area:** Economics (EC) (cont’d)

**Performance Element:** Understand fundamental economic concepts to obtain a foundation for employment in business.

**Performance Indicator:** EC:006 Describe the functions of prices in markets (CS) LAP-EC-012

**Objectives:**
- a. Define the following terms: price, relative prices, substitution effect, rationing, equilibrium price, excess supply, excess demand, and market price.
- b. Explain the importance of price in business.
- c. Explain the significance of relative prices to businesses and to consumers.
- d. Identify an example of the change in relative prices of two products.
- e. Identify an example of the change in prices that does not result in a change in relative prices.
- f. Explain how customers react to changes in relative price.
- g. Discuss the relationship of relative prices to the three economic questions.
- h. Describe the functions of relative prices.
- i. Explain the use of relative prices in making purchase decisions.
- j. Explain how prices are determined.
- k. Explain how producers respond to excess supply.
- l. Explain how producers respond to excess demand.

**Performance Element:** Understand the nature of business to show its contributions to society.

**Performance Indicator:** EC:070 Explain the role of business in society (CS) LAP-EC-070

**Objectives:**
- a. Define the following terms: social responsibility, producers, raw-goods producers, manufacturers, builders, trade industries, retailers, wholesalers, and service businesses.
- b. Identify two categories of social responsibility.
- c. Identify ways in which businesses demonstrate social responsibility by maximizing their profits.
- d. Identify ways in which businesses contribute to public interests.
- e. List individuals, groups, or agencies to which retailers are socially responsible.
- f. Categorize types of producers in our society.
- g. Identify examples of retailers.
- h. Identify examples of wholesalers.
- i. Distinguish between retailers and wholesalers.
- j. Describe factors that differ among trade industries.
- k. Describe classifications of service businesses found in our society.
- l. Explain the importance of service businesses in our society.
Performance Element: Understand the nature of business to show its contributions to society.

Performance Indicator: EC:071 Describe types of business activities (CS) LAP-EC-019

Objectives:
- a. Define the following terms: business, accounting, customer relations, finance, human resources management, information management, management, marketing, operations, and production.
- b. Identify types of primary business activities.
- c. Explain the importance of primary business activities.
- d. Explain the interrelationship of business activities.

Performance Indicator: EC:138 Describe types of business models (SP)

Objectives:
- a. Define the term business model.
- b. Explain the purpose of a business model.
- c. Describe the connection between business model design and strategic planning.
- d. Discuss common contemporary business models (e.g., manufacturer, distributor, direct sales, franchising, retail, freemium, subscription, advertising-based, etc.).
- e. Explain reasons for an organization’s business model to change over time.

Performance Indicator: EC:103 Explain the organizational design of businesses (SP) LAP-EC-023

Objectives:
- a. Define the following terms: line of command, line authority, staff authority, span of control, authority, responsibility
- b. Explain principles of organizational design.
- c. Identify types of organizational structures that businesses use.
- d. Explain advantages/disadvantages of functional structures.
- e. Discuss advantages/disadvantages of divisional structures.
- f. Describe advantages/disadvantages of matrix structures.
- g. Discuss advantages/disadvantages of lateral relations.
- h. Describe circumstances in which organizational structures can be used effectively.

Performance Indicator: EC:104 Discuss the global environment in which businesses operate (SP) LAP-EC-104

Objectives:
- a. Discuss the impact of globalization on businesses.
- b. Explain factors driving the existence of a global business environment.
- c. Describe forces that maintain differences between countries/regions.
- d. Discuss reasons that businesses go abroad.
- e. Describe ways in which businesses can enter a foreign market.
Instructional Area: Economics (EC) (cont’d)

Performance Element: Understand the nature of business to show its contributions to society.

Performance Indicator: EC:105 Describe factors that affect the business environment (SP) LAP-EC-105

Objectives:
- a. Identify types of external factors affecting business environments.
- b. Discuss reasons that the business environment can be affected by external factors.
- c. Explain how ethnic factors affect the business environment.
- d. Discuss how cultural factors affect the business environment.
- e. Describe how socio-political factors affect the business environment.
- f. Explain how economic factors affect the business environment.
- g. Discuss how businesses react to factors affecting their environment.

Performance Indicator: EC:106 Explain the nature of business ethics (SP) LAP-EC-106

Objectives:
- a. Distinguish between ethics and regulations.
- b. Discuss the need for business ethics.
- c. Explain reasons that businesspeople choose to behave unethically.
- d. Describe the impact of unethical behavior on a business.
- e. Identify current examples of unethical business behavior.

Performance Indicator: EC:107 Explain how organizations adapt to today’s markets (SP) LAP-EC-107

Objectives:
- a. Explain forces that are driving market changes (e.g., globalization, consumer demands, spending trends, and industry structure changes).
- b. Discuss the need for organizational flexibility to adapt to market changes.
- c. Describe requirements businesses need in order to adapt to market changes.
- d. Explain strategies that help to keep a business open to change.
- e. Discuss management processes that aid adaptation to market conditions (i.e., proactive management, competitive aggression, innovative management, organizational learning, marketing orientation, and slack resources).
Instructional Area: Economics (EC) (cont’d)

Performance Element: Understand economic systems to be able to recognize the environments in which businesses function.

