ABSTRACT

This curriculum guide is designed to be used with a distributive education course offering. It provides students, at the middle or junior high school level, an opportunity to explore marketing services careers. The guide is divided into two sections: The Teacher's Guide and Student Materials. The Teacher's Guide is composed of eleven units: (1) Making It in Marketing Services, (2) Real Estate, (3) Finance, (4) Insurance, (5) Transportation, (6) Communication, (7) Recreation, (8) Business Services, (9) Personal Services, (10) Lodging/Food, and (11) Special Activities (a unit which may be used throughout the course). These units are separated into three areas: (1) Unit Overviews, which includes a competency statement, performance objectives, concepts developed, suggested equipment, recommended materials, consumable supplies needed, and special resources, (2) Evaluation Keys, and (3) Learning Activities, which contain group and individual learning activities for each performance objective, as well as special media applicable to each objective and its set of learning activities. The Student Materials section covers the areas of: (1) Student Handouts, (2) Scene and Survey Evaluation Instruments, and (3) Special Resources, which includes audio-visual resources, resource publications, commercial games, and resource organizations and agencies. (HD)
making it in marketing services

Florida Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
Vocational, Technical, and Adult Education Division

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This public document was promulgated at an annual cost of $18,040.95 or $6.01 per copy to provide suggested performance objectives, learning activities, and evaluation instruments to Distributive Education teachers for their use in Distributive Education offerings at the middle and/or junior high school level.
FOREWORD

Exploration of Marketing Service Careers is a Distributive Education offering which is designed as a semester unit of instruction at the middle or junior high school level. It represents the second phase of a comprehensive pre-vocational career program.

This course is one of the elective courses in Distributive Education designed as a follow-up to, "Orientation to Marketing Careers." It provides the student with an opportunity to explore in greater depth, the varied career opportunities available within marketing service industries.

In this offering, the student is made aware of the broad field of marketing activities and the careers available to him within the various marketing service institutions. He has an opportunity to experience the tasks performed by marketers through "hands-on activity" projects.

This curriculum guide is divided into two major sections: The Teacher's Guide Section and the Student Materials Section.

The Teacher's Guide Section is composed of twelve units. The first eleven units cover the content of the course. The twelfth unit called SPECIAL ACTIVITIES contains materials which may be used throughout the course.

Each of the eleven units for the teacher is separated into three areas:

UNIT OVERVIEW
EVALUATION KEYS
LEARNING ACTIVITIES

Each unit overview includes: a competency statement, performance objectives, concepts developed, suggested equipment, recommended materials, consumable supplies needed and special resources.

The evaluation keys which follow the unit overview reflect the answers to the Scene and Survey Evaluation Instruments found in the Student Materials Section.

The Learning Activities area of each unit contains group and individual learning activities for each performance objective, as well as special media applicable to each objective and its set of learning activities.
The student materials section is composed of three areas in the following order:

STUDENT HANDOUTS
EVALUATION INSTRUMENTS
SPECIAL RESOURCES

At the completion of this Exploration of Marketing Services Careers offering, it is anticipated that the student will:

... demonstrate an awareness of the major marketing activities and the vast number of opportunities available to him within the broad field of marketing services

... relate the importance of marketing in the economy and the value of the tasks performed within the marketing service occupations

... reflect an understanding of the role marketing service personnel play in the distribution of goods and services from the producer to the consumer or business user

... display an awareness of career development patterns from entry level to the management/specialist level of occupations in marketing service institutions; identify initial career goals and values and assess them according to careers in marketing service industries

... exhibit a better understanding of his self-identity and the role he may assume in society.
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INTRODUCTION

This Exploration of Marketing Service Careers guide has been developed around fourteen types of marketing service industries. Most of these areas have been handled in a separate unit. A few have been grouped together.

The first unit is intended to give the student an overall view and understanding of the channels of distribution and the major marketing functions which occur throughout the channels in all kinds of businesses and industries, including marketing service institutions. In addition the first unit, “Making It In Marketing Services,” describes fourteen types of marketing service businesses and relates how the eight major marketing functions are performed by personnel within all of them.

Within each Unit Overview of the teacher’s guide section, you will find the following components in this designated order:

TEACHER’S GUIDE SECTION

Within each Unit Overview of the teacher’s guide section, you will find the following components in this designated order:

1. Competency—an overall statement of what the student is expected to attain.

2. Performance Objectives—specific steps which the student should accomplish in the sequential order that he should perform them. For example, the first objective will indicate the beginning or knowledge level at which he should demonstrate proficiency before continuing to a higher level indicated by the second objective.

3. Concepts—an overview of the major ideas or content that is suggested for that unit. These have been identified in the order which would most likely be used to efficiently cover the learning unit.

4. Equipment—suggested audio-visual equipment or furniture to be used with the learning activities of that unit.

5. Materials—recommended audio-visual and printed resources which are congruent with the unit and which have been reviewed by distributive educators to ascertain their value for the given unit.

6. Supplies—consumable items which are basic to the effective development of the suggested learning activities in the unit.

7. Special Resources—other recommended resources which would be helpful, if available or possible, including commercial games, field trips, and speakers. Special Student Handouts contained within the guide are also identified here by numbers.
Following each unit overview are the Evaluation Keys which contain answers for both the pretest (Scene) and post-test (Survey) evaluation instruments in the unit.

