

Lesson – Exploration of Business Management Careers



Lesson Overview

In this lesson, participants will be introduced to various business management and administration careers. Participants will research and explore pathways in related business management occupations.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify several professions in the business field related to management and administration
- Consider if any of the occupations covered in class are appropriate for them

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	<ul style="list-style-type: none">• <i>Career Exploration Brainstorming Web</i> handout	<ol style="list-style-type: none">1. Print/photocopy <i>Career Exploration Brainstorming Web</i> handout (one for each group)	10 minutes
LEARN	<ul style="list-style-type: none">• List of business management-related careers from brainstorming activity• <i>Career Exploration Research Summary</i> handout	<ol style="list-style-type: none">1. Have the list of careers available from the brainstorming activity as well as the list in this lesson.2. Print/photocopy the <i>Career Exploration Research Summary</i> handout – one for each student	30-90 minutes
REVIEW	<ul style="list-style-type: none">• Questions for panel - optional	<ol style="list-style-type: none">1. Contact three to five local business management or administration-related professionals inviting them to participate in the panel discussion.2. Set up the room with panel seating in the front with audience facing the panel.	45 minutes

Instructor Note: It is recommended to teach this lesson after students have completed the Business Management Simulation experience.

Lesson – Exploration of Business Management-Related Careers

FOCUS: Brainstorming Activity

10 minutes

Purpose:

There are many occupations that relate to business management and administration. Participants may be unaware of the many career opportunities that exist. This activity will get participants to begin thinking about careers surrounding business management and administration.

Materials:

- *Career Exploration Brainstorming Web* handout

Facilitation Steps:

1. The Bureau of Labor Statistics says that Business Administrative Services Managers are projected to grow at 12% through 2022 while business consultants will grow at 19%.

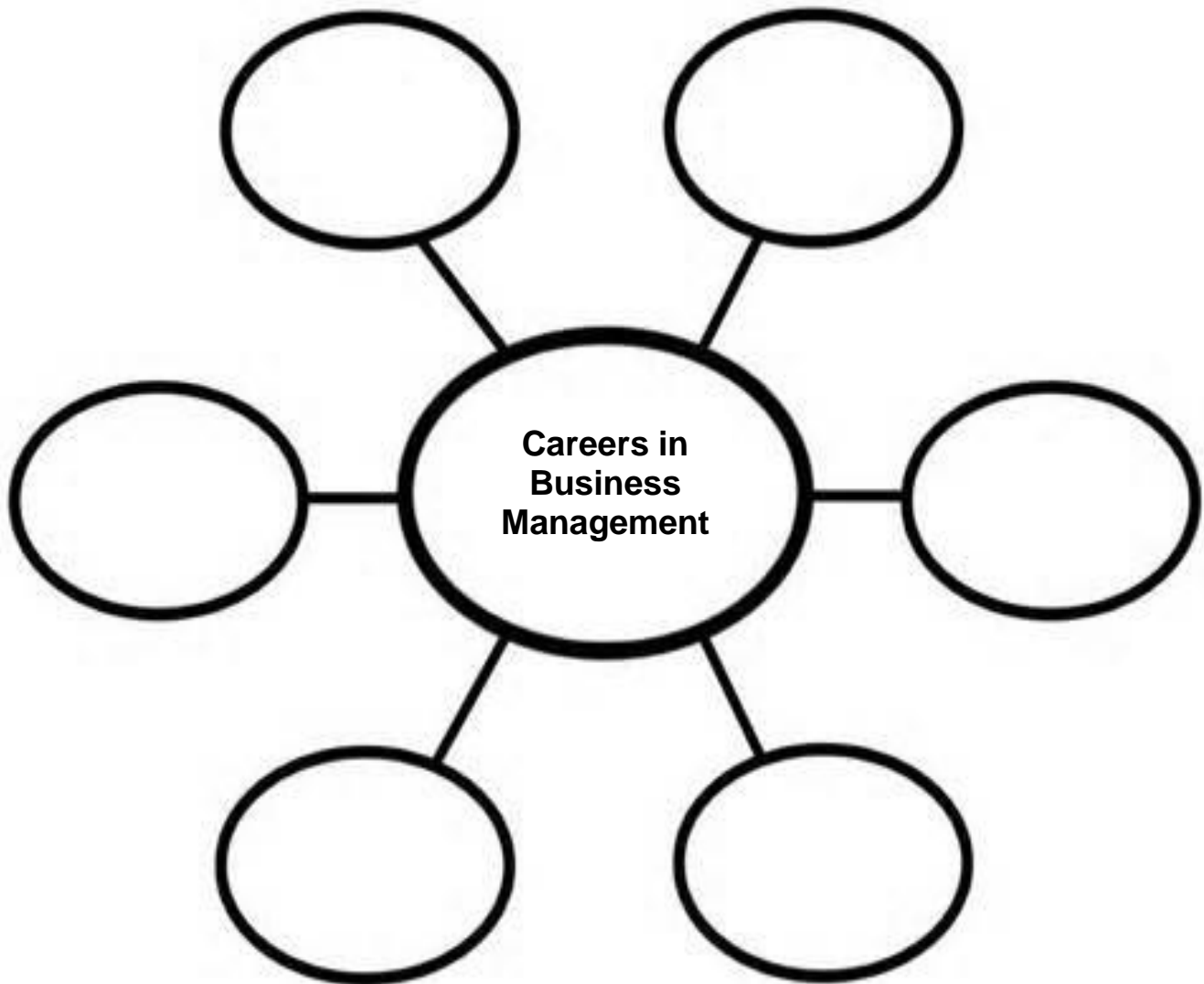
Participants need to be aware of the many opportunities available to choose from in business management and administration.

2. Divide the class into five groups. Make a photocopy for each group of the *Career Exploration Brainstorming Web* handout. After welcoming participants to the class, explain the purpose of the activity, distribute it, and give participants five minutes to complete it.
3. After five minutes, call the groups back together. Ask each group to share one of the careers they identified as relating to business management and administration in their brainstorming session. Write these on a master list on a white board or similar item. Continue calling upon each group until all careers that were brainstormed are written down on the master list.



