Employment Skills for the 21st Century—Volume 2

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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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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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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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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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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?

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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? 

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

   Physical ______________________________________________________
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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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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: ____________________________________________________________

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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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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: _______________________________________________________
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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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**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: __________________________

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Disadvantages: __________________

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Outcomes: __________________________

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119—Making Decisions 2 (continued)

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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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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Making Decisions 4

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

**Option 2**

Advantages

Disadvantages

Outcomes
Option 3

Advantages ___________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

Disadvantages ______________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

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? ________________________________
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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2. What emotional reaction did you feel when someone got too close? ________________
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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 __________________________________________________________
   __________________________________________________________
   __________________________________________________________
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   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)
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?
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: __________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   Olfactory: ____________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
Thermal: ______________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Visual: ______________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

3. Does this room meet your bedroom needs? Why or why not? ______________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

4. Does this room incorporate the factors affecting needs for space? Explain your answer.
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

124—Personal Space Needs 3 (continued)
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.
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
Personal Feelings/Love

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

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
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 ______________________________________________________________

127—Emotions (continued)
Would you want to work for someone who had a very bad temper? Why or why not?

My views

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
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?

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?

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?

4. On a scale where: 0 = extremely sloppy and 10 = perfectionist, extremely neat. How do you feel about what you wear?
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?

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

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?
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 a “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.
### Things I like to do

<table>
<thead>
<tr>
<th>Rank top 5</th>
<th>$$$</th>
<th>A or P</th>
<th>O or I</th>
<th>N or W</th>
<th>S or F</th>
<th>H or T</th>
<th>M</th>
<th>L</th>
<th>C</th>
</tr>
</thead>
</table>

130—Values and Wants (continued)
130—Values and Wants (continued)

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
49. Why is grooming important?
   At school? __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

   At work? ________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

   __________________________________________________________
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
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 thing 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
49. Do you try to be cooperative?
   Never  Sometimes  Always

50. Do you avoid carrying tales and gossiping about others?
   Never  Sometimes  Always

51. Do you try to see the other person's point of view?
   Never  Sometimes  Always

52. Do you refrain from telling others what you think of them?
   Never  Sometimes  Always

53. Do you avoid arguments?
   Never  Sometimes  Always

54. Do you avoid making fun of others?
   Never  Sometimes  Always

55. Do you keep out of other people's business?
   Never  Sometimes  Always

56. Do you avoid finding fault with everyday little things?
   Never  Sometimes  Always

57. Do you keep your personal troubles to yourself on the job?
   Never  Sometimes  Always

58. Do you feel honesty is the way to success?
   Never  Sometimes  Always

59. Do you really enjoy your work?
   Never  Sometimes  Always

60. When you feel "down," do you try to work harder?
   Never  Sometimes  Always

61. 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?
   Never  Sometimes  Always
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
<table>
<thead>
<tr>
<th>Question</th>
<th>Never</th>
<th>Sometimes</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>88. Do you jump from one thing to another when trying to accomplish things?</td>
<td></td>
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<tr>
<td>89. Do you try to plan your time wisely?</td>
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<tr>
<td>90. Do you believe that for every effect there is a cause?</td>
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<tr>
<td>91. When there is a problem at work or at school, do you try to be part of the solution?</td>
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<tr>
<td>92. Do you get impatient with yourself?</td>
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<tr>
<td>93. Are you patient with others?</td>
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<tr>
<td>94. Do you feel you will be rewarded in some way if you do well at work or at school?</td>
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<tr>
<td>95. Do you refrain from exaggeration?</td>
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<tr>
<td>96. Do you avoid flattering people for personal gain?</td>
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<tr>
<td>97. Do you avoid embarrassing others?</td>
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<tr>
<td>98. Do you return what you borrow to its proper place?</td>
<td></td>
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<tr>
<td>99. Do you accept at least partial blame for failures?</td>
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</tr>
<tr>
<td>100. Do you respect your parents, elders, employers, and people in authority?</td>
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</tbody>
</table>
132—Analyze Yourself (continued)

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?:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Employment Skills for the 21st Century—Volume 1
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
sociable  mature  versatile
cooperative  perceptive  reliable
neat  efficient  tactful
logical  resourceful  dependable
scornful  friendly  modest
cheerful  punctual  orderly
honest  prejudiced  energetic
methodical  short-tempered  good-humored
forgetful  gracious  smart
crafty  shy  kind
naive  respectful  wholesome
sly  compulsive  unselfish
headstrong  sarcastic  cordial
ethical  diligent  reasonable
sloppy  imaginative  generous
grouchy  impolite  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? ________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
What are your greatest strengths?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What are your greatest weaknesses?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Analyze Yourself 4