The Learning Activities suggested include group and individual learning experiences and projects presented in the order in which they should be used according to the objectives. The group and individual activities especially designed for the beginning level of learning stated in the first objective are placed at the beginning of the activities area. Group and individual activities corresponding to the next level of learning indicated by the second objective would follow, and so on.

Special Media includes recommended audio-visual materials, printed resources, and commercial games which would enhance student interest and understanding. These are materials reviewed and/or used by Pre-Vocational Distributive Education teachers.

The Special Activities unit provides guidelines and forms which may help the teacher develop and implement special events or activities for greater effectiveness in teaching students in the middle grades. These may be used throughout the course.

STUDENT MATERIALS SECTION

The student materials section of the Exploration of Marketing Services Careers guide includes three divisions: student handouts, evaluation instruments, and special resources.

1. Student Handouts — information sheets, special activities, student projects numbered in the order suggested in the learning activities area of the teacher's guide section and which are designed for easy duplication.

2. Evaluation Instruments — measurement items to ascertain the student's competencies before he begins a unit and evaluate his performance following the completion of the learning activities. Each pretest and post-test evaluation instrument of a unit contains a test item designed to evaluate the level of learning specified by each performance objective.

The evaluation instruments have been given names other than pretests or post-tests to assist the teacher in creating a positive atmosphere for measurement of the student's ability and progress. The pre-test instruments are called Scenes. Depending upon the unit, it may be entitled "The Lodging Scene," "The Insurance Scene," or "The Transportation Scene."

The post-test evaluation instrument is called the Survey. Like the scenes, each unit has an evaluation instrument identified by a cue term and the word "survey." Some examples of these include, "The Real Estate Survey," "The Banking Survey," and "The Recreation Survey."

Each pretest Scene or post-test Survey has exactly the same number of test items as there are objectives for the particular unit. If the unit has two objectives, then the scene and survey for the unit will each have two test items. The test items are numbered to correspond with the other of the stated objectives and the learning activities. Thus, the first item on both the Scene and Survey evaluation instruments will assess the student's learning level according to the first objective of that unit. Likewise, the second test item will correspond to the second objective and the third test item would match the third objective of that unit.
3. **Special Resources** — audio-visual materials, resource publications, commercial games, and organizations which may be helpful in teaching *Exploration of Marketing-Services Careers*. All of these have not been suggested within the teacher’s guide section. Some resources are included that may be appropriate, but have not been reviewed to ascertain their relativity to this offering. It should be noted that there are many other materials which have been specifically omitted because they are not appropriate for this learning level or they are not acceptable for the marketing information content for marketing services.

The Audio-Visual Materials include 16mm films, filmstrips, slides, tapes, records, and transparencies. Films are identified as in color or black and white. Filmstrips are classified according to sound and color. If a filmstrip is in color, the word color will follow the filmstrip title. Otherwise, it is in black and white. If the word sound does not follow the filmstrip title, the filmstrip is silent. Tapes are identified as reel or cassette. All slides are in color.

All of the Audio-Visual Materials are arranged in alphabetical order according to the material’s title. Pertinent information about the material follows, as well as the resource name. If the title includes a series of materials, such as tapes or slides, specific individual titles are printed on succeeding pages under the resource’s name. All audio-visual resources’ names and addresses follow the materials listing for each reference.

The Resource Publications include pamphlets, booklets, career briefs, comic books, books, and reference volumes. The title of a publication is listed in alphabetical order, followed by its publisher. If the publication is a series of units or briefs, a detailed list of specific titles follows the alphabetical listing. Those publications with detailed listings have been identified with an asterisk after the resource’s name.

The specific listings will be found on a succeeding page under the resource’s name. Those alphabetical listings with the asterisks which have detailed listings on succeeding pages have the resource’s address printed on that page rather than within the general alphabetical list.

Certain Commercial Games have been reviewed and used by teachers with their Pre-Vocational Distributive Education students. Some of these have been recommended under Special Resources in each unit overview. A comprehensive list of these has been included directly behind the Resource publications list.

In addition, some Resource Organizations and Agencies including professional, business, and educational organizations have been identified with names and addresses to assist in the location of additional new materials. These have been listed in alphabetical order for easy reference.

It is not expected that every teacher will use all of the suggested learning activities and materials contained in this guide. Some course offerings are scheduled for twelve weeks; others continue for a semester. Class periods extend for different lengths of time. A teacher will develop activities and materials to better meet the needs of his/her students.
It is hoped that this curriculum guide will provide direction and assistance to the teacher. In addition, the teachers are encouraged to cover at least part of each unit, so that each student will develop an awareness of careers in all marketing service industries. Major concepts, sets of learning activities, as well as a pre-test and post-test item for each objective have been incorporated into each unit to assist in this task.

A teacher may decide to cover only a portion of a unit. In this case, he would work with the student on the information and materials corresponding to the first objective of that unit since this is the beginning for knowledge level. The first objective, its learning activities, and its test items must be covered before a student progresses to the second objective and its materials. Likewise, objectives one and two must be satisfied before a student attempts the learning activities and evaluation items corresponding to objective three.

One or more of the learning activities for an objective may be used. The group activities are specifically designed for a number of students. The individual activities, however, may be used with an entire class of students working independently or with one individual student on his own. Thus, a teacher might select one group and one individual activity to use with a class of students.
making it in marketing services
MAKING IT IN MARKETING SERVICES

Competency
Understanding of the major marketing functions involved in all types of service industries and the roles which marketers play in service industries for the distribution of goods and services from the producer to the consumer or user.