Career Exploration Brainstorming Web

Directions: With your group, brainstorm as many careers relating to business management and administration as you can in five minutes. Write each career identified in a circle. Draw additional circles as needed.



Lesson –Exploration of Business Management-Related Careers

LEARN: Research Project

30-90 minutes

Purpose:

The purpose of this activity is to have participants take a closer look at business management related career options. Participants will research one career of interest identified from the original brainstorming session. Information learned from the research will be shared with the group via a brief presentation.

Materials:

- List of business management and administration related careers from the brainstorming session
- Library and Internet resources
- *Career Exploration Research Summary* handout

Facilitation Steps:

1. Review the list of business management and administration-related careers from the *Focus* activity. Have students choose one of the careers to explore further. Depending on how many participants are in your class, you can decide whether or not to allow multiple students to research the same career.
2. Give students the *Career Exploration Research Summary* handout. Tell them that they can use the Internet or other sources in the library for their research. Here are a few helpful websites:

www.bls.gov
<http://www.bls.gov/ooh/>
www.careerinfonet.org

www.careervoyages.gov
<http://careerplanning.about.com/od/occupations/a/car>
http://www.myplan.com/careers/index.php_eer_briefs.htm

3. Give students one or two class periods to complete their research. You can also assign this as homework. Students should prepare a short five minute presentation about this career including the information on the summary sheet.
4. Have each student present their chosen business management or administration related career to the group.
5. Here is a suggested grading rubric for the class presentation:

30 points – Completed all information on the *Career Exploration Research Summary* handout

20 points – Prepared for the presentation

20 points – The presentation content was clear, concise and gave a good understanding of the chosen career

20 points – Demonstrated the ability to think critically, taking information from other sources to create something new

10 points – Demonstrated time management skills by delivering a well-planned five minute presentation



Career Exploration Research Summary

Name: _____ Date: _____

Identify and research one career relating to business management or administration. Complete this worksheet for your career choice. Possible sources for information include your school library, public library, Bureau of Labor Statistics website, Occupational Outlook Handbook website, and other career-related websites on the Internet.

Career name: _____

Degree or licenses required: _____

Length of time to complete training or earn degrees: _____

Average starting salary: _____

Job outlook: _____

Short job description:

Skills a person should have to be successful in this career:

Sources used for this project:



List of Business Management and Administration-Related Careers

This is a list of potential careers relating to business management and administration. Add any additional careers that participants may have brainstormed during the *Focus* Activity that are not on the list.

- Chief Executive Officer
- General Manager
- Accounting Manager
- Accounts Payable Manager
- Assistant Credit Manager
- Billing Manager
- Business & Development Manager
- Compensation & Benefits Manager
- Credit & Collections Manager
- Payroll Manager
- Risk Manager
- Operations Manager
- Public Relations Manager
- Human Resource Manager
- Management Analyst
- Facilities Manager
- Association Manager
- Government Manager
- Public Organization Manager
- Manufacturing Manager
- Purchasing Manager
- First Line Supervisor
- Senior Manager
- Management Trainee
- Small Business Owner
- Entrepreneur



Lesson – Exploration of Business Management-Related Careers

REVIEW: Career Panel Discussion

45-60 minutes

Purpose:

To hear from real professionals who work in business management related careers.

Materials:

- Panel of local professionals who work in a variety of related careers (three to five professionals suggested)

Facilitation Steps:

1. Contact local business management and administration-related professionals from a variety of settings and invite them to attend a panel discussion in your class.
2. The day of the panel discussion, set up your space so that there is a table with seating for all panel members at the front of the room. If sound is an issue, have a microphone available.
3. Invite participants in the audience to ask questions to panel members. Remind participants ahead of time to keep questions relevant to work. You may ask participants to submit questions in advance if desired.



Lesson – Career Exploration in Entrepreneurship



Lesson Overview

In this lesson, participants will be introduced to entrepreneurship, including what skills and abilities make a successful entrepreneur.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify career opportunities relating to entrepreneurship
- Self-assess and determine if the student has the interest, skills and aptitude to make a good entrepreneur

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	<ul style="list-style-type: none">• <i>Career Exploration K-W-L</i> handout	1. Print/photocopy <i>Career Exploration K-W-L</i> handout – one for each group	10 minutes
LEARN	<ul style="list-style-type: none">• Entrepreneurship skills self-assessment• <i>Entrepreneurship Research Summary</i> handout	1. Research and choose a free online entrepreneur skills self-assessment 2. Print/photocopy the <i>Entrepreneur Research Summary</i> handout – one for each student	30-90 minutes
REVIEW	<ul style="list-style-type: none">• <i>Career Exploration K-W-L</i> handout• Successful entrepreneur YouTube video (optional)	1. Have the <i>Career Exploration K-W-L</i> handouts available 2. Research and find a YouTube video highlighting a successful entrepreneur	10 minutes

Instructor Note: It is recommended to teach this lesson after students have completed the RealCareer® Business Education Simulations Entrepreneurship Simulation experience.

Lesson – Career Exploration in Entrepreneurship

FOCUS: K-W-L Activity

10 minutes

Purpose:

This activity will define what an entrepreneur is and get students thinking about what they would like to learn about entrepreneurship and if it is a career path they want to pursue.

Materials:

- *Career Exploration K-W-L* handout

Facilitation Steps:

1. Begin by defining Entrepreneurship. Ask students:
 - What is an entrepreneur?
 - What makes someone an entrepreneur?
 - What characteristics do you think a successful entrepreneur should have?

Define an entrepreneur as one who innovates and takes risks in development a business or product. Explain that in this lesson they will explore many ways that a person has to be an entrepreneur.