Performance Indicator: EC:007 Explain the types of economic systems (CS) LAP-EC-017
Objectives:
  a. Define the following terms: economic system, traditional economic system, command economic system, communism, socialism, and market economic system.
  b. Explain why economic systems are needed.
  c. Describe the characteristics of traditional economic systems.
  d. Describe the characteristics of communism.
  e. Describe the characteristics of socialism.
  f. Describe the characteristics of a market economic system.
  g. Explain how each type of economic system addresses the three economic questions.
  h. Describe the strengths and weaknesses of traditional economies.
  i. Describe the strengths and weaknesses of communist command economies.
  j. Describe the strengths and weaknesses of socialist command economies.
  k. Describe the strengths and weaknesses of market economies.

Performance Indicator: EC:065 Identify the impact of small business/entrepreneurship on market economies (CS)
Objectives:
  a. Define the terms small business and entrepreneurship.
  b. Explain the relationship between small business and entrepreneurship.
  c. Describe barriers to small business/entrepreneurial success.
  d. Discuss reasons for the growth of small business.
  e. Identify ways that small business has contributed to society.

Performance Indicator: EC:009 Explain the concept of private enterprise (CS) LAP-EC-015
Objectives:
  a. Define the term private enterprise.
  b. Describe the characteristics of a private enterprise system.
  c. Discuss the advantages and disadvantages of private enterprise.
  d. Explain the economic freedoms found in a private enterprise system.
  e. Describe the limits to freedom in a private enterprise system.

Performance Indicator: EC:010 Identify factors affecting a business's profit (CS) LAP-EC-002
Objectives:
  a. Define the following terms: profit, profit motive, income, expenses, cost of goods, operating expenses, gross profit, and net profit.
  b. Identify reasons that people are willing to invest in businesses.
  c. Explain how profit is calculated.
  d. Explain the importance of profit.
  e. Describe factors that affect profit (i.e., the economy, demand, chance, expenses, pricing).
  f. Explain ways that businesses can increase profit (i.e., decrease expenses, increase sales).
  g. Defend businesses’ need to make a profit.
Instructional Area: Economics (EC) (cont’d)

Performance Element: Understand economic systems to be able to recognize the environments in which businesses function.

Performance Indicator: EC:011 Determine factors affecting business risk (CS) LAP-EC-003

Objectives:

- a. Define the following terms: business risk, economic risks, natural risks, human risks, pure risks, speculative risks, guarantees, and warranties.
- b. Classify business risks.
- c. List types of economic risks.
- d. Identify examples of natural risks.
- e. Identify examples of human risks.
- f. Distinguish between pure and speculative risks.
- g. Describe ways that businesses can prevent or control risks.
- h. Describe ways that businesses can transfer risks.
- i. Describe reasons that businesses retain risks.
- j. Explain ways that businesses can avoid risks.

Performance Indicator: EC:012 Explain the concept of competition (CS) LAP-EC-008

Objectives:

- a. Define the following terms: competition, direct competition, indirect competition, price competition, nonprice competition, monopoly, oligopoly, perfect competition, and regulated monopolies.
- b. Cite examples of direct competition.
- c. Cite examples of indirect competition.
- d. List examples of price competition.
- e. List examples of nonprice competition.
- f. Distinguish among market structures of businesses.
- g. Describe characteristics of pure competition.
- h. Explain characteristics of pure monopoly.
- i. Discuss characteristics of monopolistic competition.
- j. Describe characteristics of oligopolies.
- k. Describe government legislation affecting competition.
- l. Explain ways that competition affects producers.
- m. Describe how consumers benefit from competition.
- n. Explain how our society benefits from competition.
- o. Support the need for competition in a private enterprise economy.
Performance Element: Acquire knowledge of the impact of government on business activities to make informed economic decisions.

Performance Indicator: EC:008 Determine the relationship between government and business (CS) LAP-EC-016

Objectives:
- a. Describe the role of government in a market economy.
- b. Describe how government is involved in business.
- c. Explain ways in which government regulates business.
- d. Explain how the costs of government regulation are financed.

Performance Indicator: EC:072 Describe the nature of taxes (SP) LAP-EC-027

Objectives:
- a. Define the following terms: tax, revenue, expenditure, excise tax, income tax, property tax, and sales tax.
- b. Explain the importance of taxes in a market economy.
- c. List sources of tax monies paid to different levels of government.
- d. Identify ways that tax monies are used by the different levels of government.
- e. Describe tax structures.
- f. Explain the Internal Revenue Service’s roles.
- g. Illustrate the impact of taxation on the circular flow of income model.
- h. Explain how government expenditures are financed.

Performance Element: Analyze cost/profit relationships to guide business decision-making.

Performance Indicator: EC:013 Explain the concept of productivity (CS) LAP-EC-018

Objectives:
- a. Define the term productivity.
- b. Identify the effects of productivity on society.
- c. Describe how productivity is measured.
- d. Describe factors that enhance productivity.
- e. Describe factors that hinder productivity.
- f. Explain ways to increase productivity.
- g. Discuss the consequences of non-productivity.
Instructional Area: Economics (EC) (cont’d)

Performance Element: Analyze cost/profit relationships to guide business decision-making.

Performance Indicator: EC:014 Analyze impact of specialization/division of labor on productivity (SP) LAP-EC-007

Objectives:
- Analyze the relationship between the depth and scope of a job.
- Compare the advantages and disadvantages of specialization.
- Describe the impact of specialization on business decisions.
- Explain how specialization affects total revenue and marginal revenue.

