Employment Skills for the 21st Century—Volume 2

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careertech
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## Contents

1. Remembering What You Read
2. Evaluate Study Habits
3. Evaluate Study/Test-Taking Techniques
4. Community Services/Regulations
5. Utility Deposits and Fees
6. Research Car Features/Prices
7. Research Health Issues
8. Use an Encyclopedia
9. Use an Atlas
10. Use a Dictionary
11. Identify Time Zones
12. Reader’s Guide to Periodic Literature
13. Finding Biographical Information
14. Magazines—Paper and Online
15. Using Reference Materials
16. Almanacs
17. Telephone Directories
18. Yellow Pages—Paper and Online
19. Compare Telephone Options
20. Finding Answers
21. Finding Answers 2
22. Grocery Shopping
23. Drawing Lines and Objects
24. Choosing TV Shows Wisely
25. Cost of Housing Needs/Wants
26. Compare Grocery Prices
27. Compare Meat Prices
28. Store-bought or Homemade
29. Read a News Article/Story
30. Interpret a Lease
31. Interpret Housing Advertisements
32. Job Hunting
33. Using a Newspaper
34. Using a Newspaper 2
35. Abbreviations
36. Abbreviations 2
37. Abbreviations 3
38. Abbreviations 4
39. Commas
40. Commas 2
41. Commas 3
42. Commas 4
43. Commas 5
44. Commas 6
45. Commas 7
46. Commas 8
47. Commas 9
48. Commas 10
49. Word Choice
50. Word Choice 2
51. A or An
52. Adjectives
53. Use the Right Word
54. Use the Right Word 2
55. Editing Sentences
56. Sentence Fragments
57. Run-on Sentences
58. Run-on Sentences 2
59. Address an Envelope
60. Classified Ads
61. Publicity Release
62. Business Letters
63. Research Paper
64. Percentages
65. Percentages 2
66. Percentages 3
67. Percentages 4
68. Percentages 5
69. Percentages 6
70. Interest
71. Bank Statements
72. International Money Rates
73. Converting Temperatures
74. Calculating Paint Needs
75. Budgets
76. Budgets 2
77. Budgets 3
78. Military Time
79. Converting Recipes
80. Speak Clearly
81. Voice Quality
82. Telephone Manners
83. Management Skills
84. Customer Service
85. Do You Gossip?
86. Oral Directions
Contents (continued)

87. Introductions
88. Introduce a Speaker
89. Prepared Speech
90. Prepared Speech 2
91. Prepared Speech 3
92. Listening
93. Say What You Mean
94. Planning Promotions
95. Community Problems
96. Housing Alternatives
97. Evaluate Advertising
98. Evaluate Advertising 2
99. Evaluate Advertising 3
100. Comparative Shopping
101. Ethical Conflicts
102. Coping With Life's Events
103. Peer Pressure
104. Financial Decisions
105. Child Abuse
106. Case Studies
107. Managing Stress
108. Employment Practices
109. Case Studies 2
110. Problem-solving Process
111. Problem-solving Process 2
112. Problem-solving Process 3
113. Problem-solving Process 4
114. Problem-solving Process 5
115. Problem-solving Process 6
116. Problem-solving Process 7
117. Problem-solving Process 8
118. Making Decisions
119. Making Decisions 2
120 Making Decisions 3
121 Making Decisions 4
122 Personal Space Needs
123 Personal Space Needs 2
124 Personal Space Needs 3
125 Sensory Clues
126. Personal Feelings/Love
127 Emotions
128. Adjustment Mechanisms
129. Values and Attitudes
130. Values and Wants
131. Good Grooming
132. Analyze Yourself
133. Analyze Yourself 2
134. Analyze Yourself 3
135. Analyze Yourself 4
136. Analyze Yourself and Others
137. Change
138. Self Talk
139. Self Concept
140. Self-improvement Programs
141. Setting Goals
142. Setting Goals 2
143. Setting Goals 3
144. Setting Goals 4
145. Time Management
146. Time Management 2
147. Time Management 3
148. Financial Goals
149. How Much Do You Spend?
150. Time Management 4
151. Cover/Application Letter
152. Job Application
153. Tax Forms
154. Wages
155. Word Problems
156. Discounts
157. Profit and Loss
158. Price and Discounts
159. Making Change
160. Online Shopping/eBay
161. Goods and Services
162. Features and Benefits
163. Advertising Budget
164. Job Descriptions
165. Market Research
166. Shoplifting
167. Personal Interests
168. Career Activity
169. Squirming Germs and Viruses!
170. Getting More Information
171. Personal Career Plan
172 Personal Values
173. Personal Values 2
174. Personal Values and Money  
175. Are You Really Listening?  
176. Job Skills  
177. Planning Schedules  
178. Nonverbal Communication  
179. Communication  
180. Team Management  
181. Production Simulation  
182. Brainstorming  
183. Business Ethics  
184. Getting Along  
185. Getting Along 2  
186. Make the Sale  
187. How Would You React?  
188. Employee Development  
189. Open Door Policy  
190. Success or Failure  
191. Productivity  
192. Wants and Needs  
193. Organizational Charts  
194. Memos  
195. Memos 2  
196. Management Skills 2  
197. What’s a Leader?  
198. Am I a Leader?  
199. What’s Successful?  
200. Be a Better Leader  
201. Draw What I Say  
202. Urban Legends
Problem-solving Process 6

People responsible for inventory control must plan merchandising activities far enough in advance to ensure that their departments will be adequately stocked with the appropriate merchandise. This often means they are ordering bathing suits at Christmas and winter coats during a heat wave. It is often difficult to know what to order when and how much to order, especially if inventory control and ordering are new responsibilities.

Case Study

Mary Jaworsky was promoted to the position of manager of the junior department of a large clothing store three weeks ago. During a department manager meeting earlier this week, Mary was reminded that she has to order back to school merchandise by the end of next month if she wants to have it for the big back to school sale. That means she has about six weeks to complete her orders.

Although Mary has assisted the previous department manager with ordering, she is not comfortable with this responsibility. She is unsure where to begin. She knows there is a fashion buyers’ show in Dallas in two weeks. She also has access to catalogs, trade journals, and past records. She knows she has information available to her, but she has no idea how to put it all together.

Use the following problem-solving procedure to find the best response to the situation. After you have finished, discuss your answers with a group of students or with the class.

1. Identify the real problem.

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Employment Skills for the 21st Century—Volume 1
2. Gather information.

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3. List possible solutions.

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4. Evaluate probable results of each solution.

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5. Decide on the best solution. Explain the decision and how you arrived at it.
Problem-solving Process 7

Every employer and employee must be concerned with safety. There are times when people try to use shortcuts to accomplish their jobs quicker or easier. These shortcuts often by-pass important safety requirements and may lead to accidents and/or hazardous working conditions for themselves and their co-workers. Leaders, managers, and co-workers must make decisions that will ensure safe working conditions for all. In this assignment you will read a case study about safety. You may complete this assignment individually or in a small group.

Case Study

Terri Johnson has been working for the Acme Department Store for two years. She has held a number of positions within the store. Recently she was promoted to the position of department manager of all hardline merchandise. This is a busy area in the Acme Department Store, and there is a large inventory warehoused in the store. Terri wants to be a good, conscientious manager and has made efforts to improve the cleanliness and safety operations within the department.

Terri has talked to the workers in the hardlines areas about safety precautions; however, she still has employees climbing the storage shelves instead of using the ladder. There are also times when some of the fork-lift drivers appear to be playing on the fork lifts instead of using them for work. She has also noticed that empty cartons are frequently left in the stockroom instead of being thrown away.

Use the following problem-solving procedure to find the best response to the situation. After you have finished, discuss your answers with a group of students or with the class.

1. Identify the real problem.

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Employment Skills for the 21st Century—Volume 1
2. Gather information.

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3. List possible solutions.

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4. Evaluate probable results of each solution.

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5. Decide on the best solution. Explain the decision and how you arrived at it.
116—Problem-solving Process 7 (continued)

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340

Employment Skills for the 21st Century—Volume 1
Businesses that extend credit sometimes have trouble collecting their accounts. The older a past-due account gets, the harder it is to collect. It is important for these companies to have, and use, effective collection policies.

Case Study

Howard Thomas has been a valued customer for three years. During that period he has been very good about making payments on his account. Following a monthly aging of accounts, you notice that his account has $155.89 fifteen days past due. You telephone his home to talk to him about his delinquent account, but have gotten no answer. On the following monthly statement, you were sure to place an attention-getting sticker on his past due statement. Mr. Thomas has made no effort to pay his bill which is now 45 days past due.

Use the following problem-solving procedure to find the best response to the situation. After you have finished, discuss your answers with a group of students or with the class.

1. Identify the real problem.

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___________________________________________________________________
2. Gather information.

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3. List possible solutions.

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4. Evaluate probable results of each solution.

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5. Decide on the best solution. Explain the decision and how you arrived at it.
Every second of your life you make decisions. You made a decision about what to wear today. You’ve probably made decisions about school or work. You even make decisions about how much time to spend watching television.

Some decisions should take only a few minutes to make, while others should be given a great deal of thought. What to order from a menu should take only a few minutes, but what classes to take next year at school or work related decisions should be given more thought.

**Making a mature decision involves five clearly defined steps:**

1. Identify the exact decision to be made
2. Identify the options and their possible consequences
3. Weigh the choices
4. Make the choice
5. Take responsibility for decision

Read the following situations and respond as if you were giving advice to a friend. Remember, it is important to make a decision that is right for you and for the person you are advising. Remember that the “advice giver” in the following situations should consider the other person’s personality traits and give only advice that is in the other person’s best interest.

1. Two weeks before the prom, Jim asks your friend Lavern to go to the prom with him. She is not really excited about going with Jim, but at least she will have a date. Three days later, the person she would really like to go to the prom with calls and asks her to the prom. Lavern does not know what to do. She has come to you for advice.

What advice would you give Lavern? Why? ________________________________________

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Employment Skills for the 21st Century—Volume 1
2. The television movie that your younger brother has been waiting to see for months will be shown tonight. Your brother comes home from school very upset. During history class his teacher announced that the nine week’s test has been rescheduled for the next day. Your brother asks you what he should do.

What advice would you give your brother? Why?

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3. Your friend, Seth, asks you what you think he should do. One of his girlfriends is trying to talk him into going on an overnight camping trip with a group from school. Since his parents are out of town, his friend says they will never know.

What advice would you give Seth? Why?

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4. Your friend Sally has a problem. She has been invited to a lake party by the boy she has been wanting to date for months. He has promised her a good time because there will be plenty of beer and other good “stuff.” Sally wants to go, but wants your advice on what you think she should do. What advice would you give to Sally? Why?

5. Your friend Pete comes to you with a problem. He has been offered marijuana by one of his friends. What advice would you give to Pete? Why?
6. Your sixteen-year-old friend Patty comes to you for advice. Her boyfriend is trying to get her to have sexual intercourse. Patty does not know what to do. She has been dating him for about one month and really likes him a lot.

What advice would you give Patty? Why?

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7. One member of a group that your friend, Brad, was with shoplifted CDs from the music store at the mall. Brad is worried.

What advice would you give to Brad? Why?

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When making decisions, you should take into account everything that is involved. When you can weigh the probable outcome of your decision against your personal goals and values, you will be on the way toward reasoning.

Consider the situations for which you gave advice in Part 1, and then answer the following questions.

1. Did you give advice in any of the situations that you would not want your parents to know about? If so, which situations and why?

   _________________________________________________
   _________________________________________________
   _________________________________________________
   _________________________________________________
   _________________________________________________
   _________________________________________________
   _________________________________________________

2. Did you advise a decision in any of the situations that could be emotionally or physically harmful? List them.

   Emotional _________________________________________________
   _________________________________________________
   _________________________________________________
   _________________________________________________
   _________________________________________________

   Physical _________________________________________________
   _________________________________________________
   _________________________________________________
   _________________________________________________
   _________________________________________________
3. Could any of the advice that you gave have a negative effect on a person's entire future? If so, what advice and why?

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4. Did you give advice that you would not be willing to receive? Explain your answer.

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Making Decisions 2

Goals strongly influence the decisions people make. Individuals need to think about how some decisions will be made before being confronted with them. When one can weigh the probable outcome of a decision against personal goals and values, it is a sign of being on the way to mature, rewarding reasoning.

Using the decision-making process, respond to the following situations. If you need additional information about decision making, use the library, internet, or resource center. After you have completed this activity, form small groups to discuss your responses to each situation. Report on the discussion to the class.

Situation 1

Mark is a high school junior this year. He has been offered a full-time position working for a local construction company. Mark would have to drop out of school if he accepted the position. He would earn $800 per month. What should Mark do?

Advantages: ____________________________________________________________
_____________________________________________________________________
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_____________________________________________________________________
Disadvantages: _______________________________________________________
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Outcomes: ____________________________________________________________
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Situation 2

Shelly and Jack have been dating for six months. Shelly feels like they are ready for a sexual relationship. Jack knows he wants to go to college and play college baseball; he also knows he is not ready to accept the responsibilities a sexual relationship requires. What should Jack do?

Advantages: ____________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

Disadvantages: ______________________________________________________

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___________________________________________________________________

___________________________________________________________________

Outcomes: ____________________________

___________________________________________________________________

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___________________________________________________________________
Situation 3

Robin, Brad, and Greg have all been best friends since grade school. They have always done everything as a “team.” Today, Brad brought marijuana to school to share with Robin and Greg at noon. None of the boys have ever smoked marijuana before. What should Robin and Greg do?

Advantages: _____________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Disadvantages: __________________________________________________________________
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Outcomes: _____________________________________________________________________
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Situation 4

Debbie and Jim are at a graduation party together. It is getting late and Jim has had too much to drink. Jim insists he is able to drive her home safely. What should Debbie do?

Advantages: __________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Disadvantages: ______________________________________________________
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Outcomes: __________________________________________________________
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___________________________________________________________________
Choose an option:

___________________________________________________________________
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___________________________________________________________________

Evaluate the decision:

___________________________________________________________________
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___________________________________________________________________

**Situation 5**

Jerry has applied for admittance at three universities. He has received letters of acceptance from his second and third university choices. He must respond to both universities by tomorrow and either accept or reject their invitations. Jerry has not heard from his first choice yet. What should Jerry decide?

Advantages: ______________________________________________________
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___________________________________________________________________
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Disadvantages: ____________________________________________________
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Outcomes: _________________________________________________________
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Choose an option:

___________________________________________________________________
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Evaluate the decision:

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Making Decisions 3

Your values strongly influence your decisions, particularly those decisions concerning sexual behavior. You need to think about how you can cope with your sexual feelings, live by values that you think are important, and also meet your sexual responsibilities. You should also remember that the risks of becoming heavily involved in sexual activity can range from guilt feelings to sexually transmitted diseases that can be fatal.

Respond to the following situations.

**Situation 1**

Jean has a deep affection for Buster, and they hope to marry some day. She does not want to consider marriage for a long time because she feels that being married would make her educational goals much harder to attain. Buster has been trying to get Jean to make a sexual commitment to him. Now Buster says that if Jean will not have intercourse with him, he will start dating someone who cares enough for him to make him happy.

1. What do you think is the best activity for Jean? Why? __________________________
   ________________________________________________________________
   ________________________________________________________________
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Situation 2

Eric has the belief that all people should make decisions regarding their life based on careful consideration of their own values and standards. Eric feels that couples should wait until marriage before having sex. Four weeks ago, Eric met Penny, “the girl of his dreams.” Eric is tremendously attracted to Penny. Eric and Penny do not seem to have a lot of the same interests; but when they are together, their sexual attraction is very strong. It is easy to be with Penny because she is not shy, and she encourages a lot of closeness.

While on a date last night, things got out of control as Eric and Penny were kissing and holding each other. They ended the evening having sexual intercourse. The next morning Eric felt very guilty and ashamed of himself because he had done something that he felt was wrong for him at this time in his life. He wondered if he had been a very responsible person to himself or to Penny.

2. What do you think Eric should do about his relationship with Penny? Why? ________

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120—Making Decisions 3 (continued)
The decision-making process can be of great assistance when making important decisions. This assignment will provide an opportunity to practice making a decision based on a logical decision-making process.

Think of a personal decision that will be made in the near future. Relate each step of the decision-making process to possible actions taken. After you have completed the activity, form small groups to discuss how using a decision-making process helped identify the best decision. Share the ideas of the group with the class.

1. Define the decision to be made: ____________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

2. Identify alternatives and information resources available:
   **Option 1** ___________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

   **Option 2** ___________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

   **Option 3** ___________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
3. Consider the advantages, disadvantages, and outcomes of each option:

   **Option 1**
   
   **Advantages** ______________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   
   **Disadvantages** __________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   
   **Outcomes** ______________________________________________________
   _________________________________________________________________
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   **Option 2**
   
   **Advantages** ______________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   
   **Disadvantages** __________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   
   **Outcomes** ______________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
Option 3

Advantages ____________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

Disadvantages ____________________________________________________________________________

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_______________________________________________________________

_______________________________________________________________

Outcomes ____________________________________________________________________________

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4. Make the decision by choosing one option. Explain why you made the choice

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5. Evaluate the decision and the outcome

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6. How could this process be used on the job? ____________________________

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Each of us has an invisible “space bubble” or comfort zone that expands and contracts according to what we’re doing at the moment, what situation we’re in, what our emotional state is, or even what our cultural background is. This zone is the space between oneself and others that brings a feeling of well-being. If a person’s comfort zone is invaded, discomfort results. The space a person actually lives in is greater than the amount of space the body occupies. How people experience space is not just a matter of how far they are from one another in inches or feet. Our “space bubble” includes all our senses.

**Guess Your Space**

What is the size or shape of your personal “space bubble”? Estimate the distance you prefer others to keep when approaching from the front, back, and both sides. Draw your estimated bubble around the figure below.
Test Your Guess

Choose a partner to help you test your guess. Stand in an open space and have your partner approach you slowly. Measure the distance when your partner gets too close for comfort. Draw your new bubble in a contrasting color on the illustration you have just completed.

1. What difference in attitude or emotion did you feel when approached from the back, front, right side, left side?

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___________________________________________________________________
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___________________________________________________________________

2. What emotional reaction did you feel when someone got too close?

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___________________________________________________________________
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3. Was your guess proven correct by your test? If it wasn’t, why do you think it was different?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
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___________________________________________________________________
4. Different situations or locations have different comfort zones. Think about how you feel in the following situations. Describe how your comfort zone changes.

At school
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

In a crowded elevator
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
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___________________________________________________________________
___________________________________________________________________

At a party
___________________________________________________________________
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5. Do you think of yourself as a contact or a non-contact person? Explain your answer and give an example.
___________________________________________________________________
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122—Personal Space Needs (continued)

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Personal Space Needs 2

People have their own personal needs for space. Use this assignment to determine a classmate’s need for space, as well as to discuss your own values and how they influence space needs.

Pair up with one classmate. Working in pairs, compare factors that affect each other’s needs for space. Using the form below, interview your partner. Be prepared to discuss your findings in class.

Interviewee Statistics

Age ____________________________
Sex ____________________________
Names, relationship, and ages of people in the household: ____________________________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

1. Are your space needs met in your current housing situation? Explain your answer.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. In what part of your home do you spend the most time? __________________________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. What is it about that room that makes you enjoy spending time there?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
4. How do your hobbies and interests affect your housing space needs? __________

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

5. What changes could be made to your home to better meet your family’s space needs?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Interviewer’s Findings

1. What did you learn about your partner and her or his space needs through this assignment? _________________________________

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

2. What did you learn about your own space needs by completing this assignment?

___________________________________________________________________
___________________________________________________________________
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Personal Space Needs 3

Choose a bedroom in your house or in a friend’s house. Study the way the room is arranged. Evaluate how this specific arrangement does or does not meet your personal needs for bedroom space.

1. Does this room reflect your personal priorities in a bedroom? Explain your answer.
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

2. What types of sensory cues do you get from this room?
   Auditory: ____________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

   Kinesthetic: __________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
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   Olfactory: __________________________
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Thermal: ______________________________________________________________
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Visual:  
___________________________________________________________________
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3. Does this room meet your bedroom needs? Why or why not? ________________
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___________________________________________________________________
___________________________________________________________________

4. Does this room incorporate the factors affecting needs for space? Explain your answer.
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
5. If you could redesign or adapt the room to better meet your personal needs, what changes would you suggest?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

6. Would this room meet your lifestyle needs? Explain your answer.

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
Sensory awareness can affect ways in which a person perceives a room or home environment. Human senses are affected by various aspects of the living space design.

Choose two living space areas. Spend a few minutes in each area observing characteristics of the environments. Answer the following questions based on the sensory cues.