2. Divide the class into pairs of two to work together. Make a photocopy of the *Career Exploration K-W-L* handout for each pair. Explain the purpose of the activity, distribute it, and give pairs of students five minutes to complete it.
3. After five minutes, call the class back together. Ask each pair to share one thing they already know about entrepreneurship and one thing they'd like to learn about becoming an entrepreneur. Write these on a master list on a white board or similar item. Continue calling upon each pair until everyone has had a chance to contribute to the K and W class chart.

Career Exploration K-W-L

Directions: With your partner, complete the “K” and “W” columns, saving the “L” column for later in the lesson. In the “K” column, identify what you already know about Entrepreneurship. In the “W” column, write down what you would like to learn about a potential career as an entrepreneur.

K	W	L



Lesson – Career Exploration in Entrepreneurship

LEARN: Research Project

30-90 minutes

Purpose:

The purpose of this activity is to have participants take a closer look at the skills and abilities needed to become an entrepreneur. They will also look at the variety of career options available as an entrepreneur. Participants will research an entrepreneur and prepare a class presentation.

Materials:

- Entrepreneur Skills Self-Assessment (research and choose one available online)
- Library and Internet resources
- *Entrepreneur Research Summary* handout

Facilitation Steps:

1. Ask students what skills they believe would be most important for a successful entrepreneur to possess. Write these on the board.
2. Conduct a five to ten minute self-assessment on the skills and abilities needed to become a successful entrepreneur. There are many free assessments available online. Do a keyword search for 'entrepreneur self-assessment' to find these resources. Below are a few to choose from:

<http://bdc.ca/EN/articles-tools/entrepreneur-toolkit/business-assessments/Pages/self-assessment-test-your-entrepreneurial-potential.aspx>

<http://www.forbes.com/sites/tompost/2012/06/04/are-you-an-entrepreneur-startup/>

<http://www.wrdf.org/wp-content/uploads/Entrepreneur-Self-Assessment-Survey.pdf>

<http://www.youronestopcenter.com/entrepreneur-test.php>

3. Share the outcome of the self-assessment if students are willing. Are some surprised that they rated higher than they expected to? Are some also surprised to learn that being an entrepreneur may not be a good choice for them?
4. Explain that there are many ways that a person can become an entrepreneur. Some of these are:
 - a. To start a new business concept
 - b. To buy a franchise
 - c. To buy an existing business
 - d. To copy an existing concept
 - e. To become a one person consulting or services firm
 - f. To start a 'work from home' business
5. Give students the *Entrepreneur Research Summary* handout. Tell them that they can use the Internet or other sources in the library for their research. Here are a few helpful websites:

www.bls.gov
<http://www.bls.gov/ooh/>
www.careerinfonet.org
www.careervoyages.gov
http://careerplanning.about.com/od/occupations/a/career_briefs.htm
<http://www.myplan.com/careers/index.php>
<http://www.onetonline.org/find/career?c=10&g=Go>
6. Give students one or two class periods to complete their research. You can also assign this as homework. Students should prepare a short five minute presentation about this entrepreneur including the information on the summary sheet.
7. Have each student present their chosen entrepreneur to the group.
8. Here is a suggested grading rubric for the class presentation:

30 points – Completed all information on the *Entrepreneur Research Summary* handout



20 points – Prepared for the presentation

20 points – The presentation content was clear, concise and gave a good understanding of the chosen career

20 points – Demonstrated the ability to think critically, taking information from other sources to create something new

10 points – Demonstrated time management skills by delivering a well-planned five minutes presentation



Entrepreneur Research Summary

Identify and research one person who is/was a successful entrepreneur. Complete this worksheet for your entrepreneur choice. Possible sources for information include your school library, public library, websites on the Internet, YouTube and more.

Entrepreneur Name: _____

What influenced them to become an entrepreneur?

How does this person fit the definition of an entrepreneur?

How did this person measure whether they were successful or not?

Sources used for information above:



Lesson – Career Exploration in Entrepreneurship

REVIEW: What have you learned...?

10 minutes

Purpose:

To review what they have learned about entrepreneurship career opportunities.

Materials:

- *Career Exploration K-W-L* handout

Facilitation Steps:

1. Have students pair up with the person they worked with at the beginning of the lesson to complete the K-W sections of the handout.
2. Have students complete the “L” column on the handout, identifying things they have learned about being an entrepreneur. Give students five minutes to complete this task.

3. After five minutes, call the class back together. Ask each pair to share one thing they learned about being an entrepreneur. Write these on a master list on a white board or similar item. Continue calling upon each pair until everyone has had a chance to contribute to the “L” class chart.

Extension Activity:

Find a YouTube video highlighting the story of a successful entrepreneur. There are dozens to choose from.

Lesson – Careers in Business Finance



Lesson Overview

In this lesson, students will be introduced to various careers relating to business finance. It will specifically focus on occupations within the Finance Career Cluster, Business Finance pathway.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify career opportunities relating to business finance
- Consider if any of the occupations covered in class are appropriate for them

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	<ul style="list-style-type: none"> • <i>Business Finance Skills and Abilities</i> list 	1. None	10 minutes
LEARN	<ul style="list-style-type: none"> • <i>Job Description Project</i> instructions • <i>Job Postings</i> handout 	1. Print/photocopy the <i>Job Description Project</i> instructions and <i>Job Postings</i> handout – one for each student	30-90 minutes
REVIEW	<ul style="list-style-type: none"> • <i>Careers Review Quiz</i> and <i>Answer Key</i> • Questions for panel - optional 	<ol style="list-style-type: none"> 1. Print/photocopy the <i>Careers Review Quiz</i> – one for each student 2. Contact four local professionals inviting them to participate in the panel discussion. 3. Set up the room with panel seating in the front with audience facing the panel. 	10 minutes

Instructor Note: It is recommended to teach this lesson after students have completed the RealCareer® Business Education Simulations Business Finance Simulation experience.

Lesson – Careers in Business Finance

FOCUS: Business Finance Skills and Abilities

5-10 minutes

Purpose:

The financial manager in a business is a key decision maker, often the second most important decision maker in the organization besides the business owner, or CEO. He makes daily decisions that affect the company's cash position and its overall financial health -- including the company's ability to grow and expand. This lesson will help your students understand the vital role these professionals play in a business.