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

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>
</tr>
</thead>
<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>
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<tr>
<td>Cooperative</td>
<td>1 2 3 4 5</td>
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<tr>
<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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<tr>
<td>Pays attention</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Determined</td>
<td>1 2 3 4 5</td>
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<tr>
<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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### Analyze Yourself and Others (continued)

<table>
<thead>
<tr>
<th>Trait</th>
<th>Score</th>
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<tbody>
<tr>
<td>Pessimistic</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Logical; reasonable</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Leadership qualities</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Impulsive</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Sensible</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Generous</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Sociable</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Tactful</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Rude</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Deceitful</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Considerate</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Sincere</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Forgetful</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Kind</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Inhibited</td>
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<tr>
<td>Restless</td>
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<tr>
<td>Possessive</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Irritable</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Loyal</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Selfish</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Thoughtful</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Independent; self-governing</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Characteristic</td>
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<td>------------------------------</td>
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<tr>
<td>Emotionally mature</td>
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<tr>
<td>Self-controlled</td>
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<tr>
<td>Obeys rules</td>
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<tr>
<td>Perseverance</td>
<td></td>
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<tr>
<td>Economical</td>
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<tr>
<td>Jealous</td>
<td></td>
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<tr>
<td>Naive</td>
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<tr>
<td>Dependable</td>
<td></td>
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<tr>
<td>Stubborn</td>
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<tr>
<td>Critical</td>
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<tr>
<td>Optimistic</td>
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<tr>
<td>Easily dressed</td>
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<tr>
<td>Friendly</td>
<td></td>
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<td>Positive</td>
<td></td>
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<tr>
<td>Ambitious</td>
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<td>Conceited</td>
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<tr>
<td>Good-natured</td>
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<tr>
<td>Honest</td>
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<tr>
<td>Sarcastic</td>
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<tr>
<td>Inferiority complex</td>
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<tr>
<td>Enthusiastic</td>
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<tr>
<td>Resourceful</td>
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<tr>
<td>Intellectual</td>
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<tr>
<td>Suspicious</td>
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<tr>
<td>Shrewd</td>
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</tr>
<tr>
<td>Sympathetic</td>
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<tr>
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<td>Self-conscious</td>
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<tr>
<td>Domineering</td>
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<tr>
<td>Argumentative</td>
<td>1</td>
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<tr>
<td>Broadminded</td>
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</tr>
<tr>
<td>Efficient</td>
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</tr>
<tr>
<td>Introverted</td>
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</tr>
<tr>
<td>Modest, humble</td>
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### Partner’s Copy

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Rating</th>
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<tbody>
<tr>
<td>Sense of humor</td>
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<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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<tr>
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<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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<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>
<td>Impulsive</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Sensible</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Generous</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Trait</td>
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<td>Forgetful</td>
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<tr>
<td>Kind</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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<tr>
<td>Emotionally mature</td>
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<td>Self-controlled</td>
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<tr>
<td>Dependable</td>
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<td>Stubborn</td>
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<td>Critical</td>
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<td>Optimistic</td>
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<td>Easily dressed</td>
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<td>Friendly</td>
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<td>Inferiority complex</td>
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<td>Enthusiastic</td>
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<tr>
<td>Shrewd</td>
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<tr>
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<tr>
<td>Self-conscious</td>
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<tr>
<td>Domineering</td>
<td></td>
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<tr>
<td>Argumentative</td>
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<td>Trait</td>
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<tr>
<td>Broadminded</td>
<td></td>
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<tr>
<td>Efficient</td>
<td></td>
</tr>
<tr>
<td>Introverted</td>
<td></td>
</tr>
<tr>
<td>Modest, humble</td>
<td></td>
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</tbody>
</table>
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 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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### Self Talk (continued)

<table>
<thead>
<tr>
<th>Where I Was</th>
<th>What I Was Doing</th>
<th>Who Was I With</th>
<th>I Talked About</th>
<th>Positive (+) Negative (-)</th>
</tr>
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</tbody>
</table>
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?