Performance Indicator: EC:015 Explain the concept of organized labor and business (SP) LAP-EC-005

Objectives:
- Define the terms: labor union, local, national, federation, collective bargaining, strikes, picketing, boycotts, featherbedding, lockouts, injunctions, and strikebreakers.
- Identify reasons that labor unions form.
- Describe the collective bargaining process.
- Explain types of union negotiation strategies.
- Describe the effects of unionism on businesses.

Performance Indicator: EC:023 Explain the impact of the law of diminishing returns (SP) LAP-EC-031

Objectives:
- Define the terms: stages of production, theory of production, production function, increasing returns, diminishing returns, law of diminishing returns, law of variable proportions, marginal product, negative returns, marginal cost, total revenue, and marginal revenue.
- Explain the stages of production.
- Describe the impact of the law of diminishing returns on production decisions.
- Explain how total revenue and marginal revenue are used to determine the amount of output that will generate the most profit.
Instructional Area: Economics (EC) (cont’d)

Performance Element: Understand economic indicators to recognize economic trends and conditions.

Performance Indicator: EC:081 Discuss the measure of consumer spending as an economic indicator (SP)

Objectives:
- a. Define the term Consumer Confidence Index (CCI). [The Conference Board defines the Consumer Confidence Survey as “a monthly report detailing consumer attitudes and buying intentions, with data available by age, income and region.”]
- b. Describe how consumer spending reacts to shifts in the well-being of the economy.
- c. Explain how the Consumer Confidence Index functions.
- d. Describe how businesses use and react to changes in the Consumer Confidence Index.
- e. Discuss government’s options when the Consumer Confidence Index indicates a decreasing trend (e.g., issuing a tax rebate or taking other action to stimulate the economy).

Performance Indicator: EC:083 Describe the economic impact of inflation on business (SP) LAP-EC-028

Objectives:
- a. Define the following terms: inflation, inflation rate, deflation, Consumer Price Index, standard of living, targeted inflation rate, and price stability.
- b. Describe causes of inflation.
- c. Explain how inflation impacts the economy.
- d. Describe the relationship between price stability and inflation.
- e. Explain problems associated with deflation.
- f. Discuss reasons why the inflation rate should be above zero.
- g. Explain how businesses can use the Consumer Price Index.
- h. Discuss the purpose of the Consumer Price Index (CPI).
- i. Describe how the Consumer Price Index is determined.
- j. Identify the major kinds of consumer spending that make up the Consumer Price Index.
- k. Explain how the Consumer Price Index is used to find the rate of inflation.
- l. Describe limitations on the use of the Consumer Price Index.

Performance Indicator: EC:017 Explain the concept of Gross Domestic Product (GDP) (SP) LAP-EC-001

Objectives:
- a. Define the following terms: gross domestic product (GDP), personal consumption expenditures, gross private domestic investment, government purchases of goods and services, net exports of goods and services, trade deficit, trade surplus, uncounted production, underground economy, and double counting.
- b. Identify the categories of goods and services that make up GDP.
- c. Describe problems encountered in calculating GDP.
- d. Explain the importance of a country’s GDP.
- e. Describe ways to increase GDP.
- f. Describe how the government responds to changes in GDP.
- g. Describe ways that businesses respond to changes in GDP.
Instructional Area: Economics (EC) (cont’d)

Performance Element: Understand economic indicators to recognize economic trends and conditions.

Performance Indicator: EC:082 Discuss the impact of a nation’s unemployment rates (SP) LAP-EC-029

Objectives:
a. Define the following terms: unemployment rate, frictional unemployment, structural unemployment, cyclical unemployment, seasonal unemployment, technological unemployment, and full employment.
b. Discuss individual costs of unemployment.
c. Describe economic benefits of unemployment.
d. Explain theories of the causes of unemployment.
e. Explain why the unemployment rate understates employment conditions.
f. Describe the costs of unemployment for a nation.

Performance Indicator: EC:084 Explain the economic impact of interest-rate fluctuations (SP)

Objectives:
a. Define the following terms: interest rate, nominal interest rate, real interest rate, interest-rate fluctuation, default risk, liquidity risk, and maturity risk.
b. Discuss causes of interest-rate fluctuations.
c. Explain the impact of interest rate fluctuations on an economy.
d. Describe the relationship between interest rates and the demand for money.
e. Describe the relationship between inflation and interest rates.
f. Discuss factors that create differences in the amount of interest charged on credit transactions (e.g., levels and kinds of risk, borrowers’ and lenders’ rights, and tax considerations).
g. Describe kinds of risk associated with variances in interest rates (i.e., default, liquidity, and maturity).
h. Explain how fiscal policies can affect interest rates.

Performance Indicator: EC:018 Determine the impact of business cycles on business activities (SP) LAP-EC-009

Objectives:
a. Define the following terms: business cycles, expansion, peak, contraction, and trough.
b. Identify the phases of a business cycle.
c. Describe the expansion phase of a business cycle.
d. Describe the peak phase of a business cycle.
e. Describe the contraction phase of a business cycle.
f. Describe the trough phase of a business cycle.
g. Explain how knowledge of business cycles benefits businesspeople.
h. Describe internal causes of business cycles.
i. Explain external causes of business cycles.
Instructional Area: Economics (EC) (cont’d)

Performance Element: Understand global trade's impact to aid business decision-making.