Materials:

- *Business Finance Skills and Abilities* list











Facilitation Steps:

1. Ask students the following question: What skills and abilities should an effective business financial manager have?
2. Write these on a master list on a white board or similar item. Continue calling upon students until everyone has had a chance to contribute to the list.
3. Share a list of skills and abilities for financial managers from a career or occupational website such as O*NET Online (see attached):
<http://www.onetonline.org/link/details/11-3031.02>











Financial Manager Skills and Abilities

Skills

Importance Skill/Ability

- 75  **Active Listening** — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- 75  **Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- 75  **Monitoring** — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- 75  **Reading Comprehension** — Understanding written sentences and paragraphs in work related documents.
- 75  **Speaking** — Talking to others to convey information effectively.
- 72  **Judgment and Decision Making** — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- 72  **Writing** — Communicating effectively in writing as appropriate for the needs of the audience.
- 69  **Active Learning** — Understanding the implications of new information for both current and future problem-solving and decision-making.
- 69  **Complex Problem Solving** — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- 69  **Coordination** — Adjusting actions in relation to others' actions.

Abilities

- 78  **Oral Expression** — The ability to communicate information and ideas in speaking so others will understand.
- 75  **Deductive Reasoning** — The ability to apply general rules to specific problems to produce answers that make sense.
- 75  **Oral Comprehension** — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- 75  **Problem Sensitivity** — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- 75  **Speech Clarity** — The ability to speak clearly so others can understand you.
- 75  **Speech Recognition** — The ability to identify and understand the speech of another person.
- 75  **Written Comprehension** — The ability to read and understand information and ideas presented in writing.
- 72  **Inductive Reasoning** — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- 72  **Near Vision** — The ability to see details at close range (within a few feet of the observer).
- 72  **Written Expression** — The ability to communicate information and ideas in writing so others will understand.

Lesson – Careers in Business Finance

LEARN: Job Description Project

30-90 minutes

Purpose:

The purpose of this activity is to have participants take a closer look at four careers that deal with business finance: financial manager/controller, financial analyst, accountant and internal auditor.

Materials:

- Library and Internet resources
- *Job Description Project* instructions
- *Job Postings* handout

Facilitation Steps:

1. Give students the *Job Description Project* instructions. Tell them that they can use the Internet or other sources in the library for their research. Here are a few helpful websites:

www.bls.gov
<http://www.bls.gov/ooh/>
www.careerinfonet.org
www.careervoyages.gov
http://careerplanning.about.com/od/occupations/a/career_briefs.htm
<http://www.myplan.com/careers/index.php>
<http://www.onetonline.org/find/career?c=10&g=Go>

2. Give students one or two class periods to complete their research. You can also assign this as homework. Students should prepare a job posting for each of the four positions listed in the instructions. You may give the students the *Job Postings* handout for this task.
3. The suggested grading rubric for the Job Description Project is 25 points for each of the completed job postings if all information is complete. Deduct points if information is missed in required sections.



Job Description Project

Scenario: You are the Director of Human Resources for a new manufacturing plant that focuses on a wide variety of products. Your task is to hire four new employees that will work in your financial department. You will be completing job postings for each of the four positions – financial manager/controller, financial analyst, accountant and internal auditor. For each job posting, you must include the following information:

- Job title
- Degree, certification or licenses required
- Summary of the general nature and level of the job
- List of duties or tasks performed critical to success
- Job location where the work will be performed (environment)
- Equipment to be used in the performance of the job (if any)
- Starting salary range (per year or per hour)

You may photocopy and use the *Job Postings* handout. Prepare four different job postings, one for each position that you need to hire.



Job Postings

Job Title	
Degree, certification or licenses required	
Summary and level of the job	
List of duties or tasks	
Job location and work environment	
Equipment to be used – if anything specific	
Starting salary (per year or per hour)	



Lesson – Careers in Business Finance

REVIEW: What have you learned...?

5-10 minutes

Purpose:

To review what they have learned about career opportunities relating to business finance.

Materials:

- *Careers Review Quiz* and *Answer Key*

Facilitation Steps:

1. Give each student the *Careers Review Quiz*. Give them five to ten minutes to complete it.
2. Grade it using the *Answer Key* provided or have students orally answer questions as a group discussion.

Extension Activity: Contact a local CFO, accountant, financial manager, finance consultant or other related professional inviting them to attend a panel discussion in your class.

The day of the panel discussion, set up your space so that there is a table with seating for all panel members at the front of the room. If sound is an issue, have a microphone available.

Invite participants in the audience to ask questions to panel members. Remind participants ahead of time to keep questions relevant to work. You may ask participants to submit questions in advance if desired.

Careers Review Quiz

1. Which two occupations, which are closely related, ensure that financial records are accurate and taxes are paid properly and on time? (choose two)
 - a. Auditor
 - b. Financial Analyst
 - c. Human Resources Manager
 - d. Accountant
2. Which occupation provides guidance to businesses making investment decisions?
 - a. Auditor
 - b. Financial Analyst
 - c. Accountant
 - d. Controller
3. What are typical job duties that a Controller would perform? (choose all that apply)
 - a. Assure financial plans are consistent with organizational goals
 - b. Supervise overall operations
 - c. Make deposits in banks
 - d. Safeguard assets and assure accurate and timely recording of all transactions
 - e. Hire and train sales personnel
4. What kind of licenses or degrees do you need be an internal auditor? (choose all that apply)
 - a. High school diploma
 - b. Bachelor's degree in accounting
 - c. Master's degree
 - d. CPA certification
5. Indicate one way each of the following occupations use financial information for decision-making on the job.