Objectives
1. Without assistance, the student will identify the major components in the channels of distribution and arrange them in the correct order to show the most frequently used channel with 80% accuracy. (knowledge)
2. Given fifteen descriptions of marketing terms including the eight major marketing functions, the student will supply the appropriate term for each description with 80% accuracy. (Knowledge)
3. Given ten categories of service industries and ten examples of service businesses, the student will match the examples to the categories of service industries with 80% accuracy. (Comprehension)
4. Given ten marketing situations in service industries, the student will indicate the major marketing function involved in each situation with 80% accuracy.

Concepts
1. All goods must first be produced. A producer may be an extractor (farming, fishing, mining), a converter (oil, iron, sugar), or a manufacturer (cars, appliances, furniture).
2. A consumer is one who purchases goods and services for his use, not for resale to others. A consumer may be an individual, organization, business, or industry.
3. Since it is not usually practical for an individual consumer to purchase products directly from its producer, he generally purchases his goods from a retailer or wholesaler.
4. A retailer is a business which sells goods anywhere to the individual consumer. Retailers may buy their goods to resell directly from the producer, from a wholesaler, or from a special agent or assembler.
5. Wholesalers distribute merchandise between producers and businesses who purchase goods for resale or for business use. The wholesaler serves retail and wholesale merchants who resell merchandise, as well as industrial, institutional, and commercial users who use the goods for business operation.
6. Sometimes an agent or assembler represents several producers in getting products from the producers to the wholesalers and retailers.
7. Service Industries buy from and sell to all kinds of businesses, as well as to consumers. These businesses (such as transportation and insurance) sell services that are needed or desired by consumers and businesses.
8. The various ways in which products are distributed from the producers to the consumers are known as the channels of distribution. The most frequently used channel is:

Producer Wholesaler Retailer
Service Industries Consumer

Goods flow from the producer to the wholesaler, the wholesaler to the retailer, and the retailer to the consumer. Marketing services are involved throughout the distribution process.

9. Marketing includes all the activities involved in acquiring and distributing goods and services for production, processing, business use, or personal consumption.

10. Distribution includes all the marketing activities which occur in the merchandising and supplying of goods and services.

11. Eight major marketing activities or functions are involved in the marketing of all goods and services by all businesses:

- Marketing research—Involves the gathering of information so that marketing managers can make sound decisions and solve marketing problems.

- Standardization and grading—Involves setting values or limits for the goods and services, as well as the inspection and labeling to check conformity.

- Buying—Supplies a business with the necessary materials needed for its use or resale to another business or consumers.

- Selling—the process of assisting or persuading a customer to make a wise buying decision through personal contact or sales promotion materials.

- Transportation—Provides the service of physically moving property and people from one location to another.

- Management—Provides the time and space necessary to house merchandise until it is needed for industrial purposes or distribution to consumers.

- Risks—are possibilities of financial loss to people or property by unforeseen or uncontrollable factors.

- Finance—Deals with funds necessary for business operations and customer purchases.

12. Management serves as the coordinator of all marketing activities and personnel within a business.

13. Many marketing career opportunities are available within the ten major categories of service industries.

- Lodging—Sleeping accommodations (hotels, motels, boarding houses)
Food—prepared food and drink (restaurant, cafeteria, snack shop)

Finance—handle money matters (banks, stock exchange, credit union)

Insurance—financial loss protection (car, home, social security)

Real Estate—land and building transactions (agencies, assessors, appraisers)

Transportation—move people and property (planes, trains, buses, taxis)

Recreation—entertainment and amusement (movies, parks, clubs)

Business—special business needs (advertising, research, maintenance)

Personal—care of people and property (home, care, boat maintenance)

Communication—verbal or written messages (telephone, telegraph, mass media)

Equipment
1. Overhead projector, production screen, chalkboard.
2. Filmstrip projector, 16 mm film projector, slide projector.
3. Cassette tape recorder, record player.

Materials
1. Films: “Marketing as a Career”
   “Tell It Like It Is”
2. Filmstrips: “Discovery”
   “Job Opportunities Now”
   “Understanding Wholesaling”
5. Career Briefs, Career Publications
6. Careers and Opportunities in Retailing
7. Channels of Distribution
8. Discovery: Career Log, Scholastic
9. Encyclopedia of Careers and Vocational Guidance
10. The Marketing Story
11. Occupations and Careers
12. *Popeye and Careers Comic Books*

13. *Working in a Service Industry*

14. *Your Job in Distribution*

**Supplies**
2. Glue, tape, scissors, rulers, felt tip pens.

**Resources**
1. Student Handouts #1-11
2. Commercial games: Monopoly, Easy Money
THE MARKETING SERVICES SCENE — KEY

1. Answers must be in the following order:

1. Producer
2. Wholesaler
3. Retailer
4. Marketing Service Industries
5. Consumer

Any appropriate drawing is acceptable.

A score of 4 or 80% accuracy on this test item will satisfy objective #1.

2. The following marketing terms should be given:

1. Wholesaler
2. Producer
3. Retailer
4. Consumer
5. Research
6. Buying
7. Marketing
8. Risk
9. Storage
10. Finance
11. Selling
12. Service
13. Management
14. Transportation
15. Standardization

If the student achieves a score of 12 correct answers or 80% accuracy, he will have demonstrated adequate proficiency on objective #2.