Performance Indicator: EC:016 Explain the nature of global trade (SP) LAP-EC-004

Objectives:
   a. Define the following terms: imports, exports, global trade, absolute advantage, and comparative advantage.
   b. Describe reasons that global trade takes place.
   c. List gains from global trade.
   d. Identify ways in which the U.S. economy is affected by global trade.
   e. Describe types of trade barriers.
   f. Explain techniques used by governments to improve global trade relations.

Performance Indicator: EC:109 Discuss the impact of globalization on business (SP)

Objectives:
   a. Discuss ways in which a rise in international competition impacts business.
   b. Explain the impact of globalization on business technology and knowledge.
   c. Describe the effect of foreign investment on business.
   d. Explain the impact of globalization on management structure.
   e. Discuss risks that businesses face as a result of entering the global marketplace.
   f. Discuss opportunities that businesses face in entering the global marketplace (e.g., expanded markets, cheaper resources, economies of scale, etc.).

Performance Indicator: EC:100 Describe the determinants of exchange rates and their effects on the domestic economy (SP) LAP-EC-030

Objectives:
   a. Define the terms exchange rate, exchange-rate quotation, free-floating currency, pegged currency, foreign-exchange market, and strong/weak dollar.
   b. Distinguish between direct and indirect exchange-rate quotations.
   c. Interpret exchange rates.
   d. Identify factors that increase demand for currencies.
   e. Explain factors that cause a currency to lose value relative to other currencies.
   f. Discuss how economic factors affect exchange rates.
   g. Explain how market psychology can affect exchange rates.
   h. Describe how political conditions can influence exchange rates.
   i. Distinguish between free-floating and pegged currency.
   j. Describe factors that influence free-floating currency.
   k. Identify institutions that utilize the foreign exchange market.
   l. Discuss types of financial instruments used in foreign exchange markets.
   m. Explain the advantages/disadvantages of a strong U.S. dollar.
   n. Describe the advantages/disadvantages of a weak U.S. dollar.
   o. Explain the risks of speculating on the price of foreign currency.
Instructional Area: Emotional Intelligence (EI)

Performance Element: Apply ethics to demonstrate trustworthiness.

Performance Indicator: EI:123 Describe the nature of ethics (CS) LAP-EI-123

Objectives:
- a. Define the following terms: ethics, ethical principles, ethical situation, integrity, trust, accountability, transparency, fairness, respect, rule of law, and viability.
- b. Discuss the value of following ethical principles consistently.
- c. Describe the role of ethical principles in decision making.
- d. Discuss ethical principles that aid in making wise choices and ethical decisions (i.e., integrity, trust, accountability, transparency, fairness, respect, rule of law, and viability).
- e. Describe consequences of acting unethically.

Performance Indicator: EI:124 Explain reasons for ethical dilemmas (CS) LAP-EI-124

Objectives:
- a. Define the following terms: dilemma and ethical dilemma.
- b. Distinguish between ordinary dilemmas and ethical dilemmas.
- c. Identify common causes of ethical dilemmas (e.g., pressure from others, desire to prove yourself, conflicting values, greed, bad role models, lack of consequences).

Performance Indicator: EI:125 Recognize and respond to ethical dilemmas (CS) LAP-EI-125

Objectives:
- a. Define the term ethical dilemma.
- b. Discuss characteristics of ethical dilemmas.
- c. Explain reasons to recognize and respond to ethical dilemmas.
- d. Discuss things to consider when determining if a problem is an ethical dilemma.
- e. Demonstrate techniques for recognizing and responding to ethical dilemmas.

Performance Element: Identify with others' feelings, needs, and concerns to enhance interpersonal relations.

Performance Indicator: EI:104 Leverage personality types in business situations (SP)

Objectives:
- a. Define the term leverage.
- b. Discuss methods for identifying personality types.
- c. Distinguish among different personality types.
- d. Explain reasons for leveraging personality types in business situations (e.g., building trust, developing leaders, building teams, nurturing innovation, managing stress).
- e. Describe consequences of failing to leverage personality types (e.g., team conflict).
- f. Explain methods for working with, leveraging, and leading different personality types in business situations.
- g. Demonstrate techniques for leveraging personality types in business situations.
Instructional Area: Emotional Intelligence (EI) (cont’d)

Performance Element: Use communication skills to foster open, honest communications.

Performance Indicator: EI:038 Explain ethical considerations in providing information (SP)

Objectives:
- a. Explain the impact of providing false or misleading information.
- b. Discuss the potential impact of providing half-truths.
- c. Describe how providing information out of context can impact honest communications.
- d. Explain how withholding information can be harmful.
- e. Identify topics that should not be discussed with a competitor (e.g., prices, products and services, business practices, territories, distribution channels, or customers).
- f. Identify topics that should be avoided with coworkers.
- g. Explain the importance of a business's proprietary information.
- h. Cite examples of a business’s proprietary information.
- i. Describe why employees should avoid posting company information in chat rooms, forums, or blogs.
- j. Discuss the need to follow company policy regarding communications with the media.
- k. Identify employee practices that would hamper confidentiality.
- l. Explain methods businesses use to protect their proprietary information.

Performance Indicator: EI:130 Collaborate with others (SP)

Objectives:
- a. Define the term collaborate.
- b. Explain strategies for collaborating with others.
- c. Discuss benefits of collaborating with others.
- d. Demonstrate techniques for collaborating with others.

Performance Indicator: EI:106 Solicit feedback (SP)

Objectives:
- a. Describe reasons for soliciting feedback from others.
- b. Explain benefits of soliciting feedback from others.
- c. Discuss methods for soliciting feedback.
- d. Demonstrate techniques for soliciting feedback.