Controller: _____

Financial Analyst: _____

Internal Auditor: _____

Accountant: _____



Careers Review Quiz

1. Which two occupations, which are closely related, ensure that financial records are accurate and taxes are paid properly and on time? (choose two)
 - a. **Auditor**
 - b. Financial Analyst
 - c. Human Resources Manager
 - d. **Accountant**
2. Which occupation provides guidance to businesses making investment decisions?
 - a. Auditor
 - b. **Financial Analyst**
 - c. Accountant
 - d. Controller
3. What are typical job duties that a Controller would perform? (choose all that apply)
 - a. **Assure financial plans are consistent with organizational goals**
 - b. **Supervise overall operations**
 - c. Make deposits in banks
 - d. **Safeguard assets and assure accurate and timely recording of all transactions**
 - e. Hire and train sales personnel
4. What kind of licenses or degrees do you need be an internal auditor? (choose all that apply)
 - a. **High school diploma**
 - b. **Bachelor's degree in accounting**
 - c. Master's degree (for career advancement but not mandatory)
 - d. CPA certification (for career advancement but not mandatory)
5. Indicate one way each of the following occupations use financial information for decision-making on the job. **Answers will vary.**

Controller: _____

Financial Analyst: _____

Internal Auditor: _____

Accountant: _____



Lesson – Exploration of Careers in



Lesson Overview

In this lesson, participants will be introduced to various marketing career pathways such as marketing management, professional sales, merchandising, marketing communications and marketing research.

Marketing

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify several professions in the marketing career cluster
- Consider if any of the occupations covered in class are appropriate for them

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	<ul style="list-style-type: none">• <i>Career Exploration Brainstorming Web</i> handout	1. Print/photocopy <i>Career Exploration Brainstorming Web</i> handout – one for each group	10 minutes
LEARN	<ul style="list-style-type: none">• List of marketing careers from brainstorming activity• <i>Career Exploration Graphic Organizer</i> handout	1. Have the list of careers available from the brainstorming activity as well as the list in this lesson. 2. Print/photocopy the <i>Career Exploration Graphic Organizer</i> handout – one for each student	30-90 minutes
REVIEW	<ul style="list-style-type: none">• Questions for panel - optional	1. Contact three to five local marketing professionals from a variety of related occupations, inviting them to participate in the panel discussion. 2. Set up the room with panel seating in the front with audience facing panel.	45 minutes

Instructor Note: It is recommended to teach this lesson after students have completed the RealCareer® Business Education Simulations Business Management or Entrepreneurship simulation experience.

Lesson – Exploration of Careers in Marketing

FOCUS: Brainstorming Activity

10 minutes

Purpose:

There are many occupations that involve working in marketing. Participants may be unaware of the many career opportunities that exist. This activity will get participants to begin thinking about careers surrounding various marketing pathways.

Materials:

- *Career Exploration Brainstorming Web* handout

Facilitation Steps:

1. If your students enjoy the thought of working in marketing, they need to be aware of the many opportunities available within the Marketing Career Cluster. Define the Marketing Cluster as “Planning, managing and performing marketing activities to reach organizational objectives.”

See more at:

<http://www.careertech.org/marketing>

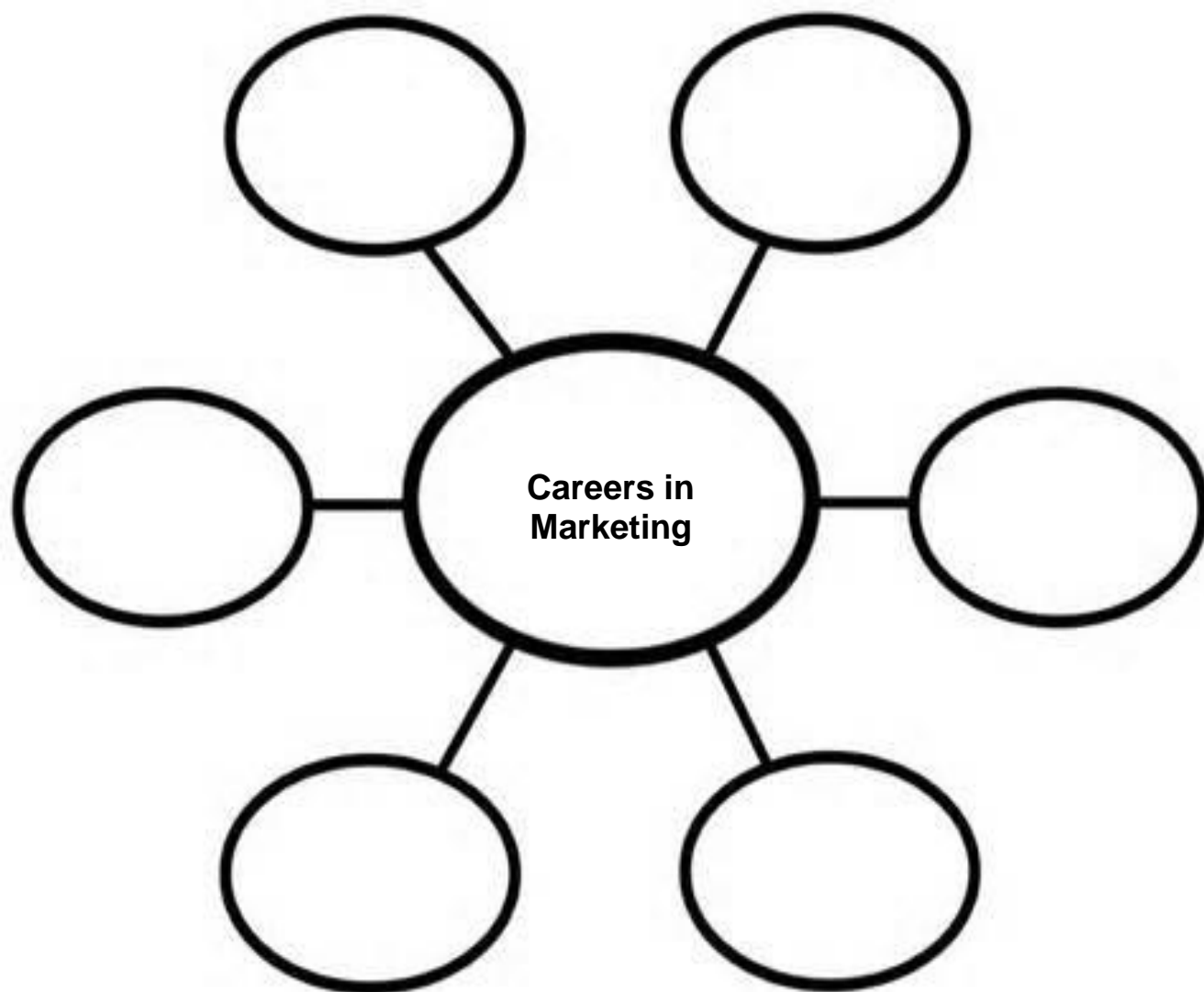
2. Divide the class into five groups. Make a photocopy for each group of the *Career Exploration Brainstorming Web* handout. After welcoming participants to the class, explain the purpose of the activity, distribute it, and give participants five minutes to complete it.
3. After five minutes, call the groups back together. Ask each group to share one of the careers they identified as relating to marketing in their brainstorming session. Write these on a master list on a white board or similar item. Continue calling upon each group until all careers that were brainstormed are written down on the master list.