**Room 1**

Room location: ________________________________

Time of day: ________________________________

Number of people in the room: ________________________________

1. What was observed using auditory cues? ________________________________

2. What was observed using kinesthetic cues? ________________________________

3. What was observed using olfactory cues? ________________________________

4. What was observed using thermal cues? ________________________________
5. What was observed using visual cues? ______________________________________
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________

6. What overall feeling did you get from the sensory cues in this room? ____________
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________

7. What sensory cue changes would you suggest to improve this setting? ____________
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________

8. How might the activities during different times of the day affect what was sensed?
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________

Room 2
Room location: _____________________________________________________________
Time of day: ______________________________________________________________
Number of people in the room: _____________________________________________

1. What was observed using auditory cues? _________________________________
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________
2. What was observed using kinesthetic cues? ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

3. What was observed using olfactory cues? ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

4. What was observed using thermal cues? ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

5. What was observed using visual cues? ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

6. What overall feeling did you get from the sensory cues in this room? ______________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
7. What sensory cue changes would you suggest to improve this setting?

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

8. How might the activities during different times of the day affect what was sensed?

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Of the two rooms, in which did you feel most comfortable? Please explain your answer.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
Through thoughtful examination of your feelings and ideas on love, you become more aware that love comes in varied forms and degrees. Furthermore, you can realize that the capacity to love begins with a healthy respect and love for yourself. Write your responses. Discuss the responses in small groups. Appoint a group leader to report the responses to the class.

1. If I had to define love in one sentence, I would say that, to me, love is __________

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

2. As a child, my first memory of feeling loved was ______________________

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

3. The first time I knew consciously that I loved another person was ____________

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

4. I feel that I would (have to, not have to) change some things about myself in order for someone else to love me because __________________________

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
5. I think that people first learn to love (choose one):
   as infants
   as young children (when they can communicate with others)
   as adolescents
   as mature adults
   I think this because ____________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

6. I (do, do not) believe in “love at first sight” because ______________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

7. I believe that true love (changes, never changes) because __________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

8. The first things, other than good looks, that attract me to a boy or girl are ________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
9. I would find it (possible, impossible) to marry someone without first being in love with him/her because ________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

10. Sometimes it has been said that marriage spoils a love relationship. I (agree, disagree) with this statement because _________________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

11. I (agree or disagree) with the statement “When I love somebody, I feel that they should “belong” exclusively to me” because. ________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

12. I (agree or disagree) with the statement “I believe that there is usually a certain amount of suffering and unhappiness in any love relationship, due mostly to not being entirely sure of the other person” because
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
Use the following questions to evaluate your personal readiness for mature love.

1. I believe that the main cause of unhappiness in a love relationship is
   
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

2. I know that I am falling in love when I feel the following in myself.
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

3. I (could, couldn’t possibly) love somebody if I discovered that he/she had some big faults because
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
4. I (agree or disagree) with the statement “I believe that when you love another person, you owe it to them to try to help them change their faults and develop the best part of themselves” because

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

5. When I am in love with someone, they seem to be the best-looking, most wonderful person on Earth. When it’s over, I see them as they really are. I can explain the difference this way.

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

6. I (agree or disagree) with the statement “I feel sort of “invisible” until I fall in love with someone and know that they are in love with me” because

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
7. I (agree or disagree) with the statement “Being in love with someone is like existing alone in the world, just the two of you. It doesn’t matter what anyone else thinks. Time stops; there’s no time to think of the future until it happens” because ____________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

8. I believe I am worth loving because ____________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

9. I believe the difference between infatuation and mature love is ________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
Emotions

Emotions are the strong feelings that develop when you become aware of unexpected sound, movement, or a new bit of information. Emotions can be happy and pleasant, as when you are surprised with a gift you have wanted for a long time. Emotions can be unpleasant and sad, as when someone you love dies or goes away. Emotions are a part of development.

Some emotions can help you organize your life and escape from danger. Others make you feel disorganized or unable to make a decision, even when it’s very important that you take action. Emotions affect the body because the brain and the body work together. Strong emotions like anger or joy can make your heart beat faster, make your mouth feel dry, cause you to sweat, or make your stomach feel tight.

On the following pages, record your own and four others’ views about emotions. Summarize each of the responses in the spaces provided.

**What are emotions?**

**My views**

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

**View 1**

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

**View 2**

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

**View 3**

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
127—Emotions (continued)

Are emotions helpful or harmful? Give examples.

My views

View 1

View 2

View 3

View 4
Would you respect a player who cries after losing the big game? Why or why not?
My views
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

View 1
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

View 2
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

View 3
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

View 4
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Would you vote for a politician who shows emotion by getting “choked up” during a campaign speech? Why or why not?
My views
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
What would you think if you saw two men hugging?

My views

View 1

View 2

View 3

View 4
Would you want to work for someone who had a very bad temper? Why or why not?

My views __________________________________________________________

__________________________________________

View 1 ____________________________________________________________

__________________________________________

View 2 ____________________________________________________________

__________________________________________

View 3 ____________________________________________________________

__________________________________________

View 4 ____________________________________________________________

__________________________________________
What would you do if someone “stole” your boyfriend or girlfriend?

My views

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

View 1

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

View 2

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

View 3

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

View 4

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

1. What emotions did you feel while taking the poll? ___________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
2. What emotions did you feel after you heard the answers? __________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

3. Is there a difference between your responses? Explain your answer ___________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

But what about you? Everyone has basic emotional needs. Some of the more common emotional needs that contribute to a person’s mental health are:

**belonging** — need to be part of a family, group, or team

**approval** — need for praise when you have earned it

**achievement** — need to succeed

**new experiences** — need for variety in your life

**security** — need to be free from fear

Write one example of how to try to meet each basic need below.

Belonging _________________________________________________________________

Approval ________________________________________________________________

Achievement _____________________________________________________________

New experiences __________________________________________________________

Security _________________________________________________________________
Adjustment Mechanisms

Some of the more popular “adjustment mechanisms” are listed below. Label the following situations according to the dominant kind of adjustment mechanism being used by placing the letter of the adjustment in the blanks provided. If you have questions about the mechanisms, research them on the internet or in a library or resource center. Be ready to discuss your choices with a small group or with the class.

Adjustment Mechanisms

A. Giving up too easily (“sour grapes” rationalization)
B. Blaming someone or something else
C. Acting childish
D. Doing something else when a goal or activity failed
E. Taking out feeling on another person, group, or thing
F. Daydreaming about being whose traits you admire
G. Consciously forcing yourself not to think about unpleasant things
H. Developing a personality trait or physical ability to overcome a real or imagined deficiency
I. Expressing emotions as a physical symptom
J. Covering up real problems
K. Transferring emotions to another person

Situations

___________  1. “Only socialites belong to the speech club, so I don’t really want to join.”
___________  2. Getting drunk because you had a fight with your girlfriend or boyfriend.
___________  3. Mother feels that housekeeping has become too routine and, thus, takes out her frustrations on her husband and children.
___________  4. “I can’t get a date because I’m too tall.”
___________  5. “I can’t ask her out because I’m shorter than she is.”
___________  6. A person gets in trouble and yells at the next person who gets in his or her way.
___________  7. A person get nervous and eats a lot after a disappointment.
Adjustment Mechanisms

A. Giving up too easily ("sour grapes" rationalization)
B. Blaming someone or something else
C. Acting childish
D. Doing something else when a goal or activity failed
E. Taking out feeling on another person, group, or thing
F. Daydreaming about being whose traits you admire
G. Consciously forcing yourself not to think about unpleasant things
H. Developing a personality trait or physical ability to overcome a real or imagined deficiency
I. Expressing emotions as a physical symptom
J. Covering up real problems
K. Transferring emotions to another person

Situations

_____________  8. “I couldn’t come to the meeting because my car wouldn’t start.”
_____________  9. A fragile boy imagining that he stopped a gang of crooks by himself
_____________ 10. “I don’t want to talk about it.”
_____________ 11. Cheating on the second test because you failed the first one
_____________ 12. Compulsive gambling
_____________ 13. Beating fist against the wall
_____________ 14. A girl with a weight problem who became Miss America
_____________ 15. “I really didn’t want to be cheerleader anyway. It would take too much time.”
_____________ 16. “I can’t do that, I’m not as smart as they are.”
_____________ 17. “I’d like to be like my oldest brother.”
_____________ 18. “I’m a minority, poor, and from a broken home.”
_____________ 19. “I have an upset stomach so I’d better go home instead of working today.”
_____________ 20. “Son, I don’t want you to drive that far alone at night.”
_____________ 21. “I like her; she reminds me of Susie.”
Adjustment Mechanisms

A. Giving up too easily ("sour grapes" rationalization)
B. Blaming someone or something else
C. Acting childish
D. Doing something else when a goal or activity failed
E. Taking out feeling on another person, group, or thing
F. Daydreaming about being whose traits you admire
G. Consciously forcing yourself not to think about unpleasant things
H. Developing a personality trait or physical ability to overcome a real or imagined deficiency
I. Expressing emotions as a physical symptom
J. Covering up real problems
K. Transferring emotions to another person

Situations

___________ 22. Playing tennis to calm frustration and anger.
___________ 23. Crying, pouting, stomping out of a room, refusing to eat or talk
___________ 24. "I'm not going to play along if you're going to do that."
___________ 25. "I'm too busy to participate" when you really could but are afraid of being laughed at
___________ 26. "They won't let me."
___________ 27. "Only the popular kids get to plan the prom."
Values and Attitudes

Mark the scale to show where you would place yourself for each question below. Discuss your placement with the class if you wish. Do not go along with the crowd just because you fear being different or because you do not want to think seriously about the issue. Also, be cautious not to always mark the middle of the scale. It would be rare for someone to always be exactly in the middle of every issue.

1. On a scale where:
   0 = I’d do anything, even if it was illegal or deadly, and
   10 = I’d do nothing at all

   How far would you go to be popular?

   0 1 2 3 4 5 6 7 8 9 10

2. On a scale where:
   0 = all decisions are made for you and
   10 = you have complete freedom of choice

   How much personal freedom do you have?

   0 1 2 3 4 5 6 7 8 9 10

3. On a scale where:
   0 = all decisions are made for you and
   10 = you have complete freedom of choice

   How much freedom do you want?

   0 1 2 3 4 5 6 7 8 9 10

4. On a scale where:
   0 = extremely sloppy and
   10 = perfectionist, extremely neat

   How do you feel about what you wear?

   0 1 2 3 4 5 6 7 8 9 10
5. On a scale where: 0 = always argues and 10 = never argues
How do you feel about fighting?

6. On a scale where: 0 = never makes a decision and 10 = always makes a decision
How are you about making decisions?

7. On a scale where: 0 = avoids all competition and 10 = winning is everything, will compete at anything
How do you feel about competition?

8. On a scale where: 0 = totally depends on family and 10 = totally independent
How much do you want from your family?

9. On a scale where: 0 = hates school and 10 = loves school
How do you feel about school?
10. On a scale where: 0 = never and 10 = always
   How much do you talk to other people?

11. On a scale where: 0 = health food only and 10 = junk food only
   What do you eat?

12. On a scale where: 0 = always the answer and 10 = never should divorce, no matter how bad it is
   How do you feel about divorce?

13. On a scale where: 0 = goes out as fast as it comes in and 10 = only spend in emergency situations
   How do you handle money?

14. On a scale where: 0 = never and 10 = 100% of the time
   What percentage of the time are you happy?
15. On a scale where:  
   0 = never and  
   10 = always  

   How much do you worry?

16. On a scale where:  
   0 = never and  
   10 = always  

   How much do you try to please authority figures like supervisors or teachers?

17. On a scale where:  
   0 = no rules, always permissive and  
   10 = strict, a rule for everything  

   How would you raise your child?

18. On a scale where:  
   0 = none and  
   10 = as many as possible  

   How many friends do you need?

19. On a scale where:  
   0 = not at all and  
   10 = a red, white, and blue, flag-waving patriot  

   How patriotic are you?
20. On a scale where: 0 = never helps anyone and 10 = always ready to help
   How helpful are you to others?
   
   0 1 2 3 4 5 6 7 8 9 10

21. On a scale where: 0 = very rarely and 10 = all the time, it is never off
   How much time do you spend watching TV and cruising main street?
   
   0 1 2 3 4 5 6 7 8 9 10

22. On a scale where: 0 = totally uninformed and 10 = totally informed
   How informed are you of current events?
   
   0 1 2 3 4 5 6 7 8 9 10

23. On a scale where: 0 = perfect handwriting and 10 = unreadable, illegible
   How clearly do you write?
   
   0 1 2 3 4 5 6 7 8 9 10

24. On a scale where: 0 = tricks all day long and 10 = treats only
   How do you celebrate Halloween?
   
   0 1 2 3 4 5 6 7 8 9 10
25. On a scale where: 0 = can’t receive one and 10 = can’t give one
   How are you at compliments?

   0 1 2 3 4 5 6 7 8 9 10

26. On a scale where: 0 = never and 10 = always
   How often do you smile?

   0 1 2 3 4 5 6 7 8 9 10

27. On a scale where: 0 = totally negative; if it can go wrong, it will and
                    10 = totally positive; everything is always good
   How positive are you?

   0 1 2 3 4 5 6 7 8 9 10
Values and Wants

On the chart on the next page, list twenty things you like to do. It will be easy at first, but the last few items may take some serious thought. The list may include activities such as football games, big things, little things, or seasonal things such as Christmas shop or decorate for Halloween. Your teacher will not look at your list unless you request it.

In the columns following each item . . .

1. Place a dollar sign by each of the items which cost more than ten dollars each time they are done.

2. Place an “A” by each of the items which you prefer to do alone and a “P” by all items which you prefer to do with other people. If you like doing it both ways, write “AP.”

3. Place an “O” by each item which is usually done outside and an “I” by each item usually done inside.

4. Place an “N” by each item you would not have listed three years ago and a “W” by those items you think you will still want to do ten years from now.

5. Place an “S” by items you like to do occasionally. Place an “F” by items you like to do frequently.

6. Place an “H” by the items which require some physical activity, such as working with your hands. Place a “T” by the items which require more thinking skill than manipulation.

7. Place an “M” by the items which usually require or are aided by being a member of an organization, such as country clubs, unions, church, civic, and professional organizations.

8. Place an “L” by the items which require travel over 100 miles from home in order to do.

9. Place a “C” by the items you would want your children to do.

10. Number the five most important items, with number one being the most loved activity, number two the next, and so on.
### Values and Wants (continued)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Things I like to do</th>
<th>A or P</th>
<th>O or I</th>
<th>H or T</th>
<th>M</th>
<th>L</th>
<th>C</th>
<th>S or F</th>
<th>O or W</th>
<th>$$$</th>
</tr>
</thead>
<tbody>
<tr>
<td>top 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Analyze your answers.

1. What do your answers tell you about yourself? ______________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
2. Does this have any meaning as far as the kind of career you might select? Why?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
3. Does this tell you anything about how to prepare for that kind of life? Why? _____
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
4. Does this tell you anything about the location you prefer (big city, small town, near
mountains, close to beach or ski slopes, etc)? Why? ____________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
5. Is it possible to satisfy some needs through your family life or recreational activities? Why?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

6. What future training will be needed to achieve your future goals? 

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
Good Grooming

Circle the description which best describes your grooming habits. If you need help in any area, discuss the proper solution with someone who understands the problem or find the answer on the internet or in one of many good books on grooming, health, and etiquette.

Do you . . .

1. Eat a well-balanced diet?
   - Most of the time
   - Part of the time
   - Never

2. Drink plenty of liquids?
   - Most of the time
   - Part of the time
   - Never

3. Control your weight?
   - Most of the time
   - Part of the time
   - Never

4. Get plenty of sleep at regular hours?
   - Most of the time
   - Part of the time
   - Never

5. Get enough physical exercise and fresh air?
   - Most of the time
   - Part of the time
   - Never

6. Have a regular physical check-up?
   - Most of the time
   - Part of the time
   - Never

7. Have regular dental check-ups?
   - Most of the time
   - Part of the time
   - Never

8. Avoid being tempted by unhealthy habits?
   - Most of the time
   - Part of the time
   - Never

9. Keep your nails clean and trimmed and cuticles pushed back?
   - Most of the time
   - Part of the time
   - Never

10. Have a regular pedicure?
    - Most of the time
    - Part of the time
    - Never

11. Bathe daily?
    - Most of the time
    - Part of the time
    - Never
12. Pat your face dry with a clean towel in soft upward strokes?
   Most of the time   Part of the time   Never

13. Wash hair as needed?
   Most of the time   Part of the time   Never

14. Use soap and shampoo appropriate for your skin and hair type?
   Most of the time   Part of the time   Never

15. Use an effective deodorant or antiperspirant daily?
   Most of the time   Part of the time   Never

16. Wear clean undergarments and hosiery daily?
   Most of the time   Part of the time   Never

17. Clean your face thoroughly?
   Most of the time   Part of the time   Never

18. Have a clear complexion?
   Most of the time   Part of the time   Never

19. Keep hands away from face and blemishes
   Most of the time   Part of the time   Never

20. Check eyebrows for stray hairs that need to be properly removed to maintain an attractive shape?
   Most of the time   Part of the time   Never

21. Have your hair cut, styled, or trimmed regularly?
   Most of the time   Part of the time   Never

22. Wear your hair in a style which is flattering to your profile, height, and face shape?
   Most of the time   Part of the time   Never

23. Use dandruff shampoo, rinses, or conditioners, if needed?
   Most of the time   Part of the time   Never
24. Keep your hairbrushes clean?
   Most of the time        Part of the time        Never
25. Brush teeth at least twice daily?
   Most of the time        Part of the time        Never
26. Brush teeth with correct strokes?
   Most of the time        Part of the time        Never
27. Use a breath freshener?
   Most of the time        Part of the time        Never
28. Use dental floss?
   Most of the time        Part of the time        Never
29. Check your full view in mirror before leaving the house?
   Most of the time        Part of the time        Never
30. Purchase clothes wisely to get as much wear as possible out of them?
   Most of the time        Part of the time        Never
31. Select clothing which goes well with your hair, eyes, and complexion?
   Most of the time        Part of the time        Never
32. Wear clothing with necklines and styles which compliment your physical features and which detract from problem areas?
   Most of the time        Part of the time        Never
33. Keep creases in clothes straight?
   Most of the time        Part of the time        Never
34. Keep clothes clean, pressed, and in good repair?
   Most of the time        Part of the time        Never
35. Keep shoes polished and soles and heels repaired?
   Most of the time        Part of the time        Never
36. Wear shoes with good support if you must stand for long periods of time?
   Most of the time        Part of the time        Never
37. Wear complementary accessories and jewelry?
   Most of the time    Part of the time    Never

38. Wear colors and patterns which flatter your shape?
   Most of the time    Part of the time    Never

39. Wear hosiery which is long enough and fits properly?
   Most of the time    Part of the time    Never

40. Clean out your purse of billfold to get rid of unnecessary items?
   Most of the time    Part of the time    Never

41. Protect your skin and hair from sun damage?
   Most of the time    Part of the time    Never

42. Smile frequently, easily, and naturally?
   Most of the time    Part of the time    Never

43. Place cologne or perfume sparingly on pulse points?
   Most of the time    Part of the time    Never

44. Sit, stand, and walk with correct posture and feet pointed straight ahead?
   Most of the time    Part of the time    Never

45. Men: Shave or keep facial hair trimmed?
   Most of the time    Part of the time    Never

46. Women: Remove hair from underarms and legs?
   Most of the time    Part of the time    Never

47. Women: Apply makeup sparingly and wisely to accent your best features.
   Most of the time    Part of the time    Never

48. Women: Keep makeup off clothing?
   Most of the time    Part of the time    Never
131—Good Grooming (continued)

49. Why is grooming important?
   At school? ______________________________________________________
   __________________________________________________________________
   __________________________________________________________________
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   At work? ______________________________________________________
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   __________________________________________________________________
Analyze Yourself

Answer the following questions honestly as they apply to your job and/or classroom experiences by circling Never, Sometimes, or Always.