Performance Indicator: EI:107 Use social media to solicit new ideas and solutions (SP)

Objectives:
- a. Explain benefits of using social media to solicit new ideas and solutions.
- b. Describe methods to use social media to solicit new ideas and solutions.
- c. Demonstrate techniques for using social media to solicit new ideas and solutions.
Instructional Area: Emotional Intelligence (EI) (cont’d)

Performance Element: Use communication skills to influence others.

Performance Indicator: EI:108 “Sell” ideas to others (SP)

Objectives:
- a. Explain reasons for “selling” ideas to others.
- b. Discuss the importance of preparation in “selling” ideas to others.
- c. Describe strategies for “selling” ideas to others.
- d. Demonstrate how to “sell” ideas to others.

Performance Indicator: EI:012 Persuade others (SP) LAP-EI-121

Objectives:
- a. Explain the importance of being able to persuade others.
- b. Describe occasions for persuading others.
- c. Identify factors that determine a person's credibility with others.
- d. Explain techniques for persuading others.
- e. Demonstrate procedures for persuading others.

Performance Indicator: EI:062 Demonstrate negotiation skills (SP) LAP-EI-008

Objectives:
- a. Define the term negotiation.
- b. Explain the importance of using negotiation skills.
- c. Identify situations in which negotiation skills are needed.
- d. Describe negotiation techniques.
- e. Use negotiation skills.

Performance Element: Manage stressful situations to minimize potential negative impact.

Performance Indicator: EI:028 Explain the nature of stress management (SP) LAP-EI-025

Objectives:
- a. Define the terms stress and burnout.
- b. Describe signs of employee stress.
- c. Discuss causes of employee stress.
- d. Explain how stress can lead to burnout.
- e. Describe types of programs that companies can use to identify and alleviate employee stress.
- f. Explain wellness programs that can be used to prevent employee stress.

Performance Element: Implement teamwork techniques to accomplish goals.

Performance Indicator: EI:011 Use consensus-building skills (SP) LAP-EI-019

Objectives:
- a. Define the terms consensus and consensus-building.
- b. Discuss the importance of consensus-building skills.
- c. Explain occasions when consensus is needed.
- d. Describe process for building consensus.
- e. Demonstrate consensus-building skills.
Instructional Area: Emotional Intelligence (EI) (cont’d)

Performance Element: Implement teamwork techniques to accomplish goals.

Performance Indicator: EI:059 Motivate team members (SP)

Objectives:
- a. Explain reasons to motivate team members.
- b. Distinguish between intrinsic and extrinsic motivation.
- c. Describe the main motivators in work (e.g., achievement, recognition, responsibility, advancement, self-improvement, the work itself).
- d. Explain why motivation must be tailored to an individual team member.
- e. Discuss ways that team members’ efforts can be recognized/rewarded.
- f. Demonstrate how to motivate team members.

Instructional Area: Financial Analysis (FI)

Performance Element: Acquire a foundational knowledge of accounting to understand its nature and scope.

Performance Indicator: FI:579 Describe the need for financial information (CS) LAP-FI-009

Objectives:
- a. Discuss characteristics of useful financial information (e.g., credible, transparent, timely, understandable, comparable, reliable, etc.).
- b. Describe the usefulness of financial information in identifying trends.
- c. Explain how managers use financial information (e.g., in planning strategies, executing strategies, and feedback from execution of the strategy).
- d. Discuss the usefulness of financial information in contracts.
- e. Discuss how analysis of financial data aids in understanding accounting treatment.
- f. Describe how analysis of financial data aids in verifying information.
- g. Explain how analysis of financial data aids in determining variance.
- h. Discuss how analysis of financial data guides financial decision-making.

Performance Indicator: FI:085 Explain the concept of accounting (CS) LAP-FI-085

Objectives:
- b. Identify purposes of accounting.
- c. Explain who uses accounting data.
- d. Describe requirements that an accounting system should fulfill.
- e. Explain the need for accounting standards.
- g. Explain the nature of managerial accounting.
- h. Discuss the nature of cost accounting.
- i. Explain the flow of financial data from customer transaction to financial information users.
Instructional Area: Financial Analysis (FI) (cont’d)

Performance Element: Acquire a foundational knowledge of finance to understand its nature and scope.

Performance Indicator: FI:354 Explain the role of finance in business (CS) LAP-FI-007

Objectives:
- b. Discuss the primary finance activities.
- c. Explain the contributions of finance to business operations.
- d. Discuss the relationship of finance with other business functions.
- e. Distinguish between capital investment decisions and working capital management.
- f. Describe the decisions that make up capital investment decisions.
- g. Explain the use of cash conversion cycles in managing working capital.
- h. Discuss the use of return on capital in managing working capital.

Instructional Area: Human Resources Management (HR)

Performance Element: Understand the role and function of human resources management to obtain a foundational knowledge of its nature and scope.

Performance Indicator: HR:410 Discuss the nature of human resources management (CS) LAP-HR-035

Objectives:
- a. Describe activities included in human resources management (i.e., employee benefits, employee relations, compensation, selection and staffing, and performance management and appraisal).
- b. Explain the importance of human resources management to business effectiveness.
- c. Discuss reasons that the human resources management function is changing/evolving.
- d. Describe the role of human resources management in strategic management.
Instructional Area: Marketing (MK)

Performance Element: Understand marketing's role and function in business to facilitate economic exchanges with customers.