Extension Activity – Your students can take a self-assessment of their skills to see if marketing is a good area for them. Your guidance counselor may have resources available or you could go to an example of a general career interest inventory: <http://www.iseek.org/careers/clusterSurvey>



Career Exploration Brainstorming Web

Directions: With your group, brainstorm as many careers working in marketing as you can in five minutes. Write each career identified in a circle. Draw additional circles as needed.



Lesson – Exploration of Careers in Marketing

LEARN: Compare and Contrast Careers Project

30-90 minutes

Purpose:

The purpose of this activity is to have participants take a closer look at marketing-related career options. Participants will research and compare/contrast two careers of interest. Information learned from the research will be shared with the class via a brief presentation.

Materials:

- List of Marketing-related careers (from the brainstorming session)
- Library and Internet resources
- *Career Exploration Graphic Organizer* handout

Facilitation Steps:

1. Review the list of marketing-related from the Focus activity. Have students choose two of the careers to explore further. Depending on how many participants are in your class, you can decide whether or not to allow multiple students to comparing and contrasting the careers.
2. Give students the *Career Exploration Graphic Organizer* handout. Tell them that they can use the Internet or other sources in the library for their research. Here are a few helpful websites:

www.bls.gov
<http://www.bls.gov/ooh/>
www.careerinfonet.org
www.careervoyages.gov

<http://careerplanning.about.com/od/occupations/a/car>
<http://www.myplan.com/careers/index.php>
[eer_briefs.htm](http://www.onetonline.org/find/career?c=10&g=Go)
<http://www.onetonline.org/find/career?c=10&g=Go>

3. Give students one or two class periods to complete their research. You can also assign this as homework. Students should prepare a short five minute presentation about these careers including the information on the graphic organizer.
4. Have each student present their marketing-related careers to the group.
5. Here is a suggested grading rubric for the class presentation:

50 points – Completed all information on the *Career Exploration Graphic Organizer* handout

10 points – Prepared for the presentation

10 points – The presentation content was clear, concise and gave a good understanding of the chosen careers

20 points – Demonstrated the ability to think critically, taking information from other sources to create something new

10 points – Demonstrated time management skills by delivering a well-planned 5 minutes presentation



Career Exploration Graphic Organizer

Name: _____ Date: _____

Compare and contrast two careers working in Marketing (in different pathways if possible). Potential sources for information include your school library, public library, Bureau of Labor Statistics website, Occupational Outlook Handbook website, and other career-related websites on the Internet.

	Career #1 -	Career #2 -
Degree or licenses required		
Length of time to complete training or earn degrees		
Average starting salary per year		
Average hourly wage		
Job outlook		
5 skills needed for this job		
Describe the job setting		
What are the primary job duties?		
Do you work alone or with people?		
What needs or wants does this occupation fill?		
What is one thing an employer would expect from someone in this position?		
What kinds of people will be successful in this career?		



List of Marketing Careers

This is a list of potential marketing-related careers. Add any additional careers that participants may have brainstormed during the Focus Activity that are not on the list.

Marketing Management

- Entrepreneurs
- Owners
- Small Business Owners
- Presidents
- Chief Executive Officers
- Principals
- Partners
- Proprietors
- Franchisees
- Independent X's (e.g., distributor)
- Customer Service Representatives
- Administrative Support Representatives (e.g., human resources, clerical, finance, technical)

Merchandising

- Store Managers
- Retail Marketing Coordinators
- Merchandising Managers
- Merchandise Buyers
- Operations Managers
- Visual Merchandise Managers
- Sales Managers
- Department Managers
- Sales Associates
- Customer Service Representatives
- Clerks (e.g., stock, receiving, etc.)
- Administrative Support

Professional Selling

- Inbound Call Managers
- Channel Sales Managers
- Regional Sales Managers
- Client Relationship Managers
- Business Development Managers
- Territory Representatives / Managers
- Key Account Managers
- National Account Managers
- Account Executives
- Sales Engineers
- Sales Executives
- Technical Sales Specialists
- Retail Sales Specialists (big ticket)
- Outside Sales Representatives
- Industrial Sales Representatives
- Manufacturer's Representatives
- Salespersons
- Field Marketing Representatives
- Brokers
- Agents
- Field Representatives
- Solutions Advisors
- Sales/Marketing Associates
- Telemarketers/Inside Sales Representatives
- Customer Service Representatives
- Administrative Support Representatives (e.g., human resources, clerical, finance, technical)

Marketing Communications

- Advertising Managers
- Public Relations Managers
- Public Information Directors
- Sales Promotion Managers
- Co-op Managers
- Trade Show Managers
- Circulation Managers
- Promotions Managers
- Art/Graphics Directors
- Creative Directors
- Account Executives
- Account Supervisors
- Sales Representatives
- Marketing Associates
- Media Buyers/Planners
- Interactive Media Specialists
- Analysts
- Contract Administrators
- Copywriters
- Research Specialists
- Research Assistants
- Customer Service Representatives

Marketing Research

- Database Managers
- Research Specialists / Managers
- Brand Managers
- Marketing Services Managers
- Customer Satisfaction Managers
- (Research) Project Managers
- CRM Managers
- Forecasting Managers
- Strategic Planners, Marketing
- Product Planners
- Planning Analysts
- Directors of Market Development
- Database Analysts
- Analysts
- Research Associates
- Frequency Marketing Specialists
- Knowledge Management Specialists
- Interviewers

Lesson – Exploration of Careers in Marketing

REVIEW: Career Panel Discussion

45-60 minutes

Purpose:

To hear from real professionals who work in marketing-related careers.