1. Are you able to act naturally under all circumstances?
   Never          Sometimes          Always

2. Do you seek opportunities to meet those in positions of authority?
   Never          Sometimes          Always

3. Do you avoid criticizing others?
   Never          Sometimes          Always

4. Are you able to give credit to others for what they do, rather than trying to get the credit yourself?
   Never          Sometimes          Always

5. Do you try to have a positive attitude?
   Never          Sometimes          Always

6. Do you have bad breaks?
   Never          Sometimes          Always

7. Do you approach your work confidently?
   Never          Sometimes          Always

8. Do you think your friends are more capable than you are at most things?
   Never          Sometimes          Always

9. Do you try to improve your attitudes?
   Never          Sometimes          Always

10. Do you feel others are luckier than you are?
    Never          Sometimes          Always

11. When you fail, do you come right back?
    Never          Sometimes          Always
12. Do you treat customers and co-workers as though they are important?
   Never   Sometimes   Always
13. Do you expect to succeed?
   Never   Sometimes   Always
14. Are you honest?
   Never   Sometimes   Always
15. Are you willing to accept more responsibility on your job?
   Never   Sometimes   Always
16. Are you free from bad habits which will hinder your progress?
   Never   Sometimes   Always
17. Do you discharge your duties promptly and efficiently and with little or no supervision?
   Never   Sometimes   Always
18. Do you finish the things you start?
   Never   Sometimes   Always
19. Do you feel your present job can help you in your future career?
   Never   Sometimes   Always
20. When you see your friends succeed, do you wish you were doing what they were?
   Never   Sometimes   Always
21. Do you feel that limitations are things you put on yourself?
   Never   Sometimes   Always
22. Do you try to appreciate, understand, and show a sincere interest in customers and co-workers?
   Never   Sometimes   Always
23. Do you try to learn as much as you can at work?
   Never   Sometimes   Always
132—Analyze Yourself (continued)

24. At work, do you try to be a real service to the people on the job?
   Never  Sometimes  Always

25. Do you try to improve your memory of prices, procedure, stock locations, delivery dates, and customers’ preferences?
   Never  Sometimes  Always

26. Do you work to be free from superstitions and prejudices?
   Never  Sometimes  Always

27. Do you listen attentively to what people say without interrupting them?
   Never  Sometimes  Always

28. Do you observe closely what is going on around you and try to understand the significance of it?
   Never  Sometimes  Always

29. By reading and studying, do you keep informed about current events, your work, your future career, and subjects of popular interest?
   Never  Sometimes  Always

30. Can you be depended upon to keep your promises to customers and co-workers?
   Never  Sometimes  Always

31. Do you defend from unjust criticism the persons and things (company, co-workers, merchandise) with which you are identified?
   Never  Sometimes  Always

32. Do you work toward your goals?
   Never  Sometimes  Always

33. Do you measure success by money?
   Never  Sometimes  Always

34. Do you try to achieve one goal at a time?
   Never  Sometimes  Always

35. Do you believe we become what we think about and what we concentrate on achieving?
   Never  Sometimes  Always
36. Do you believe the most useful goals are specific goals?
   Never   Sometimes   Always

37. Do you feel successful people do not have problems?
   Never   Sometimes   Always

38. Do you worry about past mistakes and failures?
   Never   Sometimes   Always

39. Do you control your temper?
   Never   Sometimes   Always

40. Do you often feel enthusiastic about something you wish to do?
   Never   Sometimes   Always

41. Are you able to make decisions about everyday things easily?
   Never   Sometimes   Always

42. Are you able to interest yourself in the detail of your job?
   Never   Sometimes   Always

43. Are you careful to look on the bright side of situations?
   Never   Sometimes   Always

44. Are you able to work pleasantly with others?
   Never   Sometimes   Always

45. Do you believe that we receive rewards by giving service to others?
   Never   Sometimes   Always

46. Do you try to find ways to help other people at work?
   Never   Sometimes   Always

47. Do you believe it is important for a person in business to be civic-minded?
   Never   Sometimes   Always

48. Do you find your dealings with others at work very frustrating?
   Never   Sometimes   Always
132—Analyze Yourself (continued)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>49.</td>
<td>Do you try to be cooperative?</td>
<td>Never</td>
</tr>
<tr>
<td>50.</td>
<td>Do you avoid carrying tales and gossiping about others?</td>
<td>Never</td>
</tr>
<tr>
<td>51.</td>
<td>Do you try to see the other person’s point of view?</td>
<td>Never</td>
</tr>
<tr>
<td>52.</td>
<td>Do you refrain from telling others what you think of them?</td>
<td>Never</td>
</tr>
<tr>
<td>53.</td>
<td>Do you avoid arguments?</td>
<td>Never</td>
</tr>
<tr>
<td>54.</td>
<td>Do you avoid making fun of others?</td>
<td>Never</td>
</tr>
<tr>
<td>55.</td>
<td>Do you keep out of other people’s business?</td>
<td>Never</td>
</tr>
<tr>
<td>56.</td>
<td>Do you avoid finding fault with everyday little things?</td>
<td>Never</td>
</tr>
<tr>
<td>57.</td>
<td>Do you keep your personal troubles to yourself on the job?</td>
<td>Never</td>
</tr>
<tr>
<td>58.</td>
<td>Do you feel honesty is the way to success?</td>
<td>Never</td>
</tr>
<tr>
<td>59.</td>
<td>Do you really enjoy your work?</td>
<td>Never</td>
</tr>
<tr>
<td>60.</td>
<td>When you feel “down,” do you try to work harder?</td>
<td>Never</td>
</tr>
<tr>
<td>61.</td>
<td>Do you think about others on special occasions, such as birthdays, times of sorrow, and times of happiness, and do you send them some expression of your thoughts?</td>
<td>Never</td>
</tr>
</tbody>
</table>
62. Do you congratulate your friends upon their achievements?
   - Never
   - Sometimes
   - Always

63. Do you learn, remember, and use the names of the people you meet?
   - Never
   - Sometimes
   - Always

64. Do you know the rules of etiquette and observe them?
   - Never
   - Sometimes
   - Always

65. Do you think about the rights of others before you think of your own?
   - Never
   - Sometimes
   - Always

66. Do you show respect for everyone regardless of positions?
   - Never
   - Sometimes
   - Always

67. Are you appreciative for everything someone does for you and do you always thank them?
   - Never
   - Sometimes
   - Always

68. Do you believe people who work hard make it unnecessarily difficult on others?
   - Never
   - Sometimes
   - Always

69. Do you try to improve?
   - Never
   - Sometimes
   - Always

70. Do you want to be like your present friends?
   - Never
   - Sometimes
   - Always

71. Do your friends try to operate at their best potential?
   - Never
   - Sometimes
   - Always

72. Do you realize how much your friends influence your achievements?
   - Never
   - Sometimes
   - Always

73. Are you well-groomed?
   - Never
   - Sometimes
   - Always

74. Do you do just enough to get by?
   - Never
   - Sometimes
   - Always
75. Do you smile often?
   Never       Sometimes       Always

76. Do you really know that you are a unique and valuable person?
   Never       Sometimes       Always

77. Do you think about exciting possibilities in your future work?
   Never       Sometimes       Always

78. Do you try to improve your human relations skills?
   Never       Sometimes       Always

79. Do you feel you are mature in your attitudes, outlook, and actions?
   Never       Sometimes       Always

80. Do you try to see yourself as others see you?
   Never       Sometimes       Always

81. Do you feel you could increase your productivity at work?
   Never       Sometimes       Always

82. Do you feel that wanting money is wrong?
   Never       Sometimes       Always

83. Do you believe there is any value in accumulating wealth?
   Never       Sometimes       Always

84. Do you believe how much money we earn is determined by how hard it would be to replace us?
   Never       Sometimes       Always

85. Do you feel it is wrong for your employer to make a profit?
   Never       Sometimes       Always

86. Do you realize that profit provides jobs?
   Never       Sometimes       Always

87. Do you try to make every day count?
   Never       Sometimes       Always
132—Analyze Yourself (continued)

88. Do you jump from one thing to another when trying to accomplish things?
   Never   Sometimes   Always

89. Do you try to plan your time wisely?
   Never   Sometimes   Always

90. Do you believe that for every effect there is a cause?
   Never   Sometimes   Always

91. When there is a problem at work or at school, do you try to be part of the solution?
   Never   Sometimes   Always

92. Do you get impatient with yourself?
   Never   Sometimes   Always

93. Are you patient with others?
   Never   Sometimes   Always

94. Do you feel you will be rewarded in some way if you do well at work or at school?
   Never   Sometimes   Always

95. Do you refrain from exaggeration?
   Never   Sometimes   Always

96. Do you avoid flattering people for personal gain?
   Never   Sometimes   Always

97. Do you avoid embarrassing others?
   Never   Sometimes   Always

98. Do you return what you borrow to its proper place?
   Never   Sometimes   Always

99. Do you accept at least partial blame for failures?
   Never   Sometimes   Always

100. Do you respect your parents, elders, employers, and people in authority?
    Never   Sometimes   Always
101. Do you have a tendency to try to top a remark made by a previous speaker during a conversation?
   Never                     Sometimes                     Always

102. Are you usually ill at ease with strangers?
   Never                     Sometimes                     Always

103. Are you critical and bossy?
   Never                     Sometimes                     Always

104. Do you ridicule people who are not present?
   Never                     Sometimes                     Always

105. Do you laugh at others’ mistakes?
   Never                     Sometimes                     Always

106. Are you suspicious of other people’s motives?
   Never                     Sometimes                     Always

107. Do you avoid talking about yourself, what you own, and your successes?
   Never                     Sometimes                     Always

108. Do you use belittling words and jokes about those with different sex, race, politics, religion, and beliefs?
   Never                     Sometimes                     Always

109. Do you believe that successful people frequently ask themselves, “How can I give more service to others?”
   Never                     Sometimes                     Always

110. Do you use illness as an excuse for not doing well on the job?
    Never                     Sometimes                     Always

111. Do you try not to prejudge customers and other people at work?
    Never                     Sometimes                     Always
Analyze your responses to the statements. What do you think these responses tell you about yourself? Write some of your thoughts below.

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Did you find out anything about yourself you’d like to change? Explain?

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________________________________________________________________________
A successful employee should know how to get along with others. By the results of this self-test, you will see how you are doing. The evaluation is designed to help you discover if you have qualities that cause others to like you.

Answer each question by circling Yes, No, or Sometimes.

1. If you make a promise, do you keep it?
   Yes                     No                     Sometimes

2. If someone, a friend, co-worker, or member of your family, is in need of help, do you give that help cheerfully?
   Yes                     No                     Sometimes

3. Are you frequently witty in a sarcastic way?
   Yes                     No                     Sometimes

4. Do you have a tendency to gain attention by “topping” the remark made by the previous speaker in a conversation?
   Yes                     No                     Sometimes

5. Are you usually ill at ease with strangers?
   Yes                     No                     Sometimes

6. Are you critical of others when you feel they are at fault?
   Yes                     No                     Sometimes

7. Can you usually avoid being bossy?
   Yes                     No                     Sometimes

8. Are you able to avoid ridiculing other people when they are not present?
   Yes                     No                     Sometimes

9. Do you often laugh at the mistakes of others?
   Yes                     No                     Sometimes
10. When others make mistakes (in information, in grammar, or in pronunciation), do you correct them?

11. Do you smile easily?
   Yes           No           Sometimes

12. Are you able to praise and compliment other people easily?
   Yes           No           Sometimes

13. Do you frequently try to reform other people?
   Yes           No           Sometimes

14. Are you able to keep your personal troubles to yourself?
   Yes           No           Sometimes

15. Are you suspicious of other people’s motives?
   Yes           No           Sometimes

16. Do you frequently borrow the belongings of others?
   Yes           No           Sometimes

17. Do you enjoy gossip?
   Yes           No           Sometimes

18. Are you able to keep out of other people’s business most of the time?
   Yes           No           Sometimes

19. Do you avoid talking about yourself, your belongings, your successes most of the time?

20. Do you ever use belittling words when referring to those who differ from you in religion, race, politics, or beliefs?
   Yes           No           Sometimes

What do you see as your strengths?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________


What do you see as your weaknesses?
Analyze Yourself 3

Look at the list of character traits below. Circle 20–25 of the traits you think best describe you.

sincere          persuasive          prideful
pessimistic      nervous           optimistic
open-minded      understanding     idealistic
vain             rebellious        courteous
suspicious       studious          candid
patient          skeptical         courageous
tense            truthful          warm
tense            mature            versatile
sociable         perceptive        reliable
cooperative      efficient         tactful
neat             resourceful       dependable
logical          friendly          modest
cornful          punctual          orderly
cheerful         prejudiced       energetic
honest           short-tempered    good-humored
methodical       gracious          smart
crafty           shy               kind
naive            respectful        wholesome
sly              compulsive        unselfish
headstrong       selfish           cordial
ethical          compulsive        reasonable
sloppy           diligent          generous
grouchy          imaginative       boastful
clumsy           considerate       daring

Review the traits you chose. Is it mostly a favorable or unfavorable picture that you have sketched? Look at your list again, this time remembering that we often distort what we see. Is the person described in your list really you?

What characteristics make you unique? ________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Employment Skills for the 21st Century—Volume 1
What are your greatest strengths? __________________________

________________________________________________________________________
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What are your greatest weaknesses? __________________________

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________________________________________________________________________
________________________________________________________________________
People have “mental pictures” of themselves. These pictures show how they see themselves. For the next five minutes, think about and write down a few notes about your self-image. Use your own words, as well as any of the words below that apply.

**Personality Characteristics**

- accepting
- affectionate
- appreciative
- assertive
- brave
- capable
- caring
- cheerful
- communicative
- confident
- conscientious
- considerate
- consistent
- cooperative
- creative
- curious
- dependable
- determined
- disciplined
- empathetic
- energetic
- enterprising
- enthusiastic
- ethical
- fair
- faithful
- forgiving
- friendly
- generous
- gentle
- graceful
- happy
- hard working
- healthy
- helpful
- honest
- hopeful
- humble
- independent
- intelligent
- kind
- knowledgeable
- likeable
- loving
- loyal
- motivated
- organized
- patient
- persistent
- pleasant
- polite
- positive
- self-confident
- sensitive
- sincere
- supportive
- sympathetic
- talented
- trusting
- trustworthy
- truthful
- understanding
- useful

I see myself as being . . .

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________
Ideally, I would also like to be more . . .

I can achieve my ideal characteristics by . . .
Analyze Yourself and Others

It is important not only to be your best self but to project a truthful image of your best self. Rate yourself on the following scale and then have someone else rate you as they see you on the second copy of the scale. Look up the meaning of any words you don’t understand. You may wish to repeat the process periodically to check on improvement or to ask other people to rate you.

5 means you greatly project this quality
1 means you have very little of this quality

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Rating</th>
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<tbody>
<tr>
<td>Sense of humor</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Poised</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Systematic</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Courteous</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Cooperative</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Apathetic</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Easily impressed</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Pays attention</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Determined</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Extroverted</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Practical</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Creative</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Patient</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Alert</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Perfectionist</td>
<td>1 2 3 4 5</td>
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<tr>
<td></td>
<td>1</td>
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<td>------------------------</td>
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</tr>
<tr>
<td>Pessimistic</td>
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<tr>
<td>Logical; reasonable</td>
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<tr>
<td>Leadership qualities</td>
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<tr>
<td>Impulsive</td>
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<tr>
<td>Sensible</td>
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<tr>
<td>Generous</td>
<td>1</td>
</tr>
<tr>
<td>Sociable</td>
<td>1</td>
</tr>
<tr>
<td>Tactful</td>
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</tr>
<tr>
<td>Rude</td>
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<tr>
<td>Deceitful</td>
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<tr>
<td>Considerate</td>
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</tr>
<tr>
<td>Sincere</td>
<td>1</td>
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<tr>
<td>Forgetful</td>
<td>1</td>
</tr>
<tr>
<td>Kind</td>
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</tr>
<tr>
<td>Inhibited</td>
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</tr>
<tr>
<td>Restless</td>
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</tr>
<tr>
<td>Possessive</td>
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</tr>
<tr>
<td>Irritable</td>
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<tr>
<td>Loyal</td>
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<td>Selfish</td>
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<tr>
<td>Thoughtful</td>
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<tr>
<td>Independent; self-governing</td>
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136—Analyze Yourself and Others (continued)

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<tr>
<th>Characteristic</th>
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<td>Emotionally mature</td>
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<td>Self-controlled</td>
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<td>2</td>
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### Partner's Copy

<table>
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<td>Systematic</td>
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<td>Cooperative</td>
<td>1 2 3 4 5</td>
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<td>Apathetic</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Easily impressed</td>
<td>1 2 3 4 5</td>
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<td>Pays attention</td>
<td>1 2 3 4 5</td>
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<td>Determined</td>
<td>1 2 3 4 5</td>
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<td>Extroverted</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Practical</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Creative</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Patient</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Alert</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Perfectionist</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Pessimistic</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Logical; reasonable</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Leadership qualities</td>
<td>1 2 3 4 5</td>
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<tr>
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<td>1 2 3 4 5</td>
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<td>Sociable</td>
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<td>Selfish</td>
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<td>Thoughtful</td>
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<td>Independent; self-governing</td>
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<td>Emotionally mature</td>
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136—Analyze Yourself and Others (continued)

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Change

Change is inevitable. Families continually contract and expand, friends come and go, neighborhoods never remain the same, and job fields are constantly shifting. People learn to successfully manage change in order to prevent it from becoming a crisis situation. These people probably pay fewer economic, emotional, or social costs because of their ability to cope with change.

Complete the following exercise to rate your ability to cope with change. Write a 1, 2, 3, 4, or 5 on the blanks, based on the scale below.

5 = strongly disagree
4 = disagree
3 = neutral
2 = agree
1 = strongly agree

_________ 1. Whenever a major change is first suggested, such as moving far away, I feel threatened.

_________ 2. In general, I prefer that things continue the same.

_________ 3. I get annoyed when someone asks me to do something different from my usual routine, such as having to ride the bus to school instead of driving my car.

_________ 4. Our family vacations have followed a predictable course, with possibly a single exception, over the past five years.

_________ 5. I would be happiest if my family could stay exactly as it is now.

_________ 6. I would rather continue with the “tried and proven” than experiment with new ways of doing things.

_________ 7. My way of dressing has not changed very much in the past three years.

_________ 8. I become anxious whenever other people make suggestions about a project I am working on, such as another student suggesting how the class float should be put together.

_________ 9. Even when I have ideas for improvements, I am reluctant to voice them.
10. My biggest concern is whether I can continue in school as I am until graduation, and then be free to do what I want.

Find out your change score by adding the points in the blanks.

My change score is ____________________________________________

What the score means

A score of:

- 44 to 50 may mean that your ability to cope with change in your life is commendable
- 37 to 43 may mean that there is room for some improvement
- less than 36 may indicate that there is a definite need for improvement

Read the following analysis of each test question.

Item 1: Even though the known may not be what a person wants to hear, it is preferred to the unknown. At the first hint of a major change, a person may feel a sense of great anxiety. People should condition themselves not to react impulsively, and should counter negative responses by considering positive alternatives. This will help reduce anxiety.

Item 2: A person should direct change whenever possible so that there will be positive results. People should put themselves in a position to control change rather than letting it control them.

Item 3: There are many occasions when others may have better ideas than the person making the decision. Listening to these ideas provides an opportunity to learn something new.

Item 4: Most people are creatures of habit; if something works once, it is tried again. But with times such as vacations, people should provide themselves with a break from the normal routine.

Item 5: No family stays the same for long, but family members can look forward to each pending stage expectantly and hopefully. Every stage can be better than the last if the family is determined to look for improvements.

Item 6: Living cautiously is one way to lessen the chance of errors. It is also true that a person is less likely to fall if he or she takes no risks. However, it is equally true that a person is less likely to succeed if the person does not reach out and extend himself or herself. Winners lose more often than do losers, because winners are willing to take reasonable risks.

Item 7: First impressions do count. A person should always try to look his or her best.

Item 8: People can constantly learn from others. Two heads really are better than one, especially when each person feels free to share his or her insights regarding a project.
**Item 9:** Nearly everyone has a basic fear that their suggestions may be rejected. Whenever making suggestions, make them diplomatically and to the proper people.

**Item 10:** Living for the future is perhaps the greatest error committed by people who find that they are unhappy with their present lives. Anticipating the future is important, but no more so than enjoying the present, even with its often-trying changes. A good thing to remember is that yesterday is a canceled check, tomorrow is a promissory note, and today is the only legal tender.

After reading the analysis of the exercise questions, what could you do differently to improve your ability to cope with change? Explain your answer.
List at least three costs that you have incurred from going through a crisis. **Remember, the costs of a crisis are not always monetary.**

Example:  
Crisis — Losing my job  
Cost — Temporary loss of self-confidence and self-esteem

1. Crisis _____________________________________________________________  
   Cost _____________________________________________________________

2. Crisis _____________________________________________________________  
   Cost _____________________________________________________________

3. Crisis _____________________________________________________________  
   Cost _____________________________________________________________

Were these costs economic, emotional, social, time-related?

1. Cost _____________________________________________________________  
   Type _____________________________________________________________

2. Cost _____________________________________________________________  
   Type _____________________________________________________________

3. Cost _____________________________________________________________  
   Type _____________________________________________________________
Self Talk

Self-talk is what we say to ourselves about ourselves. If these things are usually negative, our self-esteem is damaged. If they are positive, our self-esteem is enhanced, and we are more able to do the things we want.

1. Keep this assignment with you for one day. Listen to yourself and write down what you hear yourself say or think about you. Record your results on the chart on the next page.
   In the first column, write where you are.
   In the second column, write what you are doing.
   In the third column, write who you are with.
   In the fourth column, write what you talked or thought about. You don't need to write everything you said or thought, just the subject.
   In the last column, write a “+” if it was positive, and a “0” if it was neutral, and a “-” if it was negative.