3. The businesses should be identified as follows:

1. F
2. G
3. H
4. I
5. J
6. E
7. D
8. C
9. B

Eight (5) correct answers or 80% accuracy on this evaluation item by the student will show satisfactory understanding of objective #3.

4. The situations involved the following marketing activities:

1. Marketing Research
2. Standardization
3. Buying
4. Selling
5. Transportation
6. Storage
7. Risk
8. Finance
9. Selling
10. Management

If the student answers 8 situations correctly for 80% accuracy on this measurement item, he will have exhibited acceptable performance for objective #4.
THE MARKETING SERVICES SURVEY — KEY

1. Answers must be in the following order:

1. Producer
2. Wholesaler
3. Retailer
4. Marketing Service Industries
5. Consumer

If the student accurately identifies 4 of the 5 components in the above question, he will have displayed sufficient knowledge for objective #1.

2. The following marketing terms should be given:

1. Wholesaler
2. Producer
3. Retailer
4. Consumer
5. Research
6. Buying
7. Marketing
8. Risk
9. Storage
10. Finance
11. Selling
12. Service
13. Management
14. Transportation
15. Standardization

A score of twelve correct answers for 80% accuracy on this item by the student will show satisfactory accomplishment for objective #2.

3. The businesses should be identified as follows:

1. F
2. G
3. H
4. I
5. J
6. E
7. D
8. C
9. B
10. A

When the student attains 8 correct answers or 80% proficiency, he will have indicated the necessary understanding for objective #3.

4. The situations involved the following marketing activities:

1. Marketing Research
2. Standardization
3. Buying
4. Selling
5. Transportation
6. Storage
7. Risk
8. Finance
9. Selling
10. Management

After successful completion of 8 of the 10 situations above for 80% accuracy, the student will have demonstrated acceptable performance for objective #4.
LEARNING ACTIVITIES

UNIT TITLE: Making It In Marketing Services

UNIT #1 OBJECTIVE #1

Group

1. Review with the students the major components in the channels of distribution: PRODUCER -- WHOLESALER -- RETAILER -- MARKETING SERVICE INDUSTRIES -- CONSUMER. Divide the class into five groups and give each of them one of the five components. Ask each group to prepare fifteen questions about their component at three levels of difficulty, so that they have five easier questions, five of moderate difficulty, and five of greater difficulty. Review all of the questions from the five groups, editing and arranging all of them in three categories. Study the rules of the Student Handout #1: "CHANNEL CHALLENGE" and review them with the students. Play the game activity as directed and reemphasize the most frequently used channel of distribution and its components at the end of the game.

2. Write the following words on the chalkboard or overhead projector: Producer, Wholesaler, Retailer, Marketing Service Industry. Above each of the words, place a ( - ) to the left and a ( + ) to the right as shown below.

Producer   Wholesaler   Retailer   Marketing Service Industry

Select two students to come up to the front of the room. Have one student stand to the left of the board or projector to represent the ( - ) and the other student stand to the right to represent the ( + ). Ask the class how many of them would like to work for a producer and write that number above the plus sign over the word producer. Ask the class how many of them would not like to work for a producer, and place that total above the minus sign over the word producer. Ask the class how many of them did not vote and if they know why they did not vote. Ask some students who voted yes ( + ) why they voted that way. Ask some of the students who indicated no ( - ) why they would not want to work for a producer.

Discuss what is meant by a producer including reference to agricultural businesses, mining operations, and manufacturers.

Follow the same procedure for each of the other three types of institutions: wholesalers, retailers, and marketing services. Select different students to represent the ( - ) and ( + ) poles and use the following terms on the board, overhead, or signs held by the students:

PRODUCER   WHOLESALER   RETAILER   MARKETING SERVICES

Perfect ( - )  Winner ( + )  Right On ( - )  Super ( - )


Emphasize the role and importance of each of the components in the channels of distribution and review the order of the flow of goods in the most frequently used distribution channel.
Individual

1. Give the student a copy of Student Handout #1: "Channels of Distribution—How We Get Our Goods." Explain to the student that the illustration shows the major components involved in the channel of distribution which is most frequently used. Discuss the meaning of each of the terms: producer, wholesaler, retailer, marketing service industry, and consumer.

Ask the student to collect pictures illustrating each of the components. Have him prepare a poster showing the most frequently used channel of distribution, using the collected pictures around the correct terms in the channel.

2. Review the major components found in the most frequently used channel of distribution. Give the student construction or poster paper, glue, scissors, ruler, string, coat hangers, and magic markers. Ask the student to build a mobile showing the five major components in the order in which they are involved within the most frequently used channel of distribution. Explain to the student that he may use different shapes and sizes, such as circles, squares, arrows, etc. Hang the mobile from the ceiling in the classroom.

3. Distribute a copy of Student Handout #2: "Components in the Channels of Distribution" to the student. Have him read the information and fill in the blanks on the page at the end of the material. When he has completed the questions, discuss the answers with him, reviewing the order of the components in the most frequently used channel.