Materials:

- Panel of local professionals who work in a variety of related careers (three to five professionals suggested)

Facilitation Steps:

1. Contact local marketing professional from a variety of settings inviting them to attend a panel discussion in your class.
2. The day of the panel discussion, set up your space so that there is a table with seating for all panel members at the front of the room. If sound is an issue, have a microphone available.
3. Invite participants in the audience to ask questions to panel members. Remind participants ahead of time to keep questions relevant to work. You may ask participants to submit questions in advance if desired.



Lesson – Writing an Effective Resume and Cover Letter



Lesson Overview

In this lesson, participants will learn the purpose of and basic rules for writing an effective resume and cover letter.

Lesson Objectives

After completing this lesson, participants will be able to:

- Analyze sample resumes and cover letters, identifying those which are effective and those which are not
- Identify the basic parts of a resume and create their own resume
- Define the standard format of an effective cover letter and create their own cover letter

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	<ul style="list-style-type: none">• Paper	<ol style="list-style-type: none">1. Paper for the group recorder	15 minutes
LEARN	<ul style="list-style-type: none">• Resume samples• <i>Resume Building Questionnaire</i> handout• Cover letter samples• <i>Cover Letter Graphic Organizer</i> handout	<ol style="list-style-type: none">1. Have several resume samples for students to review.2. Print/photocopy the <i>Resume Building Questionnaire</i> – one per student3. Have several cover letter samples for students to review.4. Print/photocopy the <i>Cover Letter Graphic Organizer</i> – one per student	30-90 minutes (Part 1) 30-90 minutes (Part 2)
REVIEW	<ul style="list-style-type: none">• Questions for panel – optional• Sample job applications	<ol style="list-style-type: none">1. Contact local human resources professionals inviting them to participate in the panel discussion.	45-60 minutes

		2. Contact local businesses who are hiring to participate in a job fair 3. Acquire job applications for local positions	
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Lesson – Writing an Effective Resume and Cover Letter

FOCUS: Brainstorming Activity

15 minutes

Purpose:

Resumes are necessary as students begin to search for their first jobs in high school and into the future. A well-written resume can mean the difference between getting an interview and being overlooked. This activity will get students thinking about resumes and the purpose behind them.

Materials:

- Paper for small groups:

1. Break students into small groups of three or four. Have each group brainstorm answers to the following questions. Choose one student from each group to be the recorder and write down the answers.
 - a. What is the purpose of a resume?
 - b. How long should a resume be?
 - c. What information should be on a resume?

2. Ask each group's recorder to share the answers with the rest of the class for each of the questions. Give students the following information to think about.
 - a. The purpose of a resume is to inform the reader of the resume information about you in order to accomplish a goal – getting a job, getting into college, getting a scholarship etc. People may have several different reasons to use a resume.
 - b. A general rule is to keep a resume one to two pages long.
 - c. Information on a typical resume would include:
 - Contact information
 - Education
 - Work experience
 - Volunteer experience
 - Special skills – technical, communication, leadership etc.
 - Objective

Lesson – Writing an Effective Resume and Cover Letter

LEARN: Writing a Resume

30-90 minutes

Purpose:

The purpose of this activity is to have participants learn about the key parts to a resume and draft their own resume.

Materials:

- *Resume Building Questionnaire*

Facilitation Steps:

1. Give students the following resume writing tips to consider:
 - Resumes should be written in active voice
 - Keep it short and succinct – one or two pages
 - Objective – customized for the job / purpose
 - Work experience – most recent listed first in chronological order going backward
 - Relevant skills for the position you are seeking
 - Use work-oriented action words
 - Keep it truthful and accurate – no exaggeration!
 - Be ready to provide references if asked
 - Resumes should be typed
 - Print them on high quality paper
2. Find sample resumes online and share with the class. Compare the resumes with the list of information and tips you have shared. Identify what parts of each resume are effective and which you believe could be improved.
3. Give each student the *Resume Building Questionnaire*. Explain that students should fill this form out as completely as possible as it will provide a majority of the content that they will use in their resume draft.
4. Have students create a first draft of their resume using the information from the *Resume Building Questionnaire*. If possible, find a free resume writing template for students to use. Microsoft Word and Publisher have templates that could be used. There are also many websites if you do a keyword search on “free resume template.” You can also search for resume samples on Google images if you put in ‘resume.’ If you do not wish to use a template for your students, simply supply your students with a resume sample in a layout you like and they can create their resume in a similar fashion.
5. Have students peer edit the first draft of the resume that they create. Have students check for:
 - Spelling, grammar and punctuation
 - Required information
 - Completeness
 - Writing tense
6. Students will do a final revision and turn in the completed resume to the instructor. You can choose to grade them at that time per your own rubric. Or you can get volunteers from the business community to look at them and write comments including whether they would interview the student based on the resume, along with any tips for making it even better.