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

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.
<table>
<thead>
<tr>
<th>Goals</th>
<th>Education</th>
<th>Career</th>
<th>Interests/ Hobbies</th>
<th>Others</th>
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</thead>
<tbody>
<tr>
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<td>(today, this week,</td>
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<tr>
<td>or this month)</td>
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<tr>
<td><strong>Intermediate</strong></td>
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<tr>
<td>(this semester or</td>
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<td>this year)</td>
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<td><strong>Next Year</strong></td>
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<tr>
<td><strong>Two Years</strong></td>
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<tr>
<td><strong>Five Years</strong></td>
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<tr>
<td><strong>Ten Years</strong></td>
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</tbody>
</table>
Think about these goals and how they fit together. Select the goal that seems most important to you now and work it out in more detail by completing the following statements.

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 ________________________________________________________________

    ________________________________________________________________
Setting Goals 3

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>
<td></td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td></td>
<td></td>
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<tr>
<td>Financial</td>
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<tr>
<td>Professional</td>
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</tbody>
</table>
## Areas of a well-rounded life

<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>Community Involvement</td>
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<tr>
<td>Mental</td>
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<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?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
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 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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</thead>
<tbody>
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</tbody>
</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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Items</td>
<td>Date Wanted</td>
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<tr>
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</table>

<table>
<thead>
<tr>
<th>Long Term Goals</th>
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<tbody>
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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>
</tr>
</thead>
<tbody>
<tr>
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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? ______________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
### 149—How Much Do You Spend? (continued)

<table>
<thead>
<tr>
<th>Date</th>
<th>Explanation</th>
<th>Amount</th>
</tr>
</thead>
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</tbody>
</table>
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: _______________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________
6. Remarks third day: ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

7. Remarks fourth day: _________________________________________
   _________________________________________
   _________________________________________
   _________________________________________

8. Remarks fifth day: _________________________________________
   _________________________________________
   _________________________________________
   _________________________________________

9. Remarks sixth day: _________________________________________
   _________________________________________
   _________________________________________
   _________________________________________

10. Remarks seventh day: ______________________________________
   _________________________________________
    _________________________________________
    _________________________________________

11. Family input: ____________________________________________
    __________________________________________
    __________________________________________
    __________________________________________
    __________________________________________
12. I benefited in these ways: __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

13. I discovered these problems: _______________________________________
    __________________________________________
    __________________________________________
    __________________________________________
    __________________________________________
    __________________________________________
    __________________________________________
    __________________________________________
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    __________________________________________
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    __________________________________________

14. My revised strategy is: ____________________________________________
    __________________________________________
    __________________________________________
    __________________________________________
    __________________________________________
    __________________________________________
    __________________________________________
    __________________________________________
    __________________________________________
    __________________________________________
    __________________________________________
    __________________________________________
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.

________________________________________________________________________
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Job Application

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 crossouts 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?
**Sample Tax Form**

<table>
<thead>
<tr>
<th>a. Control number</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>b. Employer identification number</td>
<td></td>
</tr>
<tr>
<td>c. Employer’s name, address, and ZIP code</td>
<td></td>
</tr>
<tr>
<td>Susan Smith Company</td>
<td></td>
</tr>
<tr>
<td>123 Liberty Street</td>
<td></td>
</tr>
<tr>
<td>Anywhere, USA 12345</td>
<td></td>
</tr>
<tr>
<td>d. Employee’s social security number</td>
<td></td>
</tr>
<tr>
<td>000-00-0000</td>
<td></td>
</tr>
<tr>
<td>e. Employee’s first name and initial</td>
<td></td>
</tr>
<tr>
<td>John J. Doe</td>
<td></td>
</tr>
<tr>
<td>761 Northern Avenue</td>
<td></td>
</tr>
<tr>
<td>Anywhere, USA 12345</td>
<td></td>
</tr>
</tbody>
</table>

| f. Employee’s address and ZIP code |  |

| 1. Wages, tips, other compensation | 3500.00 |
| 2. Federal income tax withheld | 300.00 |
| 3. Social security wages |  |
| 4. Social security tax withheld | 260.00 |
| 5. Medicare wages and tips |  |
| 6. Medicare tax withheld |  |
| 7. Social security tips |  |
| 8. Allocated tips |  |
| 9. Advance EIC payment |  |
| 10. Dependent care benefits |  |
| 11. Nonqualified plans |  |
| 12a. |  |
| 12b. |  |
| 12c. |  |
| 12d. |  |
| 13. State employee retirement plan |  |
| 14. Other |  |
| 15. State wages, tips, etc. |  |
| 16. Employer’s state ID number |  |
| 17. State income tax | 120.00 |
| 18. Local wages, tips, etc. |  |
| 19. Local income tax |  |
| 20. Locally name |  |
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>
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<td></td>
<td></td>
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<tr>
<td>54</td>
<td>9.80</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>44</td>
<td>11.00</td>
<td></td>
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<tr>
<td>50</td>
<td>6.00</td>
<td></td>
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<tr>
<td>60</td>
<td>6.40</td>
<td></td>
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<td></td>
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<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>
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<tr>
<td>54</td>
<td>6.50</td>
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<td></td>
</tr>
<tr>
<td>60</td>
<td>10.00</td>
<td></td>
<td></td>
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</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 $\frac{3}{2}$ 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?
Profit and Loss