2. How many positives did you get?
   __________________________________________
   How many negatives did you get?
   __________________________________________
   Was what you said to yourself mostly positive or negative?
   __________________________________________

3. Review the chart for patterns. Is there a certain time of day when you are more positive?
   Do you feel different about yourself when you are with certain people? If so, how? Where do you feel best about yourself? Write your observations below.
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<th>What I Was Doing</th>
<th>Who Was I With</th>
<th>I Talked About</th>
<th>Positive (+) Negative (-)</th>
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Self Concept

A positive self-concept is necessary for good human relations. It is difficult to list only positive characteristics about yourself. We can easily list negative characteristics because we have heard them all our lives: “You are lazy,” “You’re too fat,” “You need to improve your work.” It is a very rewarding experience to have others list positive things about you. This assignment will help develop a more positive self-concept.

Lead an activity on positive self-concept. Have a 3-by-5-inch card for each person. Instruct each person to place his or her name at the top of the card and pass it to the right. The person who receives the card is to look at the name on the top, write one positive thing about this person, and then pass the card on to the right. When the cards have completed their trip around the room, each person will have the one with his or her name on it. The card will be filled with positive statements.

Have each person develop a list of good personal job attitudes. Discuss as a class.

1. What recent incident or incidents at work, school, or home made you feel good about yourself? Why?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
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___________________________________________________________________
___________________________________________________________________

2. What recent incidents at work, school, or home made you feel bad about yourself? Why?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
3. What do you really like about yourself? Why do you think you like this about yourself?

___________________________________________________________________
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Self-improvement Program

Use the following outline to plan your self-improvement program. Write your program on your own paper.

I. Physical Characteristics
   a. going for me
   b. disadvantages
   c. what can I change

II. Needs—which attained/need to be attained
   a. basic needs
   b. security
   c. social

III. Attitudes
   a. to encourage
   b. to change

IV. Aptitudes
   a. skills
   b. learning

V. Interests
   a. have now
   b. should develop

VI. Selected career
   a. where to research careers
   b. correlate choices with aptitudes and attitudes
   c. possible choices

VII. Requisites for career
   a. training
   b. human relations skills I need
VIII. My qualifications for career
   a. training
   b. human relations skills I have

IX. Areas to improve
   a. training
   b. human relations skills
Setting goals is not a difficult thing — but it does require knowing what you want and what you are capable of. It is a process of asking the right questions and answering them honestly. Use the activities below to determine what some of your goals are.

Answer Yes or No to questions in the first section. Then complete statements about your personal goals. Finally, think about the results. Ask yourself what strengths and weaknesses your answers reveal. Are your plans and current activities in line with your goals?

Self-evaluation

Do you . . .

- complete projects?
- go over your goals in your mind?
- wish you could break a number of bad habits?
- daydream about achieving the same goal over and over?
- talk and think positively about your goals?
- know where your life is going?

Dream a little dream

I really want to accomplish the goal of _________________________________

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

If I were rich, I’d _________________________________

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
The kind of person I’d like to be is ____________________________

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

I’d like to visit (place) ______________________________

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

One improvement to my life would be _________________________

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Something I’d do if I had the time is ___________________________

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Given the chance to start all over, I’d __________________________

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Setting Goals 2

Sometimes it is helpful to reflect on yourself and your life before you start to set goals. On a separate paper, write your autobiography. Use this outline to guide you. Use complete sentences and be neat with your work.

I. Early life
   A. Where and when born
   B. Earliest remembrances
   C. Early experiences

II. Family
   A. Size of family
   B. Number of brothers and sisters
   C. Favorite family past-time

III. Friends
   A. Who they are
   B. Things we do together

IV. School experiences
   A. Early school life (Grades 1 through 5)
   B. Later school experience (Grade 5 to the present)

V. Likes and dislikes
   A. Likes
   B. Dislikes

VI. Goals for the future
   A. Educational
   B. Occupational
   C. Other

Think about your goals. These may be tentative or definite. Write your goals in the chart on the next page. The Other goal category can be areas like social, home life, spiritual, etc. Circle those you think of as definite.
142—Setting Goals 2 (continued)

<table>
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<th>Goals</th>
<th>Education</th>
<th>Career</th>
<th>Interests/Hobbies</th>
<th>Others</th>
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</thead>
<tbody>
<tr>
<td>Immediate (today, this week, or this month)</td>
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<tr>
<td>Intermediate (this semester or this year)</td>
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<td>Next Year</td>
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<td>Five Years</td>
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<tr>
<td>Ten Years</td>
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</tbody>
</table>
1. One goal that I really want to accomplish is _______________________________
   _____________________________________________________________________
   _____________________________________________________________________

2. I am going to make progress toward this goal by ______________________________
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________

3. My deadline to turn this plan into reality is ______________________________
   _____________________________________________________________________
   _____________________________________________________________________

4. The abilities and skills that I have that will help me to achieve this goal are ________
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________

5. I have detailed knowledge of the following subjects that will help me reach my goal.
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________

6. Areas in which I need more information, help, skill, and knowledge are
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________
7. Places to go and people to see for gaining knowledge, acquiring information, and mastering skills are __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

8. The first step I am going to take (this week!) is __________________________________________________________

9. My next three main steps will be
   a. __________________________________________________________
      __________________________________________________________
   b. __________________________________________________________
      __________________________________________________________
   c. __________________________________________________________
      __________________________________________________________

10. My deadline for completing these three steps is __________________________________________________________
     __________________________________________________________
We all have goals, whether we are aware of them or not. This activity will help you clarify and identify your goals. In the chart below, list one long-range goal for each area of a well-rounded life. Then, list three short range goals supporting that long-range goal. Date the list and review it in three months to check for progress.

<table>
<thead>
<tr>
<th>Areas of a well-rounded life</th>
<th>Long-range goal</th>
<th>Short-range goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
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<tr>
<td>Family</td>
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<tr>
<td>Financial</td>
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<tr>
<td>Professional</td>
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<tr>
<td>Areas of a well-rounded life</td>
<td>Long-range goal</td>
<td>Short-range goal</td>
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<tr>
<td>Community Involvement</td>
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<td>Mental</td>
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<tr>
<td>Social</td>
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<tr>
<td>Spiritual</td>
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<tr>
<td>Date to be reviewed</td>
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</tbody>
</table>
Most of us do not have a crystal ball to tell what the future will bring, nor do we need one. Much of our own future depends on choices and plans we make today. We can plan — and lead — our lives in such a way as to make our dreams possible.

This activity allows you to dream about your future and plan how to achieve your career goals. Answer the questions as completely as you dare. If you don’t know details about the occupation you choose, research it in the library or resource center. Discuss your responses with four or five other people in your class.

**Dare to dream—and act**

**Looking Ahead**

1. What would you like your occupation to be five years from now? __________________
   ___________________________________________________________________

2. How would you spend your working days in that occupation? __________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

3. Are these work activities ones you would enjoy doing? Why or why not? _________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

4. What kind of work satisfaction do you expect from your chosen occupation? Why?
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
5. Where would you like to be living five years from now? Envision a state, city, or area, and type of home. __________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

6. How would you like to spend your leisure time? __________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

7. What income would you need to live where you wish and to spend leisure time as you wish? ________________________________________________
   ___________________________________________________________________

8. What income would you expect to have in your chosen occupation? __________
   ___________________________________________________________________

Planning Ahead

1. Training/education
   a. What kind of training or education do you need to prepare for your chosen occupation? ________________________________________________
      __________________________________________________________________
      __________________________________________________________________
      __________________________________________________________________
   b. Where can you get that training or education? _________________________
      __________________________________________________________________
   c. How long will it take? ______________________________________________
      __________________________________________________________________
   d. How much will it cost? _____________________________________________
      __________________________________________________________________
2. What activities do you need to pursue or practice to help you get where you want to be?
   a. Type __________________________________________________________
      _________________________________________________________________
   b. Frequency ______________________________________________________
      _________________________________________________________________
   c. Cost ______________________________

3. What kind of contacts do you need to cultivate? (Include trade or professional organizations and people already involved in the field.)
   ______________________________
   ___________________________________________________________________
   ___________________________________________________________________

Getting Started
Now that you have considered where you want to go and what kind of preparation you need, you can plan how to get there.

1. List steps you can take to begin the training or education.
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

2. List ways you can become involved in the desired activities.
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

3. List ways to begin making the contacts you need.
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
Time Management

People often plan for the major goals they wish to achieve, such as becoming a doctor, getting married, or buying a house. Fewer people take time to plan the use of their time each day. By using your day-to-day time more wisely and effectively, you will be that much closer to reaching your own personal and professional goals.

Read the following case study and then answer the questions following each about the use of time.

Gloria’s Good Intentions

Gloria is seventeen and vice president of the Oakville Honor Society. Her best friend, Marsha, is president. Since Marsha is also active in several other clubs and editor-in-chief of the Oakville school yearbook, she has asked Gloria to take over arrangements for the annual honor society banquet. Gloria and another friend, Troy, have agreed to make the arrangements.

(Marsha and Gloria are at home talking on the phone.)

Marsha: Gloria, you’ll never guess who just called me! Eric Marshall! Can you believe it! He wants me to go to the baseball game with him and then out for pizza Thursday night!! What am I going to wear?

Gloria: Eric Marshall! Wow. You have all the luck. Hey, don’t you have a yearbook staff meeting Thursday night?

Marsha: Yes, but all the editors know about the deadline for the last section. They all keep saying they are doing fine. All we really aren’t sure of are the photo arrangements for the Spring Olympics. Since Scott has wanted to run our meetings the entire year, I guess I’ll let him do this one.

Gloria: Are you sure that’s smart? Isn’t he the editor you’ve had all those problems with?

Marsha: Well, yeah. But he knows how to handle the arrangements, and everyone else ought to be working on their own deadlines. They’ve sure had enough time. Anyway, what am I going to wear Thursday night? I haven’t got a thing!

Gloria: Well, why don’t you wear your pink T-shirt dress.

Marsha: Well, I guess I could. Even though everyone has already seen it. Hey, how are you coming with the banquet arrangements?

Gloria: (Hesitating) Well, I really didn’t know this term paper for world history class would take so long to write. I’ve hardly started, and it’s due on Monday. I’ll ask Troy if he’s double-checked on everything tomorrow in math class.
Marsha: Okay! Gosh, I wonder if I should roll my hair or wear a ponytail with a pink bow? I think I’ll stay home from Drama Club meeting and style my hair.

(The next day)

Gloria: Hi Troy! Did you get those problems done for today? I didn’t get finished since I was on the phone all night. What did you get for number twenty-five? Oh, by the way, can you go ahead and finish up the arrangements for the Honor Society banquet next week? I haven’t even started on my term paper.

Troy: Oh, sure. As long as I get a free pizza out of the deal. Don’t worry. Leave everything to me. We’ll have a banquet no one will forget!

(The night of the Honor Society banquet, Marsha, Gloria, and Troy have agreed to meet at the hotel 30 minutes early. As Marsha arrives at the Holiday House Hotel, she sees Gloria standing at one end of the lobby looking upset. As she walks up to Gloria, she notices Troy standing at the other end of the lobby, looking disgusted.)

Marsha: Hi guys! You know Gloria, I really appreciate you finishing the arrangements for this. Well, let’s go on in the banquet room and go over our announcements. Come on, Troy.

Gloria and Troy: We don’t have a banquet room. It’s a good thing no one else has gotten here yet.

Marsha: What do you mean, we don’t have a banquet room? You both said you would arrange everything!

Gloria: Well, I had to finish that term paper, and Troy . . .

Troy: Well, I forgot to check on the room till an hour ago, and the desk clerk or someone forgot we had reserved the room. They gave it to another club. They’re in it now.

Marsha: Oh, how could this happen? What will I tell Mr. Hatfield? (The chapter advisor) I told him I would take care of all the room arrangements. And what will we tell everyone else when they get here? Thanks a lot!

1. How do you think the situation ended? Who is at fault?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

145—Time Management (continued)
2. How would you feel if you were Marsha? If you were Gloria? If you were Troy?

Marsha
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Gloria
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Troy
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________

3. Was it entirely Gloria and Troy’s fault that the mixup occurred? What might Marsha have done to help the situation?
________________________________________________________________________
________________________________________________________________________
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4. What are some suggestions for Marsha, Troy, and Gloria to help them learn to use their time more effectively?

___________________________________________________________________

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4. If nothing changes, how do you think the yearbook deadline situation will end? Why?

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

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___________________________________________________________________
Time Management 2

Estimate the time you spend on various activities during a typical day—school, sleep, work, eating, entertainment, etc. Mark it on the wheel below. Then keep track of the way you actually spend a typical day. Mark it on the second wheel. How close was your estimate? Present your findings to the class or to a small group of students. Decide if there are better ways for you to use your time.

Time Estimates
Actual Time Use
Time Management 3

Time is something that is often gone before we accomplish all that we intend to. In business, time is money. Use this assignment to discover ways you can better manage your time.

Discuss these time wasters in class or in small groups. Identify five of the most common and report your findings to the class.

In the space below, identify ways you have wasted time in the past couple of weeks and list ways it could have been prevented.

<table>
<thead>
<tr>
<th>Ways Time Wasted</th>
<th>How To Prevent</th>
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</table>
Financial Goals

On the form below, list the short and long-term goals you hope to attain.

<table>
<thead>
<tr>
<th>Short Term Goals</th>
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<tbody>
<tr>
<td>Items</td>
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<table>
<thead>
<tr>
<th>Long Term Goals</th>
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</tbody>
</table>
After examining your list of short and long-term goals, highlight or circle those that are most important to you. List them below. Keep this list to refer to as you develop a budget, and as you reach the goals you desire.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
How Much Do You Spend?

On the log below, write the date, explanation, and amount you spent.

<table>
<thead>
<tr>
<th>Date</th>
<th>Explanation</th>
<th>Amount</th>
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</tbody>
</table>
Study the list. Divide the list in groups by type or category of expenses, such as food, clothing, recreation, insurance, car expenses, etc. You can use the blank chart on the next page to rearrange the items.

After completing the categories, total the amounts and answer the following questions about each.

1. What is the amount I usually spend on this category? ________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

2. Is this a one-time expense? _________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

3. Is this a regular or on-going expense? _______________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

4. Should this category and expense be a part of my regular budget? ________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
<table>
<thead>
<tr>
<th>Date</th>
<th>Explanation</th>
<th>Amount</th>
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</tbody>
</table>
Time Management 4

There never seems to be enough time for all the things we’d like to do. As in business, our family lives should be reviewed occasionally. Are we actually working toward our stated goals, or are we just floating from moment to moment? If you seem to spend your evenings and weekends running from job to job, take a moment to re-evaluate your planning and time-management practices. List the areas in your family life that need improvement. Formulate a strategy for meeting these needs and implement the program for one week. Review the program of benefits or adjustments.

1. I need to improve these things in the planning and time management of my personal life.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. My strategy is:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Plan Implemented on (date): ________________________________

4. Remarks first day: __________________________________________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. Remarks second day: _________________________________________

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<table>
<thead>
<tr>
<th></th>
<th>Remarks third day: ______________________________________________________</th>
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<tr>
<td>7</td>
<td>Remarks fourth day: ____________________________________________________</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Remarks fifth day: _____________________________________________________</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Remarks sixth day: _____________________________________________________</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Remarks seventh day: _________________________________________________</td>
</tr>
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<td></td>
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<tr>
<td>11</td>
<td>Family input: __________________________________________________________</td>
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</table>
12. I benefited in these ways:______________________________________________________________
   _________________________________________________________________________________
   _________________________________________________________________________________
   _________________________________________________________________________________
   _________________________________________________________________________________

13. I discovered these problems: _______________________________________________________
   _________________________________________________________________________________
   _________________________________________________________________________________
   _________________________________________________________________________________
   _________________________________________________________________________________
   _________________________________________________________________________________
   _________________________________________________________________________________
   _________________________________________________________________________________
   _________________________________________________________________________________
   _________________________________________________________________________________
   _________________________________________________________________________________
   _________________________________________________________________________________

14. My revised strategy is: _____________________________________________________________
   _________________________________________________________________________________
   _________________________________________________________________________________
   _________________________________________________________________________________
   _________________________________________________________________________________
   _________________________________________________________________________________
   _________________________________________________________________________________
   _________________________________________________________________________________
   _________________________________________________________________________________
   _________________________________________________________________________________
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   _________________________________________________________________________________
The cover/application letter is a sales technique used to tell the employer how your abilities will be useful to the company. The letter should specify your qualifications while the résumé gives general background information.

**Form and appearance**

Type or write neatly

Write on only one side of paper

Avoid smudges and typographical errors

Use 8½” x 11” white bond paper, not personal or fancy paper

Spell, capitalize, and punctuate correctly

Put employer’s full name, title, and address

Include your full name and address with zip code on the letter

Retain a copy

**Information**

Write to a specific person. Find out the name of the executive/personnel manager/employer you want to reach and the correct title. When in doubt, write to the top person who will refer your résumé to the right party. Use *To Whom It May Concern* if answering a blind ad.

Be brief; do not repeat information in the résumé.

State the position for which you are applying.

Avoid needless detail.

Cover all points requested in the advertisement in exactly the order in which they are asked. Some prospective employers make it a point of testing the applicant’s ability to follow directions.

State reason for interest in job. Employers look for people who look for future advancement opportunities rather than just a paycheck.

Refer briefly to the main points in the attached résumé.

Mention that persons listed on the résumé have given their permission to serve as references.

Request interview at employer’s convenience.

Tell where you can be reached.
Enclose self-addressed envelope and resumé.
Say you will phone next week.
Be original in your approach. Attract attention in the opening paragraph.

**Examples of opening paragraphs:**

Have you wished you had an assistant who has experience in child care and directing activities with children? I might be the one.

I’ve heard that you need of a person who can take dictation and type quickly and without error. I believe that my experience and training has taught me to handle these tasks in an efficient and pleasant manner.

End the letter properly. *Sincerely yours* or *Very truly yours* is appropriate.

Use permanent address for the return address and make sure to include the current date.

Staple letter to resumé as it may be circulated to several departments and otherwise become detached.

Follow up and phone for an appointment a week later. Don’t be surprised if the resumé has been referred to another department. Remember, they are in business and you may not get immediate attention, especially if you sent a blind letter. Be persistent until you reach the right person and ask for a convenient date to set up an interview.

Keep in touch regarding possible openings now and in the future. The “job hunt” may take several weeks or even months. It’s important to keep your contacts alive without being a nuisance.

Cut a help-wanted ad for a job from the classified ad section of the local paper. Paste or tape it in the space below. Write a cover/application letter on a separate piece of paper. Use the information and the sample letter on the next page as a guide.
Sample Application Letter

110 Lemon Avenue
Somewhere, Oklahoma
74074
February 15, 1977

J.P. Public, Manager
Happy Time Day Care Center
Someplace, Oklahoma 74073

Dear Ms. Public:

Please consider this letter an application for the position of child care aide with the Happy Time Day Care Center.

In June I graduated from Somewhere High School. A record of my high school courses, grades, and previous work experience is included on the attached data sheet.

While enrolled in the child care program, I received work experience with Ms. Jane Smith of Kiddie School in Somewhere. Ms. Smith has given me permission to list her name as a reference.

I enjoyed my work experience with Kiddie School and should like to continue in this line of work. I would appreciate the opportunity to come in and talk over this matter with you at your convenience. I may be reached at the above address or by telephone at 377-2000.

Sincerely yours,

C.L. Jones

Enclosure
Are you satisfied with your letter? Explain. 

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Completing a job application form is the way an employer will see you for the first time. It is very important that you present yourself in the best possible light.

Read the entire application before beginning to write.

Follow *all* directions and instructions.

Print all information except when a signature is needed.

Write legibly.

Be sure the application is filled out neatly with no cross outs or smudges.

Know the position for which you are applying.

Answer all the questions and fill in the blanks; if a question does not apply to you, draw a short line through the blank or write N/A, which means not applicable.

Read the application form when you have finished to be sure you have answered all questions.

Consult your resumé to be sure you have all dates, names, addresses, and other information correct.

Visit 2 or 3 local businesses and ask for a job applications. Complete the applications and attach them to this page.
Tax Forms

An employer uses tax forms to inform the employee and the IRS of the employee’s total salary and how much was withheld from it during the year. This form must be sent to the employee by January 31 of the following year. Form W-2 has several boxes containing payroll and tax information that is used when filing an income tax return. It is important that every employee understands tax forms.

Answer the following questions about the Form W-2 found on the next page.