Resume Building Questionnaire

Personal Information

Name (Last, First, Middle Initial): _____

Address: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Work Phone: _____

Email Address: _____

Education

College -

Name of Institution: _____

Location (City and State): _____

Dates of Attendance: _____

Degree/Certificate: _____

Major/Area of Study: _____

GPA: _____ Year Earned: _____

High School -

Name of Institution: _____

Location (City and State): _____

Dates of Attendance: _____

Degree/Certificate: _____

Major/Area of Study: _____

GPA: _____ Year Earned: _____



Work Experience

Current Job or Last Position Held –

Employer/Company: _____

Title/Position: _____

Address (City/State): _____

Dates of Employment (Month/Year): _____

Supervisor or Manager: _____

Job Duties: _____

Reason for Leaving: _____

Starting Salary: _____ Ending Salary: _____

Previous Position Held -

Employer/Company: _____

Title/Position: _____

Address (City/State): _____

Dates of Employment (Month/Year): _____

Supervisor or Manager: _____

Job Duties: _____

Reason for Leaving: _____

Starting Salary: _____ Ending Salary: _____



Previous Position Held -

Employer/Company: _____

Title/Position: _____

Address (City/State): _____

Dates of Employment (Month/Year): _____

Supervisor or Manager: _____

Job Duties: _____

Reason for Leaving: _____

Starting Salary: _____ Ending Salary: _____

Previous Position Held -

Employer/Company: _____

Title/Position: _____

Address (City/State): _____

Dates of Employment (Month/Year): _____

Supervisor or Manager: _____

Job Duties: _____

Reason for Leaving: _____

Starting Salary: _____ Ending Salary: _____



Student Activities, Organizations and Awards

Name of Activity, Club or Organization: _____

Dates of Involvement: _____

Your Involvement, Position or Award: _____

Name of Activity, Club or Organization: _____

Dates of Involvement: _____

Your Involvement, Position or Award: _____

Name of Activity, Club or Organization: _____

Dates of Involvement: _____

Your Involvement, Position or Award: _____

Name of Activity, Club or Organization: _____

Dates of Involvement: _____

Your Involvement, Position or Award: _____

Name of Activity, Club or Organization: _____

Dates of Involvement: _____

Your Involvement, Position or Award: _____

Name of Activity, Club or Organization: _____

Dates of Involvement: _____

Your Involvement, Position or Award: _____



Skills

Technical Skills: (List All That Apply and Degree of Proficiency)

Communication Skills:

Leadership Skills:

Other Relevant Skills to the Position:

Objective

What do you wish to accomplish with your resume? What qualifications or attributes set you apart from other candidates?



Lesson – Writing an Effective Resume and Cover Letter

LEARN: Writing a Cover Letter

30-90 minutes

Purpose:

The purpose of this activity is to have participants learn about standard format to writing a cover letter and write an effective one for a specific job listing.

Materials:

- *Cover Letter Graphic Organizer*

Facilitation Steps:

1. Introduce cover letters

Tell students that the purpose of a cover letter is to introduce the reader to the writer. It allows the person applying for a position to personalize the resume, allowing the person applying to provide more detail about him or herself and any relevant experience. Cover letters can give you a ‘voice’ and make your resume more memorable to the reader.

Review the standard parts of a cover letter with students:

- Heading
- Date
- Salutation
- Body Paragraphs
- Closing
- Signature

This should be written like a standard business letter and follow the above flow including each of these parts.

2. Divide students into small groups of three or four students. Give each group a sample cover letter. Sample cover letters can be found in many places online, or you can write some samples of your own. Have each group critique the cover letter, analyzing the following aspects:

- Does it include each of the 6 main parts?
- How is the grammar, punctuation and spelling?
- Does the content relate to the job they are applying for?
- Would you interview this candidate based on their cover letter?
- What could they have done better?
- Rate the effectiveness from 1 to 5 with 5 being the most effective and 1 being least

3. Give each student *the Cover Letter Graphic Organizer* to help with the initial draft.

4. Have each student look for a potential job that they would like to apply for. They should print out the job listing and bring it to the next class. Or you can provide a variety of job listings for student to choose from. Students will use this job listing to write a cover letter. For this exercise, it can be a professional or skilled occupation that they may not be qualified for at the moment as high school students. We want to use this as an exercise to draft a cover letter that is appropriate for the position being sought. For example, if they choose to apply for a Pediatrician position, they will need to craft a cover letter that includes some content about their ‘current experience as a pediatrician or experience as a resident.’ Instructors may also choose to have students only write cover letters for positions that they are qualified for as high school students such as food service, retail, childcare providers or other such positions.

5. Have students peer edit the first draft of the cover letter that they create. Have students check for:
 - Spelling, grammar and punctuation
 - Required information
 - Completeness
6. Have students revise their cover letter and turn in the final draft to the instructor.
7. There are dozens of resume and cover letter rubrics online to choose from or create your own.

Cover Letter Graphic Organizer

When writing a cover letter, each should include a heading, date, intended recipient, salutation, body, closing and signatures

Heading (About you) Name Street Address City, State, ZIP Phone Number Email Address	Skip 1 line
Date	Skip 2 lines
Intended Recipient Recipient's Name (if known) Job Title or Department Company Name Street Address City, State, ZIP	Skip 1 line
Salutation Dear Name: (use a colon, not a comma)	Skip 1 line
Body Introductory Paragraph (Why you are writing) Body of Letter (Show your knowledge of the organization and highlight your ability to do the job. Mention 2 or 3 important or unique qualifications that make you a good fit.)	Skip 1 line
Closing Express appreciation and write an action statement that you expect to have happen.	Skip 1 line
Sincerely,	Skip 1 line
Signature Your Name (typed with handwritten signature above)	Skip 3 or 4 lines

Lesson – Writing an Effective Resume and Cover Letter

REVIEW: Extension Activities

45-60 minutes

Purpose:

To apply resume and cover letter writing to real life.

Materials:

- Job applications
- Panel questions

Facilitation Steps:

1. Invite local human resource professionals to class to discuss their experiences with reading resumes and cover letters, writing job listings and interviewing.
2. Hold a job fair in your class inviting local businesses who are hiring to send representatives who can accept and review resumes and do interviews if possible.
3. Some jobs require that a job application, rather than resume, be filled out. Acquire job applications for some location positions and share this with students. Show how a well-constructed resume can make completing applications much easier!