Special Media

1. Films: "Marketing as a Career" "Tell It Like It Is"

2. Filmstrips: "Discovery": "Job Opportunities Now"

3. Slides: "The World of Marketing and Distribution"

4. Career Opportunities: Marketing, Business, and Office Specialists

5. Career Briefs, Careers Publications

6. Careers and Opportunities in Retailing

7. Channels of Distribution

8. Discovery: Career Log, Scholastic

9. Encyclopedia of Careers and Vocational Guidance

10. Your Job in Distribution, pages 18-26
LEARNING ACTIVITIES

UNIT TITLE: Making It in Marketing Services  UNIT #1  OBJECTIVE #2

Group

1. Place the following list of marketing terms on the chalkboard or on the overhead projector:

- Producer
- Marketing
- Selling
- Wholesale
- Buying
- Storage
- Retailer
- Marketing Research
- Transportation
- Consumer
- Standardization
- Market Finance
- Marketing Services
- Marketing Risk
- Marketing Management

Explain to the students that you are going to give a clue for a marketing mystery term. State each of the following descriptions and add the phrase, "What am I?" Have the students guess the term. Discuss each term with the student and place a check next to it on the board after it has been correctly identified.

I act as a middleman in distributing goods from the producer to the retailer or marketing service industry.

I develop the original product as a farmer, manufacturer, etc.

I sell merchandise directly to the individual consumer.

I purchase goods for my personal use, not for resale to others.

I gather information to assist in management decision-making.

I supply a business with the necessary materials, machinery, merchandise, etc. needed for its use or resale.

I am all the activities involved in acquiring and distributing goods and services for processing, business use, or personal consumption.

I am the possibility of financial loss to persons or property by unforeseen or uncontrollable factors.

I provide the time and space necessary to house merchandise until it is needed for industrial use or distribution.

I deal with the funds necessary for a business' operation or a consumer's purchase.

I assist or persuade a customer to make a wise buying decision.

I buy goods from all kinds of businesses and sell services to businesses and consumers.

I serve as a coordinator of all marketing activities.

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I physically move people and property from one location to another.

I set the values or limits for goods and services, as well as label and inspect them for conformity to the values.

2. Explain the directions to the game activity in Student Handout #3: “Marketing Match,” or give each student a copy of the rules. Review each of the marketing activities, emphasizing the meaning of each.

**Individual**
1. Distribute a copy of the Student Handout #4: “Making It In Marketing” to the student. Have him read the material and answer the questions at the end of each section. When he has completed the assignment, review his answers on the sheets. Emphasize the eight major marketing functions and that they take place in all kinds of businesses.
2. Give the student a copy of the Student Handout #5: “Marketing Crossword Puzzle” and have him complete it as directed. When he has completed the puzzle, check the answers with him explaining each term. Review the components in the channels of distribution and the order in which they are usually found. Explain the eight marketing functions and management giving examples of them in use.

**Special Media**
1. The Marketing Story
2. Occupations and Careers
3. People and Careers Comic Books
4. Working in a Service Industry
5. Your Job in Distribution
LEARNING ACTIVITIES

UNIT TITLE: Making It In Marketing Services

UNIT #1 OBJECTIVE #3

Group

1. Make a transparency of Student Handout #6: "Service is our Business" and make copies of it for each of the students if possible. Write the following categories of service industries on the chalkboard:

   REAL ESTATE
   FOOD
   FINANCE
   LODGING
   INSURANCE
   PERSONAL
   TRANSPORTATION
   BUSINESS
   RECREATION
   COMMUNICATIONS

   Ask students to guess which category of services is depicted by each of the illustrations. As each one is guessed, emphasize the distinguishing characteristics of that category of service industry found in your local or nearby communities when possible.

   Some categories of service businesses are not illustrated in the handout. Explain what each of these means and have students give examples of each of them. Select some examples of service industries and let students guess which category of services they are.

2. Distribute a copy of the Student Handout #7: "Services Scramble" to each of the students. Allow them to unscramble the letters and reveal the categories of service industries. When the students have completed the puzzle, ask different students what they think each of the terms mean or give an example of that type of business. Emphasize the services of each category of business.

   Assign each student one type of service business, such as radio or advertising agency. Provide them with copies of journals, telephone directories, and magazines. Give each student the rest of the class period to see how many names each can find for that type of business. When possible have the students cut out illustrations they find. Give each student a sheet of construction paper. Have them identify their type of service business at the top. Have them arrange the names and illustrations of the businesses on the paper. Display all of them around the room and let the class circulate around the room looking at them.

Individual

1. Give the learner a copy of Student Handout #8: "Making It In Marketing Services." Let the student study each of the categories of service industries in the handout. Ask him to use the local telephone directory to find three examples of each category of business that are mentioned in the handout. For those which he may have difficulty finding in the directory, ask him to think about one he knows. Examples for many will be found under different headings, such as motels for lodging.
Review each of his examples with him and add to the list of examples that he has compiled. Refer to some local service businesses and their locations in the community.

2. Distribute a copy of the Student Handbook #9: "Marketing Service Maze" to the student. Have him complete the maze as directed and write the examples of each service category in the blanks provided.

When the student has completed both the maze and the list of examples, review the path of the maze with him explaining the distinguishing characteristics of each category of services. Check his examples listed, making any necessary corrections. See if the student can supply one or two local businesses for each category of services after your explanation. Name one example for each category of services for reinforcement purposes.