1. How much FICA (Social Security) tax was withheld from John Doe’s salary?

2. How much federal income tax was withheld from John Doe’s salary?

3. How much state income tax was withheld from John Doe’s salary?

4. How much was John Doe’s net salary?

5. How much was John Doe’s gross salary?
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<table>
<thead>
<tr>
<th>b Employer identification number</th>
<th>1 Wages, tips, other compensation 3500.00</th>
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<tbody>
<tr>
<td></td>
<td>2 Federal income tax withheld 300.00</td>
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</table>

<table>
<thead>
<tr>
<th>c Employer's name, address, and ZIP code</th>
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<tbody>
<tr>
<td>Susan Smith Company</td>
</tr>
<tr>
<td>123 Liberty Street</td>
</tr>
<tr>
<td>Anywhere, USA 12345</td>
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<tr>
<td></td>
</tr>
<tr>
<td>3 Social security wages</td>
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<tr>
<td>4 Social security tax withheld 260.00</td>
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<tr>
<td>5 Medicare wages and tips</td>
</tr>
<tr>
<td>6 Medicare tax withheld</td>
</tr>
<tr>
<td>7 Social security tips</td>
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<tr>
<td>8 Allocated tips</td>
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</tbody>
</table>

<table>
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<th>d Employee's social security number</th>
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<table>
<thead>
<tr>
<th>e Employee's first name and initial</th>
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<tbody>
<tr>
<td>John J. Doe</td>
</tr>
<tr>
<td>761 Northern Avenue</td>
</tr>
<tr>
<td>Anywhere, USA 12345</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>9 Advance EIC payment</td>
</tr>
<tr>
<td>10 Dependent care benefits</td>
</tr>
<tr>
<td>11 Nonqualified plans</td>
</tr>
<tr>
<td>12a</td>
</tr>
<tr>
<td>13 Benefits employee</td>
</tr>
<tr>
<td>14 Retirement plan</td>
</tr>
<tr>
<td>15 Third-party sick pay</td>
</tr>
<tr>
<td>16 Other</td>
</tr>
<tr>
<td>17</td>
</tr>
<tr>
<td>18 Local wages, tips, etc.</td>
</tr>
<tr>
<td>19 Local income tax</td>
</tr>
<tr>
<td>20 Locally name</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>f Employee's address and ZIP code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Sample Tax Form

Susan Smith Company
123 Liberty Street
Anywhere, USA 12345

John J. Doe
761 Northern Avenue
Anywhere, USA 12345
Wages

Answer the following questions on computing hourly pay.

1. Jack has a job working in a bakery. He is paid by the hour at the rate of $6.30 per hour. He works six hours per Monday through Saturday.
   a. How many hours does he work per week? __________________________
   b. How much does he get paid for each day he works? __________________
   c. What are his weekly earnings? ________________________________

2. Compute these wages.
   a. 40 hours @ $6.80 per hour
   b. 40 hours @ 7.75 per hour
   c. 40 hours @ $7.23 per hour
   d. 40 hours @ 6.95 per hour
   e. 40 hours @ $10.82 per hour
   f. 40 hours @ 9.79 per hour

3. Complete the tables found on the following page. Remember anything over 40 hours is considered overtime for this problem. Overtime pay is 1 1/2 time that of regular pay.
### Overtime Wages Table

<table>
<thead>
<tr>
<th>Number of Hours</th>
<th>Rate per Hour</th>
<th>Rate for Overtime</th>
<th>Regular Hours</th>
<th>Overtime Wages</th>
<th>Total Pay</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>$7.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>8.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>54</td>
<td>9.80</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>11.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>6.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>6.40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>15.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>7.75</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>54</td>
<td>6.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>10.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Commission Salaries Table

<table>
<thead>
<tr>
<th>Weekly Base Pay</th>
<th>Week’s Sales</th>
<th>Rate of Commission on Sales</th>
<th>Total Pay</th>
</tr>
</thead>
<tbody>
<tr>
<td>$275.00</td>
<td>$950.00</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>150.00</td>
<td>1800.00</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>200.00</td>
<td>1200.00</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>240.00</td>
<td>850.00</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>180.00</td>
<td>800.00</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>245.00</td>
<td>1000.00</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>100.00</td>
<td>900.00</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>175.00</td>
<td>750.00</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>220.00</td>
<td>1000.00</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>230.00</td>
<td>4500.00</td>
<td>5%</td>
<td></td>
</tr>
</tbody>
</table>
Word Problems

Read and solve the problems.

1. If anything over 40 hours is considered overtime pay, and overtime pay is $1\frac{1}{2}$ times that of regular pay, figure the following employees’ weekly gross pay.
   
a. Joe worked 42 hours at a rate of $7.00 per hour.

   b. Jane worked 35 hours at a rate of $3.35 per hour.

   c. Charles worked 62 hours at a rate of $5.50 per hour.

   d. Christine worked 49 hours at a rate of $6.50 per hour.

2. If a student buys the following school supplies, how much will he/she have left from $50.00? Drawing pad — $8.65, Pencils — $2.33, Notebook Paper — $3.00, Pens — $5.28, and Markers — $3.62

3. If a painting job requires 5 gallons of paint, and the painter already has some partial cans of paint (1/2 gallon, 1/4 gallon, 3/4 gallon, and 1/8 gallon), how many more full gallons of paint will he have to buy to make sure that he has at least 5 gallons?
4. If the Federal Tax Rate is 20% of a person’s gross income, figure the following tax to withhold out of each employee’s pay and each person’s net income. Gross pay is pay before taxes are deducted. Net pay is pay after taxes are deducted, also known as take home pay.
   a. Jeff’s gross pay for one week is $552.89.
      Taxes?
      Net Pay?
   b. Janet’s gross pay for one month is $1600.35.
      Taxes?
      Net Pay?
   c. Jamie’s gross pay for two weeks is $991.54.
      Taxes?
      Net Pay?

5. If a mixture calls for 3/4 cup of an ingredient, how much would you use if you were doubling the mixture?
1. A set of wrenches marked to sell for $159.95 was put on sale at a discount rate of 15%. What was the selling price?

2. What was the selling price of an article marked at $499.95 and selling at a discount of 23%?

3. If an 18% discount is allowed on an article marked $350.00, what is the selling price? What is the amount of discount?

4. Automobile tires are on sale for 20% off. What will a set of four tires cost that was marked to sell at $90.00 each? What was the discount on each tire?

5. Mr. Matthews decided to decrease the price of an $150.00 lawn mower by 20%. What was the sale price?

6. At a sale a sign read “20% off on all dresses.” How much did Joan save on a dress which sells for $50.00?
7. A toaster priced at $29.99 was sold for $19.99. What was the discount? What was the percent of discount (to the nearest percent)?

8. A coffeemaker priced at $30.00 is reduced $10.00 in price. What is the percent of discount?

9. A CD player with a remote control originally sold for $199.99. Jim bought it for 40% off. What did he pay for the player?

10. Harold bought a $99.00 power saw for 15% off. How much did he pay for the saw?
Given the following monthly income and expenditures of a company, determine the monthly profit or loss for each company.

1. **DCA Company**
   
   **Expenditures:**
   - Rent: $500.00
   - Electricity: $135.00
   - Water: $40.00
   - Salaries: $1,600.00
   - Wholesale Supplies: $2,000.00

   **Income:** $5,550.36

   Did DCA Company make a profit or incur a loss? __________________________

   Of how much? __________________________________________________________

2. **TREE Company**

   **Expenditures:**
   - Rent: $350.00
   - Water: $100.00
   - Trees: $650.00
   - Potting Soil: $200.00
   - Salaries: $2,000.00
   - Equipment: $200.00

   **Income:** $25,000.00

   Did TREE Company make a profit or incur a loss? __________________________

   Of how much? __________________________________________________________
3. COPY Company
Expenditures:
- Rent: $750.00
- Electricity: $200.00
- Water: $60.00
- Paper: $2,000.00
- Toner and Ink: $550.00
- Salaries: $8,000.00

Income: $57,983.26
Did COPY Company make a profit or incur a loss? 
Of how much?

4. BOOK Company
Expenditures:
- Building Payment: $1,350.67
- Electricity: $5,000.00
- Other Utilities: $2,500.00
- Paper: $10,000.00
- Building Supplies: $6,000.00
- Contracts with Writers: $15,000.00

Income: $27,000.00
Did BOOK Company make a profit or incur a loss? 
Of how much?

5. CAR Company
Expenditures:
- Building Payment: $4,361.38
- Utilities: $465.00
- Wholesale Cost of Vehicles: $100,825.52
- Oil and Parts for Shop: $4,621.83
- Salaries: $9,500.42

Income: $220,417.32
Did CAR Company make a profit or incur a loss? 
Of how much?
<table>
<thead>
<tr>
<th>Wholesale price</th>
<th>% markup</th>
<th>Selling price</th>
</tr>
</thead>
<tbody>
<tr>
<td>$20.00</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>$9.00</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>$20.00</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>$5.00</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>$45.00</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>$66.00</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>$92.00</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>$360.00</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>$75.00</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>$26.00</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>$97.00</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>$84.00</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>$73.00</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>$49.00</td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td>$27.00</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>$36.00</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>$92.00</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>$44.00</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>$53.00</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>$0.25</td>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>

Given the following retail prices and percent of discount, determine the final sale price.

<table>
<thead>
<tr>
<th>Retail price</th>
<th>Discount</th>
<th>Sale price</th>
</tr>
</thead>
<tbody>
<tr>
<td>$23.99</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>$45.63</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>$56.79</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>$39.99</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>$165.00</td>
<td>55%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Price</td>
<td>Discount</td>
</tr>
<tr>
<td>---</td>
<td>-------------</td>
<td>----------</td>
</tr>
<tr>
<td>6</td>
<td>$435.60</td>
<td>35%</td>
</tr>
<tr>
<td>7</td>
<td>$11.36</td>
<td>33 1/3%</td>
</tr>
<tr>
<td>8</td>
<td>$1046.99</td>
<td>50%</td>
</tr>
<tr>
<td>9</td>
<td>$33.89</td>
<td>25%</td>
</tr>
<tr>
<td>10</td>
<td>$46.50</td>
<td>10%</td>
</tr>
<tr>
<td>11</td>
<td>$47.95</td>
<td>15%</td>
</tr>
<tr>
<td>12</td>
<td>$5.41</td>
<td>12%</td>
</tr>
<tr>
<td>13</td>
<td>$634.76</td>
<td>14%</td>
</tr>
<tr>
<td>14</td>
<td>$789.49</td>
<td>30%</td>
</tr>
<tr>
<td>15</td>
<td>$49.99</td>
<td>20%</td>
</tr>
</tbody>
</table>
Making Change

Figure the amount of change to be given to each client. The total amount due is figured on the sales slip. The amount of money the client has handed to the receptionist is given.

<table>
<thead>
<tr>
<th>Client: Mr. Ogle</th>
<th>Date: 12/2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operator: Sally Brown</td>
<td></td>
</tr>
<tr>
<td>Services</td>
<td></td>
</tr>
<tr>
<td>Haircut</td>
<td>$10.00</td>
</tr>
<tr>
<td>Manicure</td>
<td>$12.00</td>
</tr>
<tr>
<td>Mousse (retail)</td>
<td>$5.50</td>
</tr>
</tbody>
</table>

Client paid the receptionist $35.00
Change Due: __________

<table>
<thead>
<tr>
<th>Client: Ms Payton</th>
<th>Date: 12/2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operator: John Mustan</td>
<td></td>
</tr>
<tr>
<td>Services</td>
<td></td>
</tr>
<tr>
<td>Haircut and style</td>
<td>$22.00</td>
</tr>
<tr>
<td>Pedicure</td>
<td>$20.00</td>
</tr>
<tr>
<td>Hair spray (retail)</td>
<td>$5.00</td>
</tr>
<tr>
<td>Nail strengthener</td>
<td>$5.85</td>
</tr>
<tr>
<td>Comb (retail)</td>
<td>$2.50</td>
</tr>
</tbody>
</table>

Client paid the receptionist $60.00
Change Due: __________
<table>
<thead>
<tr>
<th>Client: James Robinson</th>
<th>Date: 12/2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operator: Brenda Myers</td>
<td></td>
</tr>
<tr>
<td><strong>Services</strong></td>
<td></td>
</tr>
<tr>
<td>Shampoo</td>
<td>$5.60</td>
</tr>
<tr>
<td>Mousse (retail)</td>
<td>$5.50</td>
</tr>
<tr>
<td>Sample conditioner</td>
<td>$3.50</td>
</tr>
</tbody>
</table>

Client paid the receptionist $20.60

Change Due: __________
This activity requires internet access.

Some years ago, a commercial urged shoppers to “let your fingers do the walking.” It suggested that using the phone book’s yellow pages to locate a hard-to-find item was better than before running around town wasting time, energy, and money. Today there is another place to “let your fingers do the walking” that may be even better than the yellow pages—the internet.

Online shopping provides nationwide/worldwide shopping options. You can find almost anything with the click of a mouse. You can often find the exact same item at a much cheaper price. However, there are some things to watch out for as you shop and/or buy. Sometimes shipping costs offset the savings. Be sure to check for all costs, including sales tax and shipping.

1. Choose and describe a product to shop for. (For example, you may choose to shop for a 42 inch, HD TV).

2. Go to one or more of the following websites or choose a similar search site. Search for your item. Visit at least 5 sites. Write the results of the search below. Be sure to include brand, price, shipping, pay sales tax or not, and any other applicable information.

   www.shoppingyahoo.com
   www.google.com
   www.froogle.com
eBay

Another place to shop on the internet is eBay. This is an online shopping site that includes auctions, as well as buy-it-now choices. eBay is a site where you can literally find almost anything you want, regardless of its age or obscurity. For example, suppose your mother breaks one of her favorite dishes. You can probably go to eBay, search for the dish by its manufacturer or pattern name, and find a replacement for your mother.

Remember, many of the eBay items are auctions. Be sure to know the value of the item and how much you want to spend. Remember to look at payment methods and shipping costs. Also, check the buyers rating to be sure he or she is trustworthy.
Go to www.ebay.com and complete the following activity.

4. Choose the Toys and Hobbies category. Choose an item to search for. ____________

5. How many items did your search find? ________________________________________________________________________

6. Explore eBay, searching for some items you are interested in. Write the results below.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

7. What did you learn about eBay shopping? ________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Goods and Services

Goods and services are produced to give consumers what they need and want. Goods are things, such as bicycles. Services are actions done for people, such as health care.

1. For the following items, indicate whether they are goods or services by writing goods or services on the line to the left.
   - candy bar __________________________
   - bus ride ____________________________
   - shoes ______________________________
   - automobile __________________________
   - automobile repair ____________________
   - school ______________________________
   - peanut butter ________________________
   - roller coaster ride ____________________
   - football game ________________________
   - record ______________________________

2. List four goods you have consumed today. ____________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

3. List four services you have consumed today. ____________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

4. For each member of the family listed in the chart on the next page, write some of the things (goods and services) the
person consumes and some of the things (goods and services) he/she can produce.

<table>
<thead>
<tr>
<th>consumes</th>
<th>produces</th>
</tr>
</thead>
<tbody>
<tr>
<td>elderly, active grandfather</td>
<td></td>
</tr>
<tr>
<td>elderly, ill grandmother</td>
<td></td>
</tr>
<tr>
<td>mother</td>
<td></td>
</tr>
<tr>
<td>father</td>
<td></td>
</tr>
<tr>
<td>daughter, age 17</td>
<td></td>
</tr>
<tr>
<td>5-month old cousin</td>
<td></td>
</tr>
</tbody>
</table>

5. Who in the list are the producers? ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________

6. Which family members are consumers but not producers? ______________________
   _________________________________
   _________________________________
   _________________________________
   _________________________________

   How are their needs supplied? ____________________________________________
   ______________________________________
   ______________________________________
Features and Benefits

There are real differences between a product’s feature and the benefit a customer expects from a product. Benefit is what the product will do for the customer, and it is what they tend to focus on. Feature can include color, what comes with it, and other factors about the product. Features of a product can determine benefit, but they are different.

Write **benefit** in front of the benefit statements and a **feature** in front of the feature statements.

1. This rotating brush pulls out deep down dirt and will make your carpet cleaner.

2. Legs on this utility table adjust to allow leveling.

3. This sewing machine allows you to use 18 different stitching patterns.

4. The construction of this exercise bike is cast aluminum.

5. These curtains are 24 x 36 inches.

6. This floor covering is 30% nylon and will give you better wear and be easier to clean.

7. This suit coordinates well and does not require dry cleaning.

8. Your family will find hours of enjoyment from these educational reference books.

9. This shirt is 100% cotton.

10. This silver serving includes engraving for a special gift.

11. This wall covering is prepasted.

12. Since the paint is sealed at the factory, this lawn chair will withstand years of outdoor use.

13. You will like this tie; spots can be easily wiped off.
Advertising Budget

It is an absolute must that every small business plan its advertising budget. The “no-plan-at-all” approach cannot effectively cover the needs of business in today’s competitive marketplace. Firms that use the no-plan method are truly gambling with their futures. There are four plans which are common to a variety of small businesses: shopping events scheduling, last year’s sales method, anticipated sales method, and objective and task method. Although the objective and task method is the best method for determining advertising dollars needed from a theory standpoint, it takes a lot of time and calculating to control this type of advertising budget. For that reason, most businesses use the second-best approach: anticipated sales method. In this method advertising is projected around sales based on past sales records of the firm, sales of competitors, general economic conditions, and trends in consumer spending.

Prepare an advertising budget for Wayne Landscape and Outdoor Services, Inc. by completing the form on the following page. Given last year’s sales figures, calculate an anticipated five percent increase in sales for the current year and prepare an advertising budget based on 3.5 percent of sales.
### Advertising Budget
**Wayne Landscape and Outdoor Services, Inc.**

<table>
<thead>
<tr>
<th>Month</th>
<th>Last Year’s Sales</th>
<th>Anticipated Sales</th>
<th>Anticipated Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>$12,965.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>14,889.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March</td>
<td>23,397.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>38,217.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>27,120.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>23,105.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>July</td>
<td>19,765.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>August</td>
<td>17,016.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>26,055.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October</td>
<td>27,650.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November</td>
<td>34,032.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>37,225.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Someday you may be responsible for writing job descriptions. Job descriptions are very important to the employee because they let the employee know exactly what each job includes. Knowing exactly what one’s job duties are makes it easier to perform them. This will help achieve better employee evaluation and performance. In writing job descriptions, include specific duties that the employee should perform.

Read the following job description for a lead teacher. Using additional references, such as the internet, library, media center, or teacher interviews, write a job description for an assistant teacher. You may also choose another occupation and write a job description for it.

**Job Description for a Lead Teacher**

**Function of Job**

Plans daily program of activities in advance, supervises children and responds to their needs for nurturing and guidance.

**Work Performed**

Other duties may also be required.

- Participates in planning for the center program.
- Interacts with children, responds to their needs, gives guidance, sets and maintains limits.
- Works with aide in setting up the playroom and playground for activities.
- Works with children and aides in keeping room in order and in cleaning up work area during the day.
- Eats with a group of children and supervises mealtime activities.
- Informs parents of child’s progress or of unusual activities.
- Notifies director when supplies are needed.
- Keeps inventory of equipment.

**Minimum Training and Experience**

Completion of training from a certified child care training facility. Must be willing to attend preservice and inservice training as arranged by the center.
Job Description for ________________________________________

Function of Job

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Supervision Given and Received

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________________________________________________________________________
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164—Job Descriptions (continued)

Work Performed

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Minimum Training and Experience

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Market Research

Every business can benefit from market research. But no single research method works best for all businesses. Business owners or marketing research departments must decide which method is most efficient and effective for the project.

Before completing this assignment, you may wish to do some research on the different types of market research. After you have completed the research, be prepared to discuss the activity in class. Complete this activity on your own paper.

1. Choose a business or a company for the research project. Imagine that you are the president or CEO of the business or company you chose. Determine what you want to know about the company’s customers and their buying habits.

2. Determine what market research method is best suited to meet research goals.

3. Prepare a form for your research.
   - If a survey is to be taken, limit the survey to one page and word the questions carefully to avoid bias.
   - If publications are studied, prepare a question list and a chart to compare opinions.
   - If informal research is done, construct a list of questions you plan to ask customers and sales personnel. Make a chart for recording their responses.

4. Conduct the research.

5. Tally responses.

6. Interpret what the patterns of responses indicate.

7. Evaluate results objectively. Attempt to get objective third party feedback on the results.
Volume grocery stores usually operate on a 1% profit margin. This means if $1.00 is stolen it takes $100.00 of sales to replace the loss. Department stores usually operate on about a 3% profit margin. Return on investment is about 11% (If you do not understand these terms, ask your teacher or look them up in the library, resource center, or internet.) Remember, these percentages may change, but the fact that shoplifting is a huge problem. In some areas as many as one out of seven people shoplift. Business people make up for their losses by increasing retail prices, hiring fewer people, and not giving salary increases. The five items below will help illustrate the meaning of these facts and show how shoplifting affects business.