Performance Indicator: MK:001 Explain marketing and its importance in a global economy (CS)

LAP-MK-004

Objectives:
- a. Define the following terms: marketing and marketing concept.
- b. Identify marketing activities.
- c. Categorize items that are marketed.
- d. Explain where marketing occurs.
- e. Explain the elements of the marketing concept.
- f. Explain the role of marketing in a private enterprise system.
- g. Describe ways in which consumers and businesses would be affected if marketing did not exist.
- h. Explain how marketing benefits our society.

Instructional Area: Information Management (NF)

Performance Element: Acquire a foundational knowledge of information management to understand its nature and scope.

Performance Indicator: NF:110 Discuss the nature of information management (CS) LAP-NF-110

Objectives:
- a. Explain the scope of the information management function.
- b. Discuss the importance of information management to business success.
- c. Identify challenges to information management.
- d. Explain principles that can be used to ensure effectiveness of information management activities.
- e. Describe factors driving industry-wide change in information management practices.
- f. Discuss risks associated with information management.
- g. Explain elements of an information management program.
Instructional Area: Operations (OP)

Performance Element: Understand operation's role and function in business to value its contribution to a company.

Performance Indicator: OP:189 Explain the nature of operations (CS) LAP-OP-189

Objectives:
- a. Explain activities that make up the operations function (i.e., purchasing, inventory control, quality control, storage, logistics and evaluations).
- b. Discuss the impact of a business's product on operations.
- c. Describe how operations principles apply to service businesses.
- d. Explain the impact of operations on other business functions.
- e. Discuss the impact of technology on operations.

Performance Element: Implement purchasing activities to obtain business supplies, equipment, resources, and services.

Performance Indicator: OP:015 Explain the nature and scope of purchasing (CS) LAP-OP-002

Objectives:
- a. Define the term purchasing.
- b. Identify activities involved in purchasing.
- c. Describe the importance of purchasing in the operation of a business.
- d. Discuss the purchasing process used by businesses to obtain materials, equipment, and supplies used in their operation.

Performance Element: Understand production's role and function in business to recognize its need in an organization.

Performance Indicator: OP:017 Explain the concept of production (CS) LAP-OP-017

Objectives:
- a. Define the following terms: production, operations, inputs, and outputs.
- b. Identify inputs used by organizations for production.
- c. Distinguish between tangible and intangible outputs.
- d. Describe the importance of production to an organization.
- e. Identify production activities.
- f. Explain the purposes of production activities.
- g. Describe goals of production activities.
Instructional Area: Professional Development (PD)

Performance Element: Understand and follow company rules and regulations to maintain employment.

Performance Indicator: PD:250 Adhere to company protocols and policies (CS)
Objectives:
- a. Define the following terms: protocol, policy, procedure.
- b. Discuss types of company protocols, policies, and procedures (e.g., employee conduct, discipline, ethics, health and safety, etc.).
- c. Explain purposes of company protocols, policies, and procedures.
- d. Describe benefits of company protocols, policies, and procedures.
- e. Discuss the importance of adhering to company protocols and policies.
- f. Demonstrate techniques for adhering to company protocols and policies.

Performance Indicator: PD:252 Follow chain of command (CS)
Objectives:
- a. Discuss the importance of following the chain of command.
- b. Discuss the use of the chain of command to resolve issues or problems.
- c. Explain possible consequences of failing to follow the chain of command.
- d. Describe situations in which bypassing the chain of command is appropriate.
- e. Explain techniques used to work through the chain of command.
- f. Demonstrate techniques used to follow a chain of command.

Performance Element: Participate in career planning to enhance job-success potential.

Performance Indicator: PD:022 Identify sources of career information (CS)
Objectives:
- a. Identify information that can be obtained at libraries about careers.
- b. Identify nonprint sources of career information.
- c. Identify career-information guides provided by the U.S. Department of Labor.
- d. Identify databases that provide career information.
- e. Identify career information that can be obtained on the Internet.
- f. Describe how school counselors can assist in providing career information.
- g. Explain the importance of discussing career opportunities with workers who are employed in jobs in which you are interested.

Performance Indicator: PD:023 Identify tentative occupational interest (CS)
Objectives:
- a. Define the terms interests and aptitudes.
- b. Explain reasons for selecting occupations that match one's interests and aptitudes.
- c. Describe the importance of comparing and evaluating information about occupations.
- d. Explain the reasons for narrowing the choice of occupations when developing a career path.

Performance Indicator: PD:025 Explain employment opportunities in business (CS) LAP-PD-015
Objectives:
- a. Identify types of careers in business.
- b. Describe traits and skills needed for success in business careers.
- c. Explain educational requirements for business careers.
Instructional Area: Professional Development (PD) (cont’d)

Performance Element: Participate in career planning to enhance job-success potential.

Performance Indicator: PD:066 Explain career opportunities in entrepreneurship (CS) LAP-PD-066

Objectives:
- b. Identify reasons that people pursue careers as entrepreneurs.
- c. Explain opportunities that aid people in becoming entrepreneurs.
- d. Describe trends in entrepreneurship.
- e. Discuss risks and disadvantages associated with entrepreneurship.
- f. Identify reasons that business start-ups often fail.
- g. Explain skills needed for entrepreneurial success.
- h. Discuss reasons that entrepreneurs need to be aware of industry trends and technological developments.
- i. Identify professional-development opportunities for entrepreneurs.