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? ____________________________
## Price and Discounts

<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>Services</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<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: __________
Online Shopping/eBay

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
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
3. What did you learn about online shopping? ______________________________________

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

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 you 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 \texttt{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
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.
    _____________________________________________________________________
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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Supervision Given and Received

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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.
Shoplifting

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?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
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?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

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.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

11. List three careers in housing that are of interest to you. __________________

_____________________________________________________________________
_____________________________________________________________________

12. Choose one of the careers you listed above and give your reasons for pursuing it.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
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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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  
Cyclospora  
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
   - ____________________________________________________
   - ____________________________________________________
   - ____________________________________________________
   - ____________________________________________________
   - ____________________________________________________
   - ____________________________________________________
   - ____________________________________________________
   - ____________________________________________________
   - ____________________________________________________
   - ____________________________________________________
   - ____________________________________________________
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>
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<tr>
<td>4.</td>
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<tr>
<td>5.</td>
<td></td>
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<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 ________________________________________________________________
Personal Values

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.

- happy family living
- religion
- physical health
- economy
- recognition
- education
- influence
- independence
- helpfulness
- conformity
- excellence in work
- individuality
- new experiences (change)
- self-improvement
- respect for authority
- equal rights
- social prestige
- friendship
- material wealth
- security
- freedom
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? ________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
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>Name</th>
<th>Ideal Bid</th>
<th>Highest Bid</th>
</tr>
</thead>
<tbody>
<tr>
<td>A satisfying and fulfilling marriage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freedom to do what you want</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A chance to direct the destinies of nations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The love and admiration of friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel and tickets to any cultural or athletic event as often as you wish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete self-confidence with a positive outlook on life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A happy family relationship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognition as one of the most attractive persons in the world</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A long life free of illness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A satisfying religious faith</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A month’s vacation with nothing to do but enjoy yourself</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lifetime financial security</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A lovely home in a beautiful setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A world without prejudice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A chance to eliminate sickness and poverty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International fame and popularity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An understanding of the meaning of life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A world without graft, lying, or cheating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freedom within your work setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A really good love relationship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Success in your chosen career</td>
<td></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? _______________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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

What does this tell you about your real values? _________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________
Personal Values and Money

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? ________________

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
3. Is it possible to reach all your goals? Why or why not? ________________

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
4. How can managing your money affect achieving you life goals?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
Are You Really Listening?

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

Monday

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________

Tuesday

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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Wednesday

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________________________________________________________________________
________________________________________________________________________
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Thursday

________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
177—Planning Schedules (continued)

Friday

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Saturday

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Sunday

________________________________________________________________________
________________________________________________________________________
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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.

______________________________________________________________
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______________________________________________________________
______________________________________________________________
1. Did the techniques you observed improve or detract from effective communication? Why or why not? ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

2. What nonverbal communication techniques do you frequently use? ________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

3. In what areas do you need to improve? ________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

4. List ways in which you can improve your nonverbal communication skills. __________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
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) ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

2. (false) ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
3. (true) ____________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

4. (false) __________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

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) __________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

10. (false) _________________________________________________________
    ________________________________________________________________
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?

2. What roles emerged in the group?
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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Employment Skills for the 21st Century — Volume 1
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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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?

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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? ____________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
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___________________________________________________________________

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?_________________________________________

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How would you have handled it? ______________________________________

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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. __________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________

2. I must consult my husband first. ______________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________

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

4. I think I can do better somewhere else. ______________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________

5. I left my purse at home. ______________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
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? __________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
How do you act? _________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

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

How do you feel?

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_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
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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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___________________________________________________________________
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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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___________________________________________________________________
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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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.

2. Gather information.

3. List possible solutions.
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 any 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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   ____________________________________________________________
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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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Name/Score _________________________________
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 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 on the back of this page. Be sure to discuss what you discovered with the rest of the class.

1. Full appreciation of work done
2. Feeling “in” on things
3. Sympathetic help on personal problems
4. Job security
5. Good wages
6. Work that keeps you interested
7. Promotion and growth in company
8. Personal loyalty of management to workers
9. Good working conditions
10. 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>
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<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. ____________________________________________________________________
What’s a Leader?