1. Your business operates on a 2% margin of profit. Products valued at $150.00 are taken by shoplifters and employees in one day. How much merchandise does the store have to sell in order to make up for that $150.00 loss? __________________________

2. In many areas one out of seven customers will shoplift. If there are 350 customers in the store in one day, how many of these might be shoplifters? _________________________

3. The average value of the shoplifter’s theft is $3.00. How much would the store in problem #2 lose in one day in dollar value? ________________________________
4. There are approximately 300 stores in town. Each loses $150.00 a day. At one percent profit, how much will the combined 300 stores have to sell to overcome their losses?

___________________________________________________________________

5. In what ways can business people make up for the losses they suffer from shoplifting?

___________________________________________________________________

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Personal Interests

Answer the following questions and statements about personal interests. Think about how these interests might relate to a career choice. Be prepared to explain your answers to your class.

1. List hobbies, interests, and clubs in which you are involved.
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________

2. How might these hobbies, interests, and clubs be helpful in your career choice?
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________

3. List favorite courses and preferred classes.
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________

4. How might these courses relate to or provide background for your career choice?
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________

5. Are you willing to continue your education after high school? ____________________
   In what way? __________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
6. What post-high school training and/or educational opportunities are available to you?
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
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7. Do you prefer to work indoors or outdoors? ________________________________

8. How many hours per week are you willing to work? _______________________

9. Do you prefer to work with other people or by yourself?____________________
___________________________________________________________________

10. What do your interests indicate to you about possible career choices? Explain.
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11. List three careers in housing that are of interest to you.___________________
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12. Choose one of the careers you listed above and give your reasons for pursuing it.
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Career Activity

Choose a Career

Think about a career you’d like to learn more about.

Let’s learn more!

Find out more about your career choice by conducting an internet search.

1. Go to google.com or another search engine.
2. Search for the career you chose or for terms related to this career.
3. Visit and examine three or more of the sites.
4. Take notes about things you find interesting as you look at the sites.

website: ____________________________________________________________

things I learned ______________________________________________________

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Career Activity (continued)

website: ________________________________________________

things I learned __________________________________________

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website: ________________________________________________

things I learned __________________________________________

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Now that you have learned more about what people working in your career area really do, are you still interested in becoming one? Explain why or why not. Tell things you think you would like about the job and things you think you wouldn't like.
If you are interested in getting more information about this career, ask your teacher or a counselor to suggest places to get more information.

The website listed below is a good place to begin researching careers.

www.careerclusters.org
Squirming Germs and Viruses!

You’ve been getting infections all of your life: colds, contaminated wounds, nasty little canker sores. These are all health problems that are annoying, but not deadly, right? So, it may be hard to realize that infectious diseases are still causing thousands of deaths worldwide every year. Where do these diseases come from? How do we treat them if we contract them? How do we keep from getting them in the first place?

Work individually or in a small group. Choose an infectious disease from the list on the next page. Research the diseases using materials available in your classroom, the library, or on the internet. Find out the following information about your disease, making careful notes about what you learn:

- History
- Transmission
- Characteristics & Symptoms
- Treatment
- Prevention

Using your research—and your creativity—design a depiction about the infectious disease you chose. Your depiction can take any form you want: a chart, get well card, PowerPoint presentation, collage, model, poem, game, report, cartoon, script, or some other idea.

Look on the Internet!
National Center for Infectious Diseases
Centers for Disease Control and Prevention
Atlanta, Georgia
www.cdc.gov/ncidod/diseases/diseases.htm
169—Squirming Germs and Viruses! (continued)

**Disease List**

AIDS
Botulism
Bovine Spongiform Encephalopathy (BSE)
Campylobacter
Cholera
Chlamydia
Chronic Fatigue Syndrome
Creutzfeldt-Jakob Disease (CJD)
Cryptosporidiosis
Cyclospra
Dengue/Dengue Fever
Ebola
Escherichia coli 0157:H7 (E-coli)
Guinea Worm Disease
Hantavirus Pulmonary Syndrome
Helicobacter pylori
Hepatitis
Histoplasmosis
Influenza
Legionellosis
Listeriosis
Lyme Disease
Malaria
Meningitis
Plague
Pneumonia
Polio
Rabies
Rocky Mountain Spotted Fever
Salmonella Enteritidis
Schistosomiasis
Streptococcal infections
Trypanosomiasis (East African and West African)
Tuberculosis
Typhoid Fever
Viral Hemorrhagic Fever
Yellow Fever
Zoonotic Parasites
Getting More Information

This activity requires internet access.

Using the website listed below, research your favorite movies.

First explore the website to see what kind of information is found there.

www.imdb.com

1. List three movies you’d like to learn more about. Show the list to your teacher before completing the activities.
   
   movie 1: ____________________________________________
   movie 2: ____________________________________________
   movie 3: ____________________________________________

2. After having your movie list approved, write some interesting facts, goofs, and trivia about each movie.
   
   movie 1 ____________________________________________
   _____________________________________________________________________
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   movie 2 ____________________________________________
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   movie 3 ____________________________________________
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   movie 4 ____________________________________________
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170—Getting More Information (continued)

movie 2
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movie 3
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Personal Career Plan

Develop your personal career plan using the form provided. Include additional information and/or supplemental material as needed to complete your plan.

**Personal Characteristics, Aptitudes, Skills, and Hobbies**

1. ____________________________________________________________
   ____________________________________________________________

2. ____________________________________________________________
   ____________________________________________________________

3. _______________________________________________________________________
   _______________________________________________________________________

4. _______________________________________________________________________
   _______________________________________________________________________

5. _______________________________________________________________________
   _______________________________________________________________________

6. _______________________________________________________________________
   _______________________________________________________________________

**Working Conditions (of personal importance)**

1. ____________________________________________________________
   ____________________________________________________________

2. ____________________________________________________________
   ____________________________________________________________

3. ____________________________________________________________
   ____________________________________________________________
Careers of Interest
1. 
2. 
3. 

Career Goals
1. 
2. 
3. 

Training/Education Required (for Career Goals)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
### Action Plan (for reaching Career Goals)

<table>
<thead>
<tr>
<th>Steps</th>
<th>Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
</tbody>
</table>

### Resources Needed (for completing the steps above):

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Your Signature _________________________________________________________
Date ________________________________________________________________
If you could buy anything in the world, where would you look first to help you make a good choice? You should take a good look at yourself! The way you spend your money should be very satisfying to you. You should use money to obtain what you need and what you desire. A clear view of yourself and your values helps you to make personal choices that reflect what is most important to you.

What Are Values? Values are big, generalized ideas of what is important to you. They can be positive, constructive ideas. Values are your guides to progress. You are not born with values. You learn them from your family, your friends, the people around you, and from your experiences. Values are very personal and differ for all individuals. Free time may be very important to Donald, but not to Cindy. Cindy may be willing to put in more time on her job than Donald because getting ahead is very important to her.

Despite our differences, many of us share the same values. Think of your closest friends. Don’t you tend to think like they do about what is important? Everyone, of course, has many values, but certain values are more important to us than other values are. They are said to have priority over the others. Even though you may not yet be sure which values have priority for you, it is helpful in looking at yourself to try to list your values.

Read the list of values below. Circle the ones that are important to you.

<table>
<thead>
<tr>
<th>happy family living</th>
<th>independence</th>
<th>respect for authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>religion</td>
<td>helpfulness</td>
<td>equal rights</td>
</tr>
<tr>
<td>physical health</td>
<td>conformity</td>
<td>social prestige</td>
</tr>
<tr>
<td>economy</td>
<td>excellence in work</td>
<td>friendship</td>
</tr>
<tr>
<td>recognition</td>
<td>individuality</td>
<td>material wealth</td>
</tr>
<tr>
<td>education</td>
<td>new experiences (change)</td>
<td>security</td>
</tr>
<tr>
<td>influence</td>
<td>self-improvement</td>
<td>freedom</td>
</tr>
</tbody>
</table>

Employment Skills for the 21st Century—Volume 1
Look at the values you circled. Decide which ones are most important. Arrange them in your personal priority order and write them below. You may add your own values to the list, if they are not already listed. You do not have to fill in every blank.

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________
6. ____________________________________________
7. ____________________________________________
8. ____________________________________________
9. ____________________________________________
10. ____________________________________________
11. ____________________________________________
12. ____________________________________________
13. ____________________________________________
14. ____________________________________________
15. ____________________________________________
16. ____________________________________________
17. ____________________________________________
18. ____________________________________________
19. ____________________________________________
20. ____________________________________________

What values do you respect in other people? ____________________________________________
__________________________________________
__________________________________________
__________________________________________
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172—Personal Values (continued)
The items listed below represent values that may influence your life. Pretend you have been invited to a values auction where the values that influence your life are up for bid. You have $10,000 to spend. Whatever you don’t spend has to be returned at the end of the auction. Study the list of values and decide which ones you would like to have. Then work out an ideal way to spend your $10,000.00 on these items so that you can have all the ones you want.

At the auction other people will also be bidding on the values. Decide the highest amount you would spend for each value. Budget your values again by writing the highest amounts you would bid. Remember when you bid more on one value, you have to lower the amount you spend on another value.

<table>
<thead>
<tr>
<th>Personal Values 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The items listed below represent values that may influence your life. Pretend you have been invited to a values auction where the values that influence your life are up for bid. You have $10,000 to spend. Whatever you don’t spend has to be returned at the end of the auction. Study the list of values and decide which ones you would like to have. Then work out an ideal way to spend your $10,000.00 on these items so that you can have all the ones you want.</td>
</tr>
<tr>
<td>At the auction other people will also be bidding on the values. Decide the highest amount you would spend for each value. Budget your values again by writing the highest amounts you would bid. Remember when you bid more on one value, you have to lower the amount you spend on another value.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ideal Bid</th>
<th>Highest Bid</th>
</tr>
</thead>
<tbody>
<tr>
<td>A satisfying and fulfilling marriage</td>
<td></td>
</tr>
<tr>
<td>Freedom to do what you want</td>
<td></td>
</tr>
<tr>
<td>A chance to direct the destinies of nations</td>
<td></td>
</tr>
<tr>
<td>The love and admiration of friends</td>
<td></td>
</tr>
<tr>
<td>Travel and tickets to any cultural or athletic event as often as you wish</td>
<td></td>
</tr>
<tr>
<td>Complete self-confidence with a positive outlook on life</td>
<td></td>
</tr>
<tr>
<td>A happy family relationship</td>
<td></td>
</tr>
<tr>
<td>Recognition as one of the most attractive persons in the world</td>
<td></td>
</tr>
<tr>
<td>A long life free of illness</td>
<td></td>
</tr>
<tr>
<td>A satisfying religious faith</td>
<td></td>
</tr>
<tr>
<td>A month’s vacation with nothing to do but enjoy yourself</td>
<td></td>
</tr>
<tr>
<td>Lifetime financial security</td>
<td></td>
</tr>
<tr>
<td>A lovely home in a beautiful setting</td>
<td></td>
</tr>
<tr>
<td>A world without prejudice</td>
<td></td>
</tr>
<tr>
<td>A chance to eliminate sickness and poverty</td>
<td></td>
</tr>
<tr>
<td>International fame and popularity</td>
<td></td>
</tr>
<tr>
<td>An understanding of the meaning of life</td>
<td></td>
</tr>
<tr>
<td>A world without graft, lying, or cheating</td>
<td></td>
</tr>
<tr>
<td>Freedom within your work setting</td>
<td></td>
</tr>
<tr>
<td>A really good love relationship</td>
<td></td>
</tr>
<tr>
<td>Success in your chosen career</td>
<td></td>
</tr>
</tbody>
</table>
What do your top bids have in common?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What do the items you would not bid on have in common?

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What major differences were there between your ideal budget and your highest bid budget?

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What does this tell you about your real values?

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If each of ten people were given $100, the chances are that no two of them would spend the money in the same way. Each person’s choice would be made on the basis of personal values. Because these values greatly influence how people spend their money, choosing goals is an important part of money management. Thinking through money-related decisions is essential if goals are to be achieved.

**Make Your Choices**

Circle the phrase that you consider most important in each of the following pairs of phrases.

1. Purchase of senior pictures and/or class ring
   - Paying off all debts
2. Money for wedding expenses
   - My own place to live
3. Ski trip or trip to Europe
   - Clothing for Junior/Senior prom
4. Down payment on a car
   - My own place to live
5. Purchase of senior pictures and/or class ring
   - Money for wedding expenses
6. Paying off all debts
   - Clothing for Junior-Senior prom
7. College education
   - Clothing for Junior-Senior prom.
8. Ski trip or trip to Europe
My own place to live
9. Purchase of senior pictures and/or class ring
   My own place to live
10. Down payment on a car
    Money for wedding expenses
11. Paying off all debts
    My own place to live
12. Ski trip or trip to Europe
    College education
13. Purchase of senior pictures and/or class ring
    Clothing for Junior-Senior prom
14. Down payment on a car
    College education
15. Ski trip or trip to Europe
    Paying off all debts
16. College education
    Money for wedding expenses
17. Purchase of senior pictures and/or class ring
    Ski trip or trip to Europe
18. Paying off all debts
    Down payment on a car
19. Clothing for Junior-Senior prom
Money for wedding expenses

20. Ski trip or trip to Europe
   Down payment on a car

21. Purchase of senior pictures and/or class ring
   Down payment on a car

22. Paying off all debts
   College education

23. College education
   My own place to live

24. Purchase of senior pictures and/or class ring
   College education

25. Ski trip or trip to Europe
   Money for wedding expenses

26. Clothing for Junior-Senior prom
   My own place to live

27. Paying off all debts
   Money for wedding expenses

28. Down payment on a car
Clothing for Junior-Senior prom

What Do Your Choices Mean?

Now that you have circled one item in each pair, count the number of times you circled each one. Record the number of times on the line before each phrase.

<table>
<thead>
<tr>
<th>Number of Times Circled</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase of senior pictures and/or class ring</td>
<td></td>
</tr>
<tr>
<td>Purchase of senior pictures and/or class ring</td>
<td></td>
</tr>
<tr>
<td>Ski trip or trip to Europe</td>
<td></td>
</tr>
<tr>
<td>Paying off all debts</td>
<td></td>
</tr>
<tr>
<td>Down payment on a car</td>
<td></td>
</tr>
<tr>
<td>College education</td>
<td></td>
</tr>
<tr>
<td>Clothing for Junior-Senior prom</td>
<td></td>
</tr>
<tr>
<td>Money for wedding expenses</td>
<td></td>
</tr>
<tr>
<td>My own place to live</td>
<td></td>
</tr>
</tbody>
</table>

Look for the statement you circled the most number of times, and write a 1 in the Ranking column on the right. Write a 2 after the statement circled the second highest number of times. Rank all statements.

Take A Different Look

Your ranked goals resulted from a limited number of choices; therefore, they may not reflect your wants. Answer the questions that follow to assess how your goals relate to money management.

1. What other goals would you add or substitute? ________________________________
   _________________________________________________________________________
   _________________________________________________________________________
   _________________________________________________________________________
   _________________________________________________________________________
   _________________________________________________________________________
   _________________________________________________________________________
   _________________________________________________________________________
   _________________________________________________________________________
2. Did your top three ranked choices surprise you? Why or why not? _________________
___________________________________________________________________
___________________________________________________________________
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3. Is it possible to reach all your goals? Why or why not? _________________
___________________________________________________________________
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4. How can managing your money affect achieving your life goals? 
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An interactive encounter is an experience of actually listening to another person’s feelings as well as words. You can learn a lot about other people and about yourself by answering the following questions.

Divide into groups of two. Decide which person in the pair will go first and who will go second. Read statement number one silently together. The first person then completes the statement aloud to the second person. The second person responds with “What I hear you saying is . . .” and repeats briefly in his/her own words what the first person said. Then reverse the situation with the same question. The second person should respond to the question and the first person repeats what was said. Do the same thing with each question. You may say “I pass” if the response is too personal to share aloud. It is important to respond truthfully and not the way you think your partner expects you to respond.

Do not try to answer all the probing questions in one day. It will probably take two to four hours to respond well to all the statements. However, this could be a most rewarding time if taken seriously.

1. I am proud when . . .
2. I give gifts that are . . .
3. I think school is . . .
4. I handle money . . .
5. My family . . .
6. Something I learned recently is . . .
7. I have thought a lot about . . .
8. It was hard to do, but I . . .
9. It was hard to do, but I did not . . .
10. We have a tradition or custom in my family of . . .
11. Older people . . .
12. I was glad I spoke up about . . .
13. My strongest point is . . .
14. I would be willing to die for . . .
15. I would fight for . . .
16. I would argue for . . .
17. A turning point in my life was . . .
18. The lowest I have ever felt was . . .
19. I was sad when . . .
20. A high point in my life was . . .
21. An experience I would like to have . . .
22. Something I have not come to a definite stand on is . . .
23. I missed an opportunity when . . .
24. One of the happiest times of my life was when . . .
25. If I were twenty years older . . .
26. If I could start all over again . . .
27. My bluest days are . . .
28. I am best at . . .
29. My feelings get hurt when . . .
30. I am afraid of . . .
31. The people I work closest with are . . .
32. My boss is . . .
33. My teacher is . . .
34. I get mad when . . .
35. People who expect a lot from me make me feel . . .
36. I am different from most people in that I . . .
37. I wish I had kept quiet about . . .
38. I made a . . .
39. I made a good purchase on . . .
40. I helped my family . . .
41. I helped someone outside my immediate family . . .
42. I try to be an example to younger children by . . .
43. If I had a million dollars I would . . .
44. If I had the powers of Superman or Superwoman . . .
45. My children will never have to . . .
46. If I were President of the United States . . .
47. Many people do not agree with me about . . .
48. In school I do best when . . .
49. On the job I do best when . . .
50. What I want most in life is . . .
51. When my feelings are hurt, I react by . . .
52. I have a problem dealing with . . .
53. People think I . . .
54. I do not like . . .
55. A skinny person . . .
56. A fat person . . .
57. A beautiful person . . .
58. I feel loved when . . .
59. I trust those who . . .
60. When someone meets me for the first time, they . . .
61. I need to improve in . . .
62. I used to be . . .
63. If I could have two perfect days they would be . . . (Describe in detail the feelings, setting, smells, taste, and people involved.)
64. When I think about the future, I see myself . . .
65. When I enter a room full of people I usually feel . . .
66. When I have something to say . . .
67. I am happiest when . . .
68. Nothing is so frustrating as . . .
69. When I am rejected I usually . . .
70. To me, belonging is . . .
71. The thing that turns me off the most is . . .
72. When I am alone I usually . . .
73. It is fun to . . .
74. When I let go . . .
75. People think of me as . . .
76. In crowds I . . .
77. In a group I usually get most involved when . . .
78. I am rebellious when . . .
79. A frequent daydream I have is about . . .
80. The thing I like best about you is . . .
81. You are . . .
82. Right now this experience is making me feel . . .
83. I believe in . . .
Managers and employees spend much of their time working with each other in daily operations. For this reason, it is important for everyone to develop desirable human relations practices. In this assignment, you will be required to determine which of the practices listed are desirable traits and which are undesirable traits. Place an “X” in the appropriate column below.

<table>
<thead>
<tr>
<th>Trait</th>
<th>Desirable</th>
<th>Undesirable</th>
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<tbody>
<tr>
<td>Become anxious about getting the job done</td>
<td></td>
<td></td>
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<tr>
<td>Criticize constructively</td>
<td></td>
<td></td>
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<tr>
<td>Ignore suggestions</td>
<td></td>
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<tr>
<td>Take a “That’s Not My Job” attitude</td>
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<tr>
<td>Consider the feelings of others</td>
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<tr>
<td>Show genuine concern for others</td>
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<tr>
<td>Criticize privately</td>
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<tr>
<td>Give praise in public</td>
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<tr>
<td>Be willing to assume responsibility</td>
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<td>Give up when the going gets tough</td>
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<td>Arrive at work on time</td>
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<tr>
<td>Change company rules to meet your needs</td>
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<tr>
<td>Be open-minded and progressive</td>
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<tr>
<td>Show loyalty to company</td>
<td></td>
<td></td>
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<tr>
<td>Procrastinate when meeting report deadlines</td>
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</tbody>
</table>
Planning Schedules

Pretend you are responsible for planning a week of entertainment for an out-of-town guest. Use the internet, magazines, or newspapers to find out about events and times as well as restaurants and other places to visit. Remember, you may want to leave some free time.

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177—Planning Schedules (continued)

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Nonverbal Communication

Approximately 65 percent of a communicated message is transferred nonverbally. To fully understand someone’s meaning requires paying as much attention to the person speaking as to the words being spoken. Voice tones, facial gestures, and body language communicate more than the words do.

Observe nonverbal communication in a group of persons. You may want to attend a meeting, go to a shopping mall, or simply observe your classmates. List nonverbal communication skills (both good and bad) that you observe.
1. Did the techniques you observed improve or detract from effective communication? Why or why not? ______________________________________________________
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   _______________________________________________________________
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2. What nonverbal communication techniques do you frequently use? __________
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   _______________________________________________________________
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3. In what areas do you need to improve? ________________________________
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4. List ways in which you can improve your nonverbal communication skills. _______
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Communication

Communication is important because it affects the kinds of relationships that a person has with other people. Messages from friends and acquaintances sharpen relationships. Communication by radio, television, and newspaper keeps a person in touch with people all over the world.