Performance Element: Implement job-seeking skills to obtain employment.

Performance Indicator: PD:026 Utilize job-search strategies (PQ)

Objectives:
- a. Identify procedures for conducting a self-analysis.
- b. Identify sources of job information.
- c. Describe steps in conducting a job search.
- d. Implement job-search strategies.

Performance Indicator: PD:027 Complete a job application (PQ)

Objectives:
- a. List factors that employers consider when evaluating job application forms.
- b. Identify the information required on the application.
- c. Describe procedures for completing job application forms.
- d. Complete a job application form.

Performance Indicator: PD:028 Interview for a job (PQ)

Objectives:
- a. Identify appropriate attire for job interviews.
- b. Describe the use of questions in job interviews.
- c. Identify appropriate questions to ask during job interviews.
- d. Describe appropriate behavior during job interviews.
- e. Explain procedures for interviewing for a job.
- f. Interview for a job of interest.
Instructional Area: Professional Development (PD) (cont’d)

Performance Element: Implement job-seeking skills to obtain employment.

Performance Indicator: PD:029 Write a follow-up letter after job interviews (CS)
Objectives:
  a. Describe reasons for writing follow-up letters after job interviews.
  b. Explain content that should be included in follow-up letters after job interviews.
  c. Demonstrate procedures for writing a follow-up letter after a job interview.

Performance Indicator: PD:030 Write a letter of application (CS)
Objectives:
  a. Identify the purpose of the letter of application.
  b. Explain when a letter of application is to be used.
  c. Explain the importance of the letter's appearance.
  d. Describe procedures for writing letters of application.
  e. Write an application letter for a job of interest.

Performance Indicator: PD:031 Prepare a résumé (CS)
Objectives:
  a. Identify information needed to prepare a résumé.
  b. Explain the uses of résumés.
  c. Explain the importance of keeping a specific personal file of work, education history and references.
  d. Discuss the value of neat appearance for résumés.
  e. Discuss the value of accurate information, spelling, punctuation, and grammar in résumés.
  f. Describe procedures for preparing résumés.
  g. Prepare a résumé.

Performance Element: Utilize career-advancement activities to enhance professional development.

Performance Indicator: PD:032 Describe techniques for obtaining work experience (e.g., volunteer activities, internships) (PQ)
Objectives:
  a. Define the term internship.
  b. Identify reasons that employers often choose to hire experienced workers.
  c. Identify activities that can be valued as work experience.
  d. Explain ways to obtain experiences that can substitute for workplace skills.

Performance Indicator: PD:033 Explain the need for ongoing education as a worker (PQ)
Objectives:
  a. Explain the benefits associated with the ongoing education of employees.
  b. Identify training provided by companies for their employees.
  c. Identify external sources of employee training.
  d. Explain the types of external training available to employees.
  e. Describe occasions when employees need training.
Instructional Area: Professional Development (PD) (cont’d)

Performance Element: Utilize career-advancement activities to enhance professional development.

Performance Indicator: PD:034 Explain possible advancement patterns for jobs (PQ)

Objectives:
a. Define the following terms: job, career, occupation, job promotion, and seniority.
b. Distinguish among occupations, jobs, and careers.
c. Explain the value of entry-level job positions for beginning workers.
d. Identify reasons promotion opportunities arise.
e. Explain why a job change may be necessary for workers to advance.
f. Describe the role of seniority in job advancement.
g. Compare and contrast promotion opportunities among occupations and industries.

Instructional Area: Strategic Management (SM)

Performance Element: Recognize management’s role to understand its contribution to business success.

Performance Indicator: SM:001 Explain the concept of management (CS) LAP-SM-003

Objectives:
a. Define the following terms: management, planning, organizing, staffing, directing, and controlling.
b. Explain the role of managers in business organizations.
c. Describe the categories of resources managed by businesses.
d. Explain the responsibilities of each level of management.
e. Identify management functions.
f. Describe the purposes of management functions.
<table>
<thead>
<tr>
<th>Semester 1</th>
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</thead>
<tbody>
<tr>
<td><strong>Understanding Ethics</strong></td>
</tr>
<tr>
<td>What is ethics?</td>
</tr>
<tr>
<td>How can you behave ethically?</td>
</tr>
<tr>
<td><strong>Economic Basics</strong></td>
</tr>
<tr>
<td>What is business’s role in society?</td>
</tr>
<tr>
<td>What is economics?</td>
</tr>
<tr>
<td>How do different economies work?</td>
</tr>
</tbody>
</table>
| How do different economies work? (cont’d) | EC:012 Explain the concept of competition  (CS)  
LAP-EC-008  
EC:008 Determine the relationship between government and business  (CS) LAP-EC-016  
EC:072 Describe the nature of taxes  (SP) LAP-EC-027 | 6 days |
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>Teamwork Is Key</strong></td>
<td><strong>What makes a team successful?</strong></td>
<td>19 days</td>
</tr>
</tbody>
</table>
| CO:053 Participate in group discussions  (CS)  
El:104 Leverage personality types in business situations  (SP)  
El:059 Motivate team members  (SP)  
El:130 Collaborate with others  (SP)  
El:107 Use social media to solicit new ideas and solutions  (SP)  
CO:061 Defend ideas objectively  (CS)  
CO:087 Select and use appropriate graphic aids  (CS)  
El:012 Persuade others  (SP) LAP-EI-121  
El:062 Demonstrate negotiation skills  (SP) LAP-EI-008  
El:011 Use consensus-building skills  (SP) LAP-EI-019 | |
| **Business Activities** | **How do businesses function?** | 16 days |
| EC:071 Describe types of business activities  (CS)  
LAP-EC-019  
SM:001 Explain the concept of management  (CS)  
LAP-SM-003  
HR:410 Discuss the nature of human resources management  (CS) LAP-HR-035  
MK:001 Explain marketing and its importance in a global economy  (CS) LAP-MK-004  
CR:003 Explain the nature of positive customer relations  (CS) LAP-CR-001  
Fi:579 Describe the need for financial information  (CS)  
LAP-Fi-009  
Fi:085 Explain the concept of accounting  (CS) LAP-Fi-085  
Fi:354 Explain the role of finance in business  (CS) LAP-Fi-007  
OP:189 Explain the nature of operations  (CS) LAP-OP-189 | |
### How do businesses function? (cont’d)