Special Media
1. Working in a Service Industry. pages 7-10

2. Your Job in Distribution. chapters 22-26, 30-35
LEARNING ACTIVITIES

UNIT TITLE Making It In Marketing Services  UNIT #1  OBJECTIVE #4

Group

1. Explain the directions to the game activity in Student Handout #10: "Services Scan." Give each student a copy, if possible. As stated in the handout, have each student submit nine questions—one for each of the marketing activities. Inform the students that the questions should pertain to activities within a service business, rather than definitions for the marketing activities.

2. Develop descriptions of nine marketing service activities around the nine marketing activities. Construct the activities around a central idea, such as types of businesses. Write the nine marketing activities, including the eight major functions and management, on the chalkboard as shown below. Ask each of the students to write them on a piece of paper. Ask each student to rank each of the marketing terms according to its importance to a service business from his point of view. Explain that a "1" would be placed in front of the marketing activity which he felt was most important, and a "9" would be written in the blank for the marketing activity which he considered the least important in a service business.

- MARKETING RESEARCH
- BUYING
- STANDARDIZATION
- SELLING
- STORAGE
- TRANSPORTATION
- FINANCE
- MARKETING RISK
- MANAGEMENT

Read each of the nine marketing service activities you have developed. Have the students turn their papers over before you read them. Ask the students to rate the nine activities that you read. When they have completed rating the nine activities, have the students compare their rankings with the first set. Were they the same? If some of them were different, why did they rank them differently?

Are some functions more important in some service businesses than others?
Review the major marketing activities as they relate to service businesses. Show how some functions are emphasized or more evident in some service industries as compared to others. For example, the trucking company puts greater emphasis on transportation because shipments are the heart of its business.

**Individual**

1. Provide the student with magazines that can be cut up, as well as old service trade journals, such as American Underwriters. Have the student prepare a poster showing the marketing activities in action within service businesses. Explain to the student that he is to find an illustration or sketch a scene in which each marketing activity takes place in a service setting.

   Tell the student to place a caption under each illustration or drawing to show the marketing activity which is depicted. Remind the student that the selling function may be demonstrated by a personal selling situation or sales promotion activity. If he wishes he may show both of them. Display the poster in the room.

2. Give the student a copy of the Student Handout #11: "Marketing Service Activities" and have him complete each of the given descriptions by identifying the marketing activity that is involved. When he is finished, discuss each of the service situations with him clarifying any marketing activities about which he is not clear.
real estate: setting the site
REAL ESTATE: SETTING THE SITE

Competency
Ability to relate the different real estate personnel and businesses to various real estate situations.

Objectives
1. Given five categories of real estate business, the student will identify three marketing careers for each category with 100% accuracy. (knowledge)
2. Given ten real estate activities, the student will distinguish the real estate personnel described with 80% accuracy. (comprehension)
3. Given four real estate situations, the student will predict which real estate careers and businesses would handle the situation with 75% accuracy. (application)

Concepts
1. Real estate businesses offer services concerning land and all man-made permanent or fixed improvements on or to the land, known as realty.
2. Five major categories of real estate businesses provide interesting career opportunities in marketing:
   - Agencies — handle transactions and provide services for others for a fee or commission. Examples include brokers, appraisers, consultants, and management firms.
   - Investors — purchase, lease, or loan money for realty to earn an income or gain. These include mortgage investors, leaseholders, and land trustees.
   - Operations — engage in higher risk trade activities involving a number of successive transactions. Some businesses include land speculators, mortgage broker, leaseholder operator.
   - Building Construction — contracting, building, developing, or improving realty for profits. Businesses include developers, contractors, builders, and renovators.
   - Government Service — establishes policies and enforces regulations, taxation, financing, and management of real estate in private and public transactions. Examples include tax assessment departments, zoning offices, housing authorities, and real estate boards.
3. Some of the major marketing careers which can be found within the categories of real estate businesses include:
   - Agencies
     - Apartment Manager — supervises activities and personnel in a large apartment complex, collects rents, and completes leases.
     - Appraiser — inspects and assesses value of property.
     - Broker — handles transactions and negotiations of real estate for buyers and sellers.
Clerk—handles listings of property, rental collections and records, maintenance estimates and repairs.

Property Manager—manages investment properties for clients including maintenance, contracts, and bills.

Rental Agent—specializes in business negotiations and operations for leasing buildings.

Salesman—rents, buys, and sells property for clients on a commission basis.

**Investors**

Escrow Agent—handles forms, tax records, insurance coverage, and payment schedules for buyers and sellers of property.

Escrow Officer—verifies legal status of property, records necessary information with government, and releases documents to the proper parties at the close of the transaction.

Loan Closer—handles all documents, papers, and construction plans for building construction loans.

Title Searcher—checks records to determine if there are any unsettled claims against the property.

Land Records Manager—directs and supervises all activities, personnel, and records for the lease of land for an oil company.

**Operations**

Landman—contacts landowners and oil firm representatives to negotiate and complete agreements for oil exploration, drilling, and producing activities.

Land Speculator—purchases property and resells it in a short time for quick profits.

Lease Buyer—persuades property owners to rent sites for billboard signs, arranges transactions, transfers them to advertiser or outdoor ad firm.

Leaseholder—obtains leases or options on property and subleases them quickly for rapid profits.

Mortgage Broker—buys and sells many mortgages for short-term profits.

**Building Construction**

Builder—purchases land, constructs buildings, and sells them for profit.

Consultant—recommends materials, equipment, and type of structure for designated property and purposes.