Respond to the following statements about communication. Write a T in the blanks before statements that are true and an F in the blanks before statements that are false.

__________ 1. It is possible to build a strong relationship without good communication.
__________ 2. People should communicate with each other only during problem times.
__________ 3. Communication can come in many ways.
__________ 4. As long as you have conveyed your point, good communication has taken place, even if the other person was not interested.
__________ 5. Getting feedback from the person with whom you are communicating is very important.
__________ 6. There is only one way to communicate, and that is verbally.
__________ 7. When you meet someone in the hall and that person just glares at you and does not speak, this is a form of communicating.
__________ 8. Childhood teachings have much to do with communicating to another person.
__________ 9. Good communication skills are important for children and adolescents, as well as adults.
__________ 10. Nonverbal communication consists only of facial expressions.

The correct answers to the statements are listed below. Then discuss in writing why the statements are true or why they are false.

1. (false) __________________________________________________________________________
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_________________________________________________________________________________

2. (false) __________________________________________________________________________
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179—Communication (continued)

3. (true) ____________________________________________________________
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4. (false) __________________________________________________________
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5. (true) __________________________________________________________
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6. (false) __________________________________________________________
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7. (true) __________________________________________________________
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8. (true) __________________________________________________________
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9. (true) __________________________________________________________
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10. (false) __________________________________________________________
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Team Management

Team management concepts promote teamwork within departments, between teams, and among classmates. Use team management concepts in solving the following case studies. Answer the following questions.

Case Study 1

Patient trays for the dining room patients are prepared by dietary personnel and loaded on tray carts. The tray carts are pushed into the dining room, where nurses aides pass the trays to the patients. The dietary supervisor observes a nurses aide pass the wrong tray to a patient.

1. How can the food service supervisor reinforce the team management approach in this situation? ____________________________________________________________
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Case Study 2

In a long-term health care facility, patient care plans are completed in a weekly meeting of the nursing supervisor, the dietary supervisor, and the social services director. Each week a group of ten patients is discussed. The supervisors write out pertinent information concerning their particular services to the patient before coming to the meeting.

1. Is this an example of a team management concept? ______________________

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2. What are the good or bad points in this case study? ______________________

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Production Simulation

Divide the class into groups of six to eight people. Give each group the following materials.

- one pair of scissors
- one roll of tape
- five sheets of construction paper

Have each group decide what they would like to make, given a ten-minute time limit and using only the materials provided. After the group has decided on a product, have them start construction. While the group is working, do the following to each group.

- After five minutes, remove one person from each group.
- Have one person in each group stop working for three of the ten minutes.
- Remove the scissors for two minutes.
- Remove the tape for two minutes.

Have the groups stop working after ten minutes. Have each group discuss the following questions and report the group’s experiences to the class.

1. Did some planning, assessing, organizing, delegating, or specializing take place? Why or why not?

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2. What roles emerged in the group?

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3. Was there a display of good leadership qualities, i.e., tactfulness, enthusiasm, teamwork, encouragement, discipline, cooperation? Why or why not? ____________________
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4. What happens when people are absent or just don’t show up to complete their responsibilities, such as the person removed from the group after five minutes? ____________________
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5. What happens when the working environment is not adequate, such as when the tape and/or scissors were taken for two minutes? ____________________
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6. What happens when members of the group are late or do not have an appropriate time schedule to follow, such as the person who quit working for three minutes?
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7. What happens when human and material resources are not used efficiently?
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8. Was the person who had the idea for what to make the same person who did most of the cutting or taping? Was it the same person who provided encouragement and enthusiasm?
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9. Are all roles in the group important? Would the same person always play the same role even if the project were totally different? __________________________________________
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10. Were there people in the group who refused to participate or seemed to be unable to do anything useful? If there was, what could have been done to better use their talents?
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11. What application does this activity have to school or work situations? ______________
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Brainstorming

Brainstorming is a simple technique that encourages creative strategies and idea exchange. You may be familiar with the process, but will benefit from a review of the basic rules and process. Research brainstorming on the internet or in your library or resource center.

Divide into groups of four to five. Try to team with people you do not know. As a group, list at least fifteen items that make a business successful. When the list is complete, rank the top five items.

Write your top five here.

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When teams have completed their lists and rankings, each group will present their top five items to the class. Have each team appoint a leader and recorder.

As a class, discuss the items each group ranked.
Business Ethics

Choose one of the following topics or create one yourself. Then participate in a role-playing situation. Discuss the ethics involved with the class after the role-playing is complete. Take notes on the lines below.

- Calling in sick when you are not
- Sneaking “freebies” to family and friends
- Copying homework when yours isn’t finished
- Taking staples, staplers, tacks, tape, or other property from your workplace
- Recording extra hours on your timecard
- Conflicts with your manager
- Failing to give a full day’s work for a full day’s pay

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Getting Along

A successful person should know how to get along with others. Use the results of this self-test to see how you are doing. Circle your answers.

1. You meet a person you immediately do not like. You would
   a. Try to find a topic of conversation of common interest.
   b. Avoid the person.
   c. Try to put the person in his or her place.

2. You are offered a job for which you are not fitted. You would
   a. Admit your inadequacy and offer to learn on the job.
   b. Refuse to try.
   c. Try to bluff through it.

3. When dealing with people, such as sales representatives or waitresses, you
   a. Usually smile and say something pleasant.
   b. Are nice if they are pleasant to you.
   c. Treat them impersonally.

4. You have been overcharged or undercharged in a business transaction. You would
   a. Ask the person to recheck the bill.
   b. Pay the bill without saying anything.
   c. Tell the person they have cheated you.

5. When you meet a person who is handicapped, you
   a. Treat the person as you would anyone else.
   b. Go out of your way to be especially nice.
   c. Try to avoid the person.
6. A friend has just bought an outfit which you think is unbecoming. They ask if you like it. You would say
   a. “Yes, I like the color. What would you think about changing the length of the pants?”
   b. “How’s the weather today?”
   c. “It looks terrible.”

7. You honestly feel that you
   a. Are interested in most people.
   b. Are only really comfortable with your own clique.
   c. Are bored with most people.

8. In a store you are in no hurry, but the person after you is rushed. You
   a. Suggest that the person go ahead of you.
   b. Make your selection because it is your turn.
   c. Take an extra long time just to calm them down.

9. When you meet people of different races or religions, you
   a. Consider them as human beings like yourself.
   b. Have a secret feeling of fear.
   c. Are convinced your way of life is superior.

10. After a picnic you find there is no trash basket. You would
    a. Take the papers, bottles, and food home with you.
    b. Try to hide the trash on the property.
    c. Leave it on the ground.
Scoring

Give yourself:

- 5 points for every “a” answer,
- 3 points for every “b” answer and
- no points for every “c” answer.

Add up your score. ________________

Analysis

35 to 50 points: You are very good in your relationships with others because you respect others and greet them with interest and courtesy. You are liked by your friends and those with whom you deal in a casual way.

18 to 34 points: You do very well with others most of the time, but you are sometimes self-centered and forget to put yourself in the other person’s shoes. Try working toward more of those “a” answers, and you will find that living is more pleasant than it is now.

0 to 17 points: You are having trouble either because you are too shy or too aggressive. You know which! Good human relationships are like anything else in life; they take practice. Select someone you admire. Analyze his or her actions; then adapt those traits to your personality.

Why is this knowledge important to you?

At school (give an example) ____________________________________________________________

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At work (give an example) __________________________________________________________

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At home (give an example) __________________________________________________________

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Getting Along 2

Can you solve the following problems with no one involved losing face?

**Case Study 1**

You are a clerk in a hardware store. A customer returns a drill purchased on sale. Signs all over the store say, “All sales final.” He says it is the wrong size and he wants to exchange it. You remind him that you cannot exchange it because the one he wants is not on sale. He starts to get angry. How might you resolve this so you do not lose a customer.

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**Case Study 2**

A young married couple is furnishing a home. The husband’s aunt gave them a coffee table that is too large, doesn’t fit in with the decor, and is ugly. The wife doesn’t want it. Because the aunt is coming to visit, the husband insists it be where the aunt can see it is being used. The wife says she goes or the table goes. How can this be solved reasonably.

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Case Study 3
An efficient secretary is blamed for some missing papers. The boss is in a hurry and cross. It turns out a typist in the office had misplaced them. The boss apologizes but indicates to the secretary that she should have never allowed this to happen. The secretary is angry because she is very conscientious and felt she was wronged. How can this be resolved reasonably?

In the workplace today there are many complex tasks that an employee must be able to learn on the job. During this learning and growing process, you must be able to recognize negative and positive criticism so that you can resolve conflicts. Look at the case studies below and answer the questions.

Case Study 4
Craig was a new employee at the local grocery store. One of his duties was to mop the floor every night after the store closed. The morning store manager told the afternoon manager that his new employee, Craig, was lazy because the corners of the floor were not being mopped. The evening store manager confronted Craig and repeated what the morning manager said about his being lazy.

Was the criticism positive or negative? Why?

How would you have handled it?
Case Study 4

Sarah and Jane were co-workers in a department store. They were each assigned two display windows to plan and set-up. After the windows were completed, a fellow employee stood back and complimented both of them on their ability to select merchandise for display. Sarah's display was arranged poorly and needed some changes to create a more attractive balance. The fellow worker stated, "Sarah, the merchandise you have selected makes a statement to the customers, but the items are so closely grouped together they tend to hide the good features."

Was the criticism positive or negative? Why?

How would you have handled it?
Make the Sale

Below is a list of objections customers often give when shopping. If you want to make a sale, you must be able to respond to each one. Tell how you would answer each one.

1. Your price is too high.

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2. I must consult my husband first.

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3. I’m in a hurry now, but I will be back later.

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4. I think I can do better somewhere else.

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5. I left my purse at home.

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6. I’m too tired to know what I want.

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7. Everyone in town will have one just like it.

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8. I can buy it cheaper across the street.

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9. Will you reduce the price?

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10. I won’t have anything to do with your company; they gave me a bad deal last year.

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How Would You React?

Write your reaction to the following situations.

You are in a grocery store. A small child starts whining, and the mother slaps the child.

You are the clerk at the cash register. How do you feel? __________
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How do you act? ____________________________________________________
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You are another customer. How do you feel? _________________________
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187—How Would You React? (continued)

How do you act? __________________________________________________________

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You are the manager. How do you feel? ________________________________

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How do you act? __________________________________________________________

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You see a person snatch an old lady’s purse.

How do you feel? ________________________________

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How do you act? ____________________________________________
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You recognize the person as a friend of your sister. How do you feel? ____________
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How do you act? ____________________________________________
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You do not recognize the person, but it is your grandmother’s purse. How do you feel?
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187—How Would You React? (continued)

How do you act? ______________________________________________________
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The person is your son or daughter. How do you feel?
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How do you act? ______________________________________________________
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You are working in a fast food restaurant. Another employee takes the tip that was left at your table.

How do you feel? ______________________________________________________
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Employment Skills for the 21st Century—Volume 1
How do you act? ______________________________________________________________
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You are the manager and see what happened. How do you feel? ________________
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How do you act? ______________________________________________________________
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You are another employee and see what happened. How do you feel? ____________
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187—How Would You React? (continued)

How do you act? __________________________________________
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You are the customer who left the tip and see what happened. How do you feel?
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How do you act? __________________________________________
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Many problems encountered by managers could have been prevented had proper interviewing, selection, scheduling, and training taken place with each new employee. Each of these function of personnel management costs the firm money, but taking time initially can prevent costly errors and low employee morale later.

Read the case study and analyze the situation.

**Case Study**

The Mid-State Hotel Equipment Company was established by two people, Darci Young and Robert Roe. Both were successful wholesale salespeople. Darci took charge of the office, while Robert retained control of the sales department. Principally because of the clientele that Robert had built up in this area, the company expanded rapidly and soon attained a prominent position in the local trade. The company employed three people in the shipping room, four people in the office, and three people in sales. Most of the sales required a complete installation of the equipment. These installations required considerable skill and experience. Mr. Roe found that it was almost impossible for him to lay out and control all of the installations the company was making. He placed the following advertisement in a local newspaper: “Wanted: a young person interested in a future as a skilled sales engineer. Will train. No experience necessary. Give full particulars. Write c/o Box 210.”

After he reviewed all the responses and conducted preliminary interviews, Mr. Roe decided to ask Jamie Krenshaw for a final interview. She seemed to have the qualifications Mr. Roe desired. She was 25 years old, married, and a veteran. While serving in the Air Force, she worked with some equipment that required similar skills. Her letter was concise and well-written. Mr. Roe arranged for an interview.

Jamie arrived at the appointed time. After a brief discussion of her qualifications and the job, Mr. Roe started to describe the opportunities of the position offered.

**Mr. Roe:** Laying out an installation is a skilled job. It requires hard work, experience, knowledge of the equipment, and most important, a lot of ingenuity. Now, I think that you have the basic stuff. If you’re interested, I can give you the necessary training.

**Jamie:** It sounds very interesting, Mr. Roe. I’ve always been able to learn quickly, and I think I’ll be able to catch on without too much trouble.
Mr. Roe: Well, there’s a real future here. There are so many people trying to do this work who don’t know what’s going on, that a good worker who knows the business is really appreciated. Why, look at me! I have so many installations here that I can’t handle them all myself. That’s why I need someone to help me. This organization has grown rapidly, and it’s going to keep right on growing. I’ve got to get someone in now — someone who can grow right with the company. After all, I’m not so young anymore; and I can’t keep up this pace. I’m going to have to take it a little easier in the future. Well, how does it sound, Jamie?

Jamie: It sounds very good to me, Mr. Roe. I think there’s a lot to be learned, and I’m pretty sure I can handle it. I’ve always wanted the chance to start with a young company and grow with it. This does sound good to me.

Mr. Roe: Well, then, I guess it’s settled. Be here around 8:30 Monday morning, and you can start right in.

Jamie: Thank you very much, Mr. Roe, I’ll see you Monday.

On Monday, Jamie reported to work. Her first assignment was helping with sales on the floor. As Mr. Roe told her, “The first thing you have to do is get some idea of what the equipment is like. If you aren’t busy selling, I want you to spend your time reading and studying some catalogs.”

For several days, Jamie had a great deal of trouble, since she did not know names, uses, or even the location of the merchandise on the display floor. However, gradually, she began to find her way around.

About one week after Jamie started working, Mr. Roe decided to spend some time with her, explaining the various classes of merchandise sold by the company. Jamie listened intently, and this talk seemed to rekindle her enthusiasm. For the next two weeks, Jamie continued to work on the floor and continued to have informal talks with Mr. Roe on Saturdays. Then she was asked to help with stock control for a couple of weeks. While working in stock control, Jamie’s enthusiasm and interest seemed to be lagging. Mr. Roe was not very happy with her progress. Mr. Roe remarked to his partner, “I don’t know what’s wrong with Jamie. She just doesn’t seem to use common sense, and she’s wasting a lot of time talking to the office help. I’m going to start working more closely with her. Maybe then she’ll straighten out.” Shortly thereafter, the Saturday afternoon talks had to be dropped because a number of important installations were pending and Mr. Roe was kept very busy.

About this time, Mr. Roe went to Chicago to attend a convention. He left Jamie in charge. During the three days Mr. Roe was gone, Jamie spent a good deal of time out of the office. When Mr. Roe returned, Jamie approached and said, “Look Mr. Roe, I know that you aren’t very happy with the way I’ve worked out on this job. Frankly, I’m not very happy either. Why don’t we just call it quits?”
1. Identify the problem. ____________________________________________
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2. Gather information. ____________________________________________
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3. List possible solutions. _________________________________________
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   ____________________________________________
   ____________________________________________
4. Evaluate probable results of each solution.

5. Decide on the best solution.
Open Door Policy

Many team leaders or managers claim to maintain an “open door” to the office. They want the staff to feel free to come into the office and discuss anything relating to the firm. Some encourage “small talk” as well. This assignment will help you understand the challenge of maintaining open communication.

Read the case study and answer the questions. Be prepared to discuss your responses with the class.

Case Study

Tina Saunders, chief accountant, and Bob Williams, manager of the men’s department, were walking down the main aisle of Mason’s Ready-to-Wear Shop on their way out to lunch. As they approached the door, they saw Jim Mason, the president, talking to Miss Bates, the jewelry department manager. Jim was trying to edge away, and he sounded somewhat impatient as he said, “Well, I have to run along now. Drop into my office when you have a chance. You know . . .”

As Tina and Bob walked out the door, Bob said, “Bet his next words were ‘My door is always open’.”

Tina replied, grinning, “I won’t take that bet.”

After the two were seated in the restaurant across the street, Bob said, “Jim is finding it pretty hard to take his father’s place as head of the store. Of course, it was a shock to him when his father was killed in that plane crash. But, it’s been over eight months now, and Jim is still tense and keyed up all the time. It’s not that he doesn’t know store operations. He was well-coached from the ground up. Started as a part-time stock boy even before he was in high school, and he worked every summer through his high school and college years. He spent time in every department. For five years he was his father’s assistant. So he knows operations all right.”

Tina was quiet for a few seconds before answering. “Yes, he knows operations. Maybe that’s his trouble. Now, don’t get me wrong. I like Jim. But I can’t really get to him with ideas or suggestions. I’ve been with the store for a little over two years.” Tina paused for a moment, then said, “I was assistant chief accountant over at the Emporium when I heard of the opening here. I heard, too, that Mr. Mason, Jim’s father, was a fine person to work for, and he was. He gave me free reign in the accounting department and let me make a lot of changes after I’d discussed them with him. Easy man to talk to. Encouraged ideas. But not . . .”

“I know” said Bob. “Now we don’t have a chance to discuss either ideas or problems with the boss. But, heaven forbid, that we go ahead and make our own decisions. I’ve stopped dropping in that ‘open door.’ Last week I made an appointment with Jim to discuss the new line of shirts and suits we’d been handling for the last month.”
“When I got to his office,” explained Bob, “Jim was on the phone. He motioned to a chair, and I sat down. When he hung up, he dashed out, without a word, to talk with his secretary. He came back, wrote some things on a pad, and made a few notations on some incoming mail. He then turned to me and said, ‘Well, what’s your problem today? My door is always open!’

“I reminded him that he had agreed to discuss the new shirt and suit lines. I also told him that I had some sales figures and some customer comments that the clerks had passed on to me. When I mentioned clerks, he broke in to sound off about the shortage of help in the women’s department. Then the phone rang. We got back on the track again for about three minutes. He was looking at the sales figures, and I was pointing out the upward trend, when he said, ‘What do you think of Thompson in your department? Is he slowing down a bit?’

“Well, after that comment, I was trying to think of an excuse to leave, but I was saved by the phone. He was pretty angry when he finished the phone conversation. He turned to me and said, ‘Trouble in the advertising department again. Blake is always crying on my shoulder. Guess we have your problem worked out, haven’t we? Blake is coming up now. But, when you have a chance, drop back, and let’s have a real chat about your department. Especially those new lines we put in a while ago.’ I said thanks and left. I’d just about reached Mary’s desk in the outer office when Jim called, ‘Thanks for coming, Bob. Come back any time. You know my door is always open.’"

1. How does Jim rate as a good listener? __________________________________________

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2. Give three examples to justify your rating of Jim.

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3. What is the reaction of employees to Jim?

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4. What is Jim’s attitude toward his employees?

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5. In your opinion, what is wrong with the way Jim acts in meetings with a staff member?

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6. What could Jim do to improve meetings with employees, such as the one Bob described?

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Success or Failure

There are many factors that have a direct effect on a business’ success or failure. Prospective new business owners should be able to analyze their situations and decide whether or not they are ready to venture into business for themselves. By doing this, they may be able to avoid problems and take advantage of successes as they begin their businesses.

Read the case studies that describe the characteristics of a prospective owner for a small retail business. Analyze the primary success and failure factors described by answering the questions that follow. Be ready to discuss your responses with the class or a smaller group of students.

Case Study 1

Cass Lee was always known for her mechanical ability. As a youth, she quickly moved from bike repairs to automobile repairs. In high school, she was the best mechanic in the class; all her free time was spent at the gas station near her house. She learned engine repair, body work, and wiring. She was the first person people called when they had car trouble.

Cass saw a future for herself in auto repair and, wanting to run her own show, looked for her own station. A major oil company had a station with two service bays available on a heavily traveled highway. The rent, however, would be a relatively large percentage of gas sales. This meant that if she only pumped gas, by the time the rent, gas, and oil were paid, she would earn less than the minimum wage. Nevertheless, Cass decided to take the station although she worried that if a gas-price war started with her competitors, her business might be wiped out.