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP:017</td>
<td>Explain the concept of production (CS)</td>
<td>6 days</td>
</tr>
<tr>
<td>OP:015</td>
<td>Explain the nature and scope of purchasing (CS)</td>
<td></td>
</tr>
<tr>
<td>NF:110</td>
<td>Discuss the nature of information management (CS)</td>
<td></td>
</tr>
</tbody>
</table>

### How are businesses organized?

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC:103</td>
<td>Explain the organizational design of businesses (SP)</td>
<td>4 days</td>
</tr>
<tr>
<td>PD:252</td>
<td>Follow chain of command (CS)</td>
<td></td>
</tr>
</tbody>
</table>
## Semester 2

### Business Policies

| What protocols and policies guide employees’ behavior? | CO:057 Analyze company resources to ascertain policies and procedures (CS) | 4 days |
| PD:250 Adhere to company protocols and policies (CS) | |

### The Business Environment

| What factors affect the business environment? | EC:013 Explain the concept of productivity (CS) LAP-EC-018 |
| EC:014 Analyze impact of specialization/division of labor on productivity (SP) LAP-EC-007 |
| EC:023 Explain the impact of the law of diminishing returns (SP) LAP-EC-031 |
| EC:105 Describe factors that affect the business environment (SP) LAP-EC-105 |
| EC:106 Explain the nature of business ethics (SP) LAP-EC-106 |
| EC:107 Explain how organizations adapt to today’s markets (SP) LAP-EC-107 |
| EC:015 Explain the concept of organized labor and business (SP) LAP-EC-005 |

| How does globalization affect business? | EC:104 Discuss the global environment in which businesses operate (SP) LAP-EC-104 |
| EC:016 Explain the nature of global trade (SP) LAP-EC-004 |
| EC:109 Discuss the impact of globalization on business (SP) |
| EC:100 Describe the determinants of exchange rates and their effects on the domestic economy (SP) LAP-EC-030 |

| Economic Indicators | EC:081 Discuss the measure of consumer spending as an economic indicator (SP) |
| EC:083 Describe the economic impact of inflation on business (SP) LAP-EC-028 |
| EC:017 Explain the concept of Gross Domestic Product (GDP) (SP) LAP-EC-001 |

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<table>
<thead>
<tr>
<th>Finding and Getting a Job</th>
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</table>
| **How do we measure economic health? (cont’d)** | EC:082 Discuss the impact of a nation's unemployment rates (SP) LAP-EC-029  
EC:084 Explain the economic impact of interest-rate fluctuations (SP)  
EC:018 Determine the impact of business cycles on business activities (SP) LAP-EC-009 | 6 days |
| **What job do you want?** | PD:022 Identify sources of career information (CS)  
PD:023 Identify tentative occupational interest (CS)  
PD:025 Explain employment opportunities in business (CS) LAP-PD-015  
PD:066 Explain career opportunities in entrepreneurship (CS) LAP-PD-066 | 7 days |
| **What jobs are available?** | CO:085 Utilize note-taking strategies (CS)  
PD:026 Utilize job-search strategies (PQ)  
CO:086 Organize information (CS) | 5 days |
| **How do you apply for a job?** | CO:016 Explain the nature of effective written communications (CS)  
CO:088 Select and utilize appropriate formats for professional writing (CS)  
CO:089 Edit and revise written work consistent with professional standards (CS)  
PD:031 Prepare a résumé (CS)  
CO:084 Employ communication styles appropriate to target audience (CS)  
CO:090 Write professional emails (CS)  
CO:133 Write business letters (CS)  
PD:030 Write a letter of application (CS)  
PD:027 Complete a job application (PQ) | 16 days |
| **How do you interview for a job?** | CO:114 Handle telephone calls in a businesslike manner (CS)  
EI:108 “Sell” ideas to others (SP)  
EI:038 Explain ethical considerations in providing information (SP)  
PD:028 Interview for a job (PQ) | 7 days |
| What do you do after an interview? | PD:029 Write a follow-up letter after job interviews (CS)  
EI:028 Explain the nature of stress management (SP)  
LAP-EI-025  
EI:106 Solicit feedback (SP)  
PD:032 Describe techniques for obtaining work experience (e.g., volunteer activities, internships) (PQ) | 7 days |
| How do you advance in a job? | PD:033 Explain the need for ongoing education as a worker (PQ)  
PD:034 Explain possible advancement patterns for jobs (PQ) | 4 days |