Contractor—bids on buildings to be constructed for property owners.

Developer—buys vacant land, builds private homes, and sells them at a profit.

Builder/Remodeler—buys buildings, makes alterations, modernizes the buildings, and resells them at a profit.
Government Service

Assessor - inspects and appraises property, determines tax to be levied according to its value.

Housing Management Officer - develops policies and standards for housing, directs and evaluates all public housing activities and personnel.

Property Utilization Officer - inspects, insures, and negotiates government property for the buyer or user; verifies value and eligibility of property donated to eligible organizations.

Rent Control Investigator - inspects rental properties to determine compliance with laws.

Zoning Commissioner - determines and regulates restrictions on use of property within a community.

4. Five major classifications or markets of real estate are involved in real estate business transactions:

Residential - private housing areas for homes and apartments.
Commercial - professional, office, store, hotel and similar buildings.
Industrial - factories, utilities, mining, and warehouses involving heavy equipment and/or production.
Agricultural - natural production of crops, animals, plants, lumber, etc.
Special - public places including parks, churches, clubs, and roads.

5. Certain legal documents are used by real estate personnel in handling property transactions.

Deed - written transfers of real estate ownership from seller to buyer.
Lease - contract on the use of property for rent or other income.
Mortgage - document conditionally transferring property based upon the buyer's promise to pay the agreed sum secured by the property as collateral.
Title - written evidence of property ownership.

6. Real estate services are extended to individual consumers as well as to all kinds of commercial, industrial, and institutional users.

7. Many factors must be considered by real estate personnel when selecting a site for a customer:

a. Customer's purpose for the property
b. Current property value
c. Zoning restrictions on the property
d. Growth of surrounding area
e. Traffic or movement of people
f. Surrounding business community
g. Community services available
h. Cost of property related to other factors
i. Characteristics of the property - size, shape, etc.
Equipment
1. Cassette Tape Recorder, 16 mm Movie Projector, Overhead Projector
2. Projection Screen, Bulletin Board, Chalkboard

Materials
1. Films: "Build A Better Life"
   "Is A Career In Finance, Insurance, Or Real Estate For You"
5. Dictionary of Occupational Titles
7. Encyclopedia of Careers and Vocational Guidance
10. Occupational Guidance Booklets, Finney Company
11. Occupational Guides, California Department of Employment
12. Real Estate and Building Management as a Career, Institute For Research

Supplies
1. Newspapers, listing books, local maps
2. Posterboard, construction paper, jewelry boxes
3. Glue, tape, scissors, rulers, magic markers
4. Real estate forms and documents

Special Resources
1. Student Handouts #12 '20
2. Commercial Games: Monopoly, Easy Money
THE REAL ESTATE SCENE—KEY

1. Any of the following real estate careers may have been identified:

<table>
<thead>
<tr>
<th>Agencies</th>
<th>Investors</th>
<th>Operations</th>
<th>Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apartment Manager</td>
<td>Escrow Agent</td>
<td>Landman</td>
<td>Builder</td>
</tr>
<tr>
<td>Appraiser</td>
<td>Escrow Officer</td>
<td>Land Speculator</td>
<td>Consultant</td>
</tr>
<tr>
<td>Broker</td>
<td>Loan Closer</td>
<td>Lease Buyer</td>
<td>Contractor</td>
</tr>
<tr>
<td>Clerk</td>
<td>Title Searcher</td>
<td>Leaseholder</td>
<td>Developer</td>
</tr>
<tr>
<td>Property Manager</td>
<td>Land Records Manager</td>
<td>Mortgage Broker</td>
<td>Renovator</td>
</tr>
<tr>
<td>Rental Agent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salesman</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Government

Assessor
Housing Management Officer
Property Utilization Officer
Rent Control Investigator
Zoning Commissioner

The student will satisfy objective #1 when he correctly names 3 careers for each category to total 15 careers.

2. These real estate careers should have been listed:

   - a. Salesman
   - b. Title Searcher
   - c. Land Speculator
   - d. Developer
   - e. Assessor
   - f. Apartment Manager
   - g. Loan Closer
   - h. Lease Buyer
   - i. Contractor
   - j. Zoning Commissioner

If the learner correctly identifies 8 careers for 80% accuracy, he will have completed objective #2.

3. These real estate careers and businesses should have been predicted:

<table>
<thead>
<tr>
<th>Businesses</th>
<th>Careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Agency</td>
<td>Appraiser</td>
</tr>
<tr>
<td>b. Investors</td>
<td>Title Searcher</td>
</tr>
<tr>
<td>c. Construction</td>
<td>Contractor</td>
</tr>
<tr>
<td>d. Government</td>
<td>Zoning Commissioner</td>
</tr>
</tbody>
</table>

The learner must achieve 75% accuracy to meet the criterion of the objective.
THE REAL ESTATE SURVEY – KEY

1. Any of the following real estate careers may have been identified:

<table>
<thead>
<tr>
<th>Agencies</th>
<th>Investors</th>
<th>Operations</th>
<th>Construction</th>
</tr>
</thead>
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<td>Renovator</td>
</tr>
<tr>
<td>Rental Agent</td>
<td>Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salesman</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Government

Assessor
Housing Management Officer
Property Utilization Officer
Rent Control Investigator
Zoning Commissioner

The student will satisfy objective #1 when he correctly names 3 careers for each category to total 15 careers.