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**

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

**Leader 2**

<table>
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<th>Name</th>
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**Leader 3**

<table>
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<td>Trait</td>
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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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___________________________________________________________________
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>
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<tr>
<td>I can set clear goals.</td>
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<tr>
<td>I am well groomed.</td>
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<tr>
<td>I can effectively communicate instructions to others.</td>
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<tr>
<td>I show genuine enthusiasm.</td>
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<tr>
<td>I can accept constructive criticism.</td>
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<tr>
<td>I can motivate others to perform tasks.</td>
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<tr>
<td>I am dependable at all times.</td>
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<tr>
<td>I am flexible.</td>
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<td></td>
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<tr>
<td>I enjoy meeting new people.</td>
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<td></td>
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<tr>
<td>I feel good about myself.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I offer encouragement to others.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can delegate jobs to others.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I respect other’s opinions.</td>
<td></td>
<td></td>
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</tbody>
</table>
### Am I a Leader? (continued)

<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 make an effort to arrive on time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have the courage to face problems.</td>
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<td></td>
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<tr>
<td>I can admit my mistakes.</td>
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<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>
<td></td>
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<tr>
<td>I am honest with myself and others.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I have the determination to keep trying until a task is successfully completed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can provide constructive criticism tactfully.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have group pride.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I can confidently perform public speaking.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I enjoy working with people.</td>
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</tbody>
</table>

1. What are your leadership strengths?

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198—Am I a Leader? (continued)

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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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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Think about your own characteristics and qualities. What qualities do you find comparable?

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Be a Better Leader

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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200—Be a Good Leader (continued)

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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Urban Legends

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

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**Answers**

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
### Answers (continued)

#### Weekly Base Pay and Commission Calculation

<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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<tr>
<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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<tr>
<td>100.00</td>
<td>900.00</td>
<td>6%</td>
<td>$154.00</td>
</tr>
<tr>
<td>175.00</td>
<td>750.00</td>
<td>15%</td>
<td>$287.56</td>
</tr>
<tr>
<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>

#### Hourly Pay and Overtime Wages

<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>
</tr>
<tr>
<td>48</td>
<td>8.00</td>
<td>$12.00</td>
<td>40</td>
<td>8</td>
<td>$416.00</td>
</tr>
<tr>
<td>54</td>
<td>9.80</td>
<td>$14.75</td>
<td>40</td>
<td>14</td>
<td>$597.60</td>
</tr>
<tr>
<td>44</td>
<td>11.00</td>
<td>$16.50</td>
<td>40</td>
<td>4</td>
<td>$506.00</td>
</tr>
<tr>
<td>50</td>
<td>6.00</td>
<td>$9.00</td>
<td>40</td>
<td>10</td>
<td>$330.00</td>
</tr>
<tr>
<td>60</td>
<td>6.40</td>
<td>$9.60</td>
<td>40</td>
<td>20</td>
<td>$448.00</td>
</tr>
<tr>
<td>51</td>
<td>15.00</td>
<td>$22.50</td>
<td>40</td>
<td>11</td>
<td>$847.50</td>
</tr>
<tr>
<td>58</td>
<td>7.75</td>
<td>$11.625</td>
<td>40</td>
<td>18</td>
<td>$519.25</td>
</tr>
<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>
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
Answers

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>
</tr>
<tr>
<td>April</td>
<td>38,217.00</td>
<td>$40,128.00</td>
<td>$1,404.00</td>
</tr>
<tr>
<td>May</td>
<td>27,120.00</td>
<td>$28,476.00</td>
<td>$997.00</td>
</tr>
<tr>
<td>June</td>
<td>23,105.00</td>
<td>$24,260.00</td>
<td>$849.00</td>
</tr>
<tr>
<td>July</td>
<td>19,765.00</td>
<td>$20,753.00</td>
<td>$726.00</td>
</tr>
<tr>
<td>August</td>
<td>17,016.00</td>
<td>$17,867.00</td>
<td>$625.00</td>
</tr>
<tr>
<td>September</td>
<td>26,055.00</td>
<td>$27,358.00</td>
<td>$958.00</td>
</tr>
<tr>
<td>October</td>
<td>27,650.00</td>
<td>$29,033.00</td>
<td>$1,016.00</td>
</tr>
<tr>
<td>November</td>
<td>34,032.00</td>
<td>$35,734.00</td>
<td>$1,251.00</td>
</tr>
<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.