Cass needed someone to pump gas while she did repairs. She looked for someone who was as motivated about auto work as she once had been. She soon hired a high school graduate who wanted to learn auto repair and who seemed reliable. However, Cass was busy and didn’t have time to teach her helper properly.

At first things went well. In a few months, however, problems began to appear. Because Cass had her own work bays, her friends came to her for help — some paying reduced rates while others asked for and were given credit. Some even borrowed the empty bays to work on their own cars. Because she was so easygoing, Cass felt awkward asking them for payment.

During this time, Cass was pleased with her income. She paid for her gas with each delivery and had quite a bit of money left over. Being new to business, when she saw so much extra money, Cass assumed that whatever was left after expenses was hers. She made her payments to the oil company, paid her other bills, and spent the remainder.

Earlier, the company had suggested that she keep detailed records to avoid financial problems.
Cass gave that chore to her mother, who once had worked in an office but had little experience in bookkeeping. Her mother repeatedly told her that something seemed amiss, but Cass assured her that she was paying for everything and that there couldn’t be an problems.

One day, however, not enough money was available to pay for the full gas delivery. The gas company sent a representative to help Cass check her figures. They found that a lot of gas, as well as parts and a few tires, were missing. Too busy with repairs, Cass had given her helper total responsibility for the gas pumps. When questioned by Cass, the helper admitted that he had been pumping free gas to his friends and for his own car, and that he had incorrectly recorded figures on the pumps.

Cass eventually found out that her employee also had stolen the parts and tires. With the help of a company representative, Cass cleared up her books. She hired a mechanic to do repairs. She kept watch over the gas pumps and books more carefully while the mechanic worked in the bays. However, the mechanic was careless, and several customers told Cass they would not return to her station for future repairs. By that time, Cass was behind in her payments and didn’t know what to do next.

1. Explain how the “people factor” affected Cass Lee’s business. __________________________

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2. How would a more effective record keeping system have helped prevent Cass Lee’s problem? __________________________

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3. How would Cass Lee have been better prepared to own and operate a business?

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4. What steps should Cass Lee now take to ensure the success of her business?

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5. If you had been Cass Lee, how would you have organized and operated the service station business?

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Case Study 2

Terry Thomas is 32 years old, and is working as an assistant manager for a large supermarket. Terry has been an employee of that supermarket for twelve years, but has worked only one year as an assistant manager. Terry graduated from high school and has completed three years of college, majoring in business administration. Terry feels that the supermarket does not offer advancement potential, at least not in the near future.

Terry has had the desire for several years to open a supermarket, but has not desired to leave the security of a monthly paycheck. However, because of the lack of advancement potential, Terry is now seriously considering opening a small supermarket. Terry has a chance to lease a suitable building located in a rapidly developing suburban neighborhood. There is very limited competition at this time, and there is plenty of parking space available.

Terry estimates that it will take approximately $40,000 for stock and for other expenses necessary to start a business. Terry has $10,000 in savings to invest and would have to borrow the remaining $30,000. Terry estimates that two employees would be needed to operate the supermarket. These employees would be responsible for such jobs as stocking shelves, checking at the cash register, and cleaning the store.

1. What “management factors” should Terry consider in deciding whether or not to open a supermarket? ________________________________________________________________
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2. What “money factors” should Terry consider in deciding whether or not to open a supermarket?

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3. What “people factors” should Terry consider in deciding whether or not to open a supermarket?

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4. What “market factors” should Terry consider in deciding whether or not to open a supermarket?

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5. How could Terry better prepare himself to own and operate a small supermarket?

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6. If you were Terry, how would you organize and operate the supermarket?

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Choose a company or department that can be observed. It could be a local company or even your school. Identify a job or an area in which productivity needs to be improved. Plan and implement a method to increase productivity in the area or job identified.

1. Describe the improved method and explain how it differs from the previous method.

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2. Describe the benefits to management and employees. 

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3. How would you implement the plan? What problems might result? 

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4. Thinking about the problems you identified in #3, how could you improve your technique of implementing the changes? 

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5. Present your idea for the change to the class. Listen carefully if other students present ideas. Discuss these ideas as a group. Be prepared to constructively comment on the project.
All too often managers think that they know what the employees want, but the employees claim otherwise. To illustrate this point, the following survey was conducted. The managers were asked to rank ten job factors in the order they thought their employees would rank them. Independently, the workers were asked to rank the same factors in order of importance.

Rank the ten factors as you believe meet employees would rank them. Write a “1” before the factor you believe the employees will rank as their first concern, a “2” before the second most important factor, and so on through number 10. Then compare your results with those of the original survey that is printed the back of this page. Be sure to discuss what you discovered with the rest of the class.

_____________ Full appreciation of work done
_____________ Feeling “in” on things
_____________ Sympathetic help on personal problems
_____________ Job security
_____________ Good wages
_____________ Work that keeps you interested
_____________ Promotion and growth in company
_____________ Personal loyalty of management to workers
_____________ Good working conditions
_____________ Tactful disciplining
<table>
<thead>
<tr>
<th>Job Factors</th>
<th>Employee Rating</th>
<th>Supervisor Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full appreciation of work done</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Feeling “in” on things</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Sympathetic help on personal problems</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Job security</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Good wages</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Work that keeps you interested</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Promotion and growth in company</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Personal loyalty of management to workers</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Good working conditions</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Tactful disciplining</td>
<td>10</td>
<td>7</td>
</tr>
</tbody>
</table>
Read the paragraph below; then design an organizational chart for Deb’s Wear. You may wish to research organizational charts to use as an example.

Deb’s Wear is a ladies-wear business that employs eight people — two assistant managers, four sales-clerks, and two stockers. An assistant manager, two clerks, and one stocker should work each shift. Design a chart which will show the positions of managers and workers and the line of authority.

Form groups of 4–5 students. Choose a company you are familiar with. Research the company to learn about its structure and organization. Design an organizational chart for the company. Present the chart to the class.

Use the bottom and back of this page or your own paper for your charts.
A business memorandum is more than just a means of communication. It is often an item written to persuade, clarify, or order something done. It may even serve as a legal record to document action taken during a difficult situation. For these reasons, it is important that each employee be skilled in memo writing.

Select one of the case studies below and write an internal business memorandum on a separate sheet of paper. Make up names and add any reasonable details. Hand in your completed memo to your instructor for evaluation.

**Case Study 1**
You supervise the veterinary assistants at the local veterinary clinic. Write an internal memorandum stating the following change in record keeping policy: all pets will now be listed under the owner’s name in the office files instead of being listed by the pet’s name and breed. This was implemented because it will prevent errors caused when listing mixed breed animals or animals with the same name. It will be easier because all farm animal records are listed under the owners’ names. Give the employees a time limit to have the records changed and any other pertinent directions.

**Case Study 2**
You are the owner of the local feed store. Business is booming, and your staff has a heavy work load already. Today, you received news that one employee, Steve Sumpter, was injured in an accident. He expects to work half-time beginning next week and then full-time again in one month.

In order to take advantage of the busy season (and avoid paying a new employee, because the agribusiness cannot afford it), write an internal business memorandum to all employees stating that they will have to begin working two hours extra per day until Mr. Sumpter returns to work or the busy season ends, whichever comes first. List reasons for the action and possible consequence if employees do not choose to work extra hours.
Memos 2

Although a memorandum is much shorter than a business letter, it is just as important that a memo be written properly as a letter. Review the basic structure of a memorandum using the internet, a textbook, or reference material from a library or resource center. Then select one of the case studies below and write a memorandum on a separate sheet of paper. Make up names and add any reasonable details.

**Case Study 1**

You supervise the part-time concessions’ help at the local movie theater. Lately, two of your employees have been missing work on weekends when you have heard that there is a dance or big game at the high school. The two have done this without making arrangements for other employees to replace them at work.

Write a memo to your staff telling them that they must arrange for a replacement during the times they miss work. Explain why not following this procedure causes a problem.

**Case Study 2**

You supervise the clerical staff in a large division of an oil company. Your staff has a heavy workload and your supervisor expects to see results daily. Lately, you’ve noticed that several workers have been spending an undue amount of time visiting and taking breaks, and meanwhile, the other staff members have not been helping answer the telephones. Today, an important executive informed you that the Atlantic Operation had complained several times that no one would answer the phone.

You have two problems here—workers taking breaks and visiting too often, and other workers not covering the telephones. Select one or both problems and write a memorandum to your staff telling them why this is causing a problem and what your expectations are for correcting it.
Print or cut out five articles from the internet, newspapers or magazines that pertain to management skills. These articles can be examples of either good or poor management practices, i.e., company receives award for hiring practices, or company goes bankrupt. Share with the class, explaining your point of view as to good or bad management practices, and discussing why you feel that way.

List the headlines of the stories.

1. _____________________________________________________________________
2. _____________________________________________________________________
3. _____________________________________________________________________
4. _____________________________________________________________________
5. _____________________________________________________________________
1. Select three individuals in your local community who appear to you to be good leaders. List three leadership traits that you believe each individual possesses. You may need to research your answers.

**Leader 1**

<table>
<thead>
<tr>
<th>Name</th>
<th>Trait</th>
<th>Trait</th>
<th>Trait</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Leader 2**

<table>
<thead>
<tr>
<th>Name</th>
<th>Trait</th>
<th>Trait</th>
<th>Trait</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Leader 3**

<table>
<thead>
<tr>
<th>Name</th>
<th>Trait</th>
<th>Trait</th>
<th>Trait</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
2. What type of city government do you have in your community?

_________________________________________________________________
_________________________________________________________________

3. Who are the leaders in city government? How did they prepare for their jobs.

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Am I a Leader?

Leaders tend to exhibit certain personality characteristics. The self-evaluation below will provide insights into personal leadership strengths and weaknesses.

For each statement in the chart, place an X in the column that best expresses your feelings about the statement. Then answer the questions to help determine areas that require practice and work.

<table>
<thead>
<tr>
<th></th>
<th>Need to Learn</th>
<th>Need to Improve</th>
<th>Can Do Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can make decisions confidently.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can set clear goals.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am well groomed.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I can effectively communicate instructions to others.</td>
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<td></td>
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<tr>
<td>I show genuine enthusiasm.</td>
<td></td>
<td></td>
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<tr>
<td>I can accept constructive criticism.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I can motivate others to perform tasks.</td>
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<td></td>
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<tr>
<td>I am dependable at all times.</td>
<td></td>
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<tr>
<td>I am flexible.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I enjoy meeting new people.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I feel good about myself.</td>
<td></td>
<td></td>
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<tr>
<td>I offer encouragement to others.</td>
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<tr>
<td>I can delegate jobs to others.</td>
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<td></td>
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<tr>
<td>I respect other’s opinions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Need to Learn</td>
<td>Need to Improve</td>
<td>Can Do Well</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------------</td>
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<tr>
<td>I make an effort to arrive on time.</td>
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<tr>
<td>I have the courage to face problems.</td>
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<tr>
<td>I can admit my mistakes.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I can accept compliments, honors, and advancements graciously.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I am a good listener.</td>
<td></td>
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</tr>
<tr>
<td>I am honest with myself and others.</td>
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<tr>
<td>I have the determination to keep trying until a task is successfully completed.</td>
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<tr>
<td>I can provide constructive criticism tactfully.</td>
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<tr>
<td>I have group pride.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I can confidently perform public speaking.</td>
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<td></td>
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<tr>
<td>I enjoy working with people.</td>
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</tbody>
</table>

1. What are your leadership strengths?

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2. What are your leadership weaknesses?

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3. How can your leadership skills be improved?

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What's Successful?

Think of successful business people you know or have read about. In this exercise, you will identify their qualities. You can use the internet or other resources to research these people.

List the qualities of successful business people you know or have read about

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_________________________________________________________
_________________________________________________________
_________________________________________________________
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In a small group or with the entire class, discuss the qualities you listed. Compile a joint list that includes those qualities agreed on by the group.

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Employment Skills for the 21st Century—Volume 1
Think about your own characteristics and qualities. What qualities do you find comparable?

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To be an effective employer you will need to constantly evaluate and improve your leadership skills. This assignment is designed to make you more aware of the leadership skills you use with ease and the skills you should plan to develop and improve.

Write an X in the blank before each leadership skill you feel is important in performing the job duties.

[ ] Inspiring people
[ ] Teaching people
[ ] Dealing with people fairly and diplomatically
[ ] Obtaining and holding confidence and respect of others
[ ] Achieving cooperation and teamwork
[ ] Making decisions properly
[ ] Admitting errors
[ ] Analyzing and planning
[ ] Developing self-confidence in others
[ ] Developing employee initiative
[ ] Obtaining and using suggestions from employees
[ ] Giving support to workers

Of the leadership skills you checked, list the two that you feel you use most effectively. Explain.

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________________________________________________________________________
Of the leadership skills you checked, list the two you feel need the most improvement. Explain how you could improve your use of these two leadership skills.

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Understanding how important it is to communicate clearly and accurately is a vital part of being successful in any career. This activity will demonstrate the importance of accurately communicating what you mean.

1. Work with a partner. Each of you should find two or three pictures of things that you can describe. They should be complicated enough to require some description, but not so complex that they couldn’t be drawn by your partner.

2. Sit back-to-back. Partner #1 begins by describing one of his or her pictures as accurately as possible. Partner #2 tries to draw what he or she hears in the space on the back of this page, based on #1’s directions. No Peeking! Time Limit: 3 minutes

3. Compare the original picture to the one created by #2. How different are they? How could #1 have communicated more clearly?

4. Now change roles. Let #2 do the talking while #1 does the drawing. After the three-minute time limit, stop and compare.

5. If time permits, repeat the process with the other pictures.

6. At the end of this activity, write a one paragraph (5-7 sentences) evaluation of how well you and your partner communicated. Did communication get better or worse as you had more practice? What was the hardest part? What would you want your partner to do differently?

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Name/Score ________________________________
The internet is a wonderful thing to explore, have fun, and exchange information. However there are some negative things about it, too. One of these is that anything can be put on it—regardless of its truth or accuracy. One person will read or hear something and post or email it to thousands, or even millions, of other places. Many, many times the information is totally inaccurate or flat-out wrong.

These inaccuracies that spread throughout the internet are sometimes called “urban legends.” If you read or hear some story that sounds “fishy, it is a good idea to check them out on sites that research and validate these legends.

Explore the websites below or you may use another urban legend website. Read about some of the legends listed. Then briefly describe the legend and whether it is true or not. Report on three or four items you researched.

http://urbanlegends.miningco.com/mbody.htm

http://www.snopes.com/snopes.asp
Answers are given for questions that have defined answers - those not provided here have subjective answers that should be evaluated for content and completeness.

Activity 153

1. $260.00
2. $300.00
3. $120.00
4. $2,820.00
5. $3,500.00

Activity 154

1. a. 36
   b. $37.80
   c. $226.80
2. a. $272.00
   b. $310.00
   c. $289.20
   d. $278.00
   e. $432.80
   f. $39
### Employment Skills for the 21st Century—Volume 1

<table>
<thead>
<tr>
<th>Number of Hours</th>
<th>Rate per Hour</th>
<th>Rate for Overtime</th>
<th>Regular Hours</th>
<th>Overtime Wages</th>
<th>Total Pay</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>$7.50</td>
<td>$11.25</td>
<td>40</td>
<td>10</td>
<td>$412.50</td>
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<td>48</td>
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<td>40</td>
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<td>15.00</td>
<td>$22.50</td>
<td>40</td>
<td>11</td>
<td>$847.50</td>
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<td>58</td>
<td>7.75</td>
<td>$11.625</td>
<td>40</td>
<td>18</td>
<td>$519.25</td>
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<tr>
<td>54</td>
<td>6.50</td>
<td>$9.75</td>
<td>40</td>
<td>14</td>
<td>$396.50</td>
</tr>
<tr>
<td>60</td>
<td>10.00</td>
<td>$15.00</td>
<td>40</td>
<td>20</td>
<td>$700.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weekly Base Pay</th>
<th>Week’s Sales</th>
<th>Rate of Commission on Sales</th>
<th>Total Pay</th>
</tr>
</thead>
<tbody>
<tr>
<td>$275.00</td>
<td>$950.00</td>
<td>3%</td>
<td>$303.60</td>
</tr>
<tr>
<td>150.00</td>
<td>1800.00</td>
<td>10%</td>
<td>$330.00</td>
</tr>
<tr>
<td>200.00</td>
<td>1200.00</td>
<td>30%</td>
<td>$560.00</td>
</tr>
<tr>
<td>240.00</td>
<td>850.00</td>
<td>8%</td>
<td>$308.00</td>
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<td>180.00</td>
<td>800.00</td>
<td>12%</td>
<td>$276.00</td>
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<td>245.00</td>
<td>1000.00</td>
<td>5%</td>
<td>$295.00</td>
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<td>100.00</td>
<td>900.00</td>
<td>6%</td>
<td>$154.00</td>
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<td>175.00</td>
<td>750.00</td>
<td>15%</td>
<td>$287.56</td>
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<td>220.00</td>
<td>1000.00</td>
<td>8%</td>
<td>$300.00</td>
</tr>
<tr>
<td>230.00</td>
<td>4500.00</td>
<td>5%</td>
<td>$459.00</td>
</tr>
</tbody>
</table>
Activity 155

1. a. $301
   b. $117.25
   c. $401.50
   d. $347.75

2. $27.12

3. 4 gallons

4. a. Taxes = $110.58
   Net pay = $442.31
   
   b. Taxes = $320.07
   Net pay = $1280.28
   
   c. Taxes = $198.31
   Net pay = $793.23

5. 1 1/2 cups

Activity 156

1. $135.96
2. $384.96
3. $287, $63
4. $288, $18
5. $120

6. $10
7. $10, 33%
8. 33 1/3%
9. $119.99
10. $84.15

Activity 157

1. profit; $1,275.36
2. profit; $21,500.00
3. profit; $46,423.26
4. loss; $12,850.67
5. profit; $100,643.17
Activity 158

Selling Price
1. $21.00  
6. $73.26  
11. $109.61  
16. $45.00
2. $9.27  
7. $110.40  
12. $87.36  
17. $98.44
3. $26.00  
8. $468.00  
13. $91.25  
18. $48.40
4. $6.00  
9. $86.25  
14. $58.31  
19. $84.80
5. $49.50  
10. $33.80  
15. $31.59  
20. $.38

Sale Price
1. $17.99  
6. $283.14  
11. $40.76
2. $38.79  
7. $7.57  
12. $4.76
3. $53.95  
8. $523.50  
13. $545.89
4. $23.99  
9. $25.42  
14. $552.64
5. $74.25  
10. $41.85  
15. $39.99

Activity 159

Mr. Ogle’s change = $7.50
Ms. Payton’s change = $4.65
Mr. Robinson’s change = $6.00

Activity 162

1. benefit  
6. benefit  
11. feature
2. feature  
7. benefit  
12. benefit
3. feature  
8. benefit  
13. benefit
4. feature  
9. feature  
14. benefit
5. feature  
10. benefit  
15. feature
### Activity 163

**Advertising Budget**

**Wayne Landscape and Outdoor Services, Inc.**

<table>
<thead>
<tr>
<th>Month</th>
<th>Last Year’s Sales</th>
<th>Anticipated Sales</th>
<th>Anticipated Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>$12,965.00</td>
<td>$13,613.00</td>
<td>$476.00</td>
</tr>
<tr>
<td>February</td>
<td>14,889.00</td>
<td>$15,633.00</td>
<td>$547.00</td>
</tr>
<tr>
<td>March</td>
<td>23,397.00</td>
<td>$24,567.00</td>
<td>$860.00</td>
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<td>April</td>
<td>38,217.00</td>
<td>$40,128.00</td>
<td>$1,404.00</td>
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<td>May</td>
<td>27,120.00</td>
<td>$28,476.00</td>
<td>$997.00</td>
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<tr>
<td>June</td>
<td>23,105.00</td>
<td>$24,260.00</td>
<td>$849.00</td>
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<tr>
<td>July</td>
<td>19,765.00</td>
<td>$20,753.00</td>
<td>$726.00</td>
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<tr>
<td>August</td>
<td>17,016.00</td>
<td>$17,867.00</td>
<td>$625.00</td>
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<tr>
<td>September</td>
<td>26,055.00</td>
<td>$27,358.00</td>
<td>$958.00</td>
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<tr>
<td>October</td>
<td>27,650.00</td>
<td>$29,033.00</td>
<td>$1,016.00</td>
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<td>November</td>
<td>34,032.00</td>
<td>$35,734.00</td>
<td>$1,251.00</td>
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<tr>
<td>December</td>
<td>37,225.00</td>
<td>$39,086.00</td>
<td>$1,368.00</td>
</tr>
</tbody>
</table>

### Activity 166

1. $7,500.00
2. 50
3. $150.00
4. 300 stores times $150.00 = $45,000.00.

At 1% margin of profit, they will have to have $4,500,000.00 in sales.