2. These real estate careers should have been listed:

a. Apartment Manager
b. Loan Closer
c. Lease Buyer
d. Contractor
e. Zoning Commissioner
f. Salesman
g. Title Searcher
h. Land Speculator
i. Developer
j. Assessor

If the learner correctly identifies 8 careers for 80% accuracy, he will have completed objective #2.

3. These real estate careers and businesses should have been predicted:

Businesses

<table>
<thead>
<tr>
<th>Careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
</tr>
<tr>
<td>Construction</td>
</tr>
<tr>
<td>Investors</td>
</tr>
<tr>
<td>Agency</td>
</tr>
</tbody>
</table>

The learner must achieve 75% accuracy to complete this objective.
LEARNING ACTIVITIES

UNIT TITLE  Real Estate: Setting the Site  UNIT #2  OBJECTIVE #1

Group
1. Write the following question on the chalkboard before class begins:

What is Realty?

Begin a discussion by asking students what is meant by the word reality. If no one can give the answer, ask the group if anyone knows what real estate is. Ask students to give examples of real estate, bringing out homes, office buildings, stores, industrial plants, parks, farms, and any other local sites of interest. Explain to students that reality is land, buildings, and anything permanently attached to or on the land. Explain that real estate is often used in the same manner, however, a difference does exist. Real estate may include personal property or interests along with real property or reality transactions. An example might be the purchase of a home with appliances. The structure and the land would be reality. The structure, land, and appliances would involve real estate. Thus, the naming of real estate businesses.

Ask students if they can think of any kinds of real estate businesses. Use a questioning technique to evoke the five major categories of the agencies, investors, operations, construction, and government service. Such questions might include: What businesses would be concerned with building, developing, and improving land? What organization would be charged with enforcing property restrictions and rights? Which businesses would make an outlay of money for purchases or leases for profits other than banks.

Write the five categories on the chalkboard. Divide the class into five groups and assign each group one of the categories. Ask each student in a group to write down on his own as many marketing careers in that real estate category as he can in one minute. At the end of one minute, bring all the individuals of each group together and give them two minutes to compile a list of careers for their category.

Ask one student from each group to write his group's careers on the chalkboard. Review the careers in each category. Ask for any additions or deletions from the entire class. Add any others which the group does not name and give brief descriptions of each one.

2. Have students make real estate business and career strips for the five categories of businesses and twenty-seven careers found in Student Handout #12, so that you have a total of 32 strips. These may be put on construction paper, posterboard, cardstock, or bond paper.

Divide the class into two teams and tape the five business strips along the top of the chalkboard. Shuffle the career strips and have the teams alternate placing the career strips under the correct business. Time each team member for the amount of time it takes him to place it under the correct business strip. The team with the least time wins.
Individual

1. Give the learner a copy of the Student Handout #12: "Real Estate Career Search" and have him complete the puzzle after you have explained the different categories of real estate businesses. When he has finished, review the word search puzzle and the careers found within the various businesses.

2. Provide the student with Student Handout #13: "Real Estate: Who Works Where?" Have him study the information about the different types of real estate businesses and the marketing careers available within them. When he has finished reading the material, ask him to complete the questions at the end of the information in the handout.
LEARNING ACTIVITIES

UNIT TITLE Real Estate: Setting the Site

UNIT #2 OBJECTIVE #2

Group

1. After the students have covered the information in Student Handout #14, give them copies of the Student Handout #15: "Roleplaying in Real Estate." Divide the class into groups and give each of them one of the ten roleplaying situations. Allow each group about ten minutes to organize their activities.

Alternate having each group roleplay its given situation. At the end of each group's presentation, ask students to comment on the situation involved, as well as the activities of the persons involved. When all of the roleplaying has been completed, ask students to name some other real estate careers that were not included and explain the role which each of these marketers plays in real estate activities.

2. Distribute copies of Student Handout #16: "Career CBA's," and have each student prepare questions as directed. Discuss the rules of the game activity with the students, including who represents the career titles, what represents the activity, and where represents the kind of real estate business in which the person is employed.

3. Display examples of real estate documents used by real estate career personnel, including those in Student Handout #17: "Real Estate Forms." Ask students to explain how these forms would be used by personnel and the importance of each in real estate transactions. Include a lease, deed, mortgage, and a contract for sale of real estate.

Individual

1. Give the student a copy of Student Handout #14: "Programming Real Estate." Explain to the student how to use the programmed handout, reading and answering questions and then checking the answers in the right column. Review the career information and real estate material with him, emphasizing the activities of the real estate personnel.

2. Provide the student with a copy of Special Activity Sheet #2: "Career Exploration Chart," and ask him to complete it for the three real estate occupations of most interest to him. When he has completed the project, review his charts and talk to him about why he selected those three. Did he have a good understanding of the other real estate careers? Ask him to explain the activities of other real estate people.

Special Media

1. Dictionary of Occupational Titles

2. Encyclopedia of Careers and Vocational Guidance
LEARNING ACTIVITIES

UNIT TITLE: Real Estate: Setting the Site  UNIT #2  OBJECTIVE #3

Group
1. Distribute Student Handout #18: "Real Estate Race" to each student or explain the rules of the game activity. Have each student prepare questions as indicated in the handout. Explain to students that many of the questions should pertain to real estate situations in which it must be decided what real estate business and careers could handle the situations.

   Review the questions and answers, adding some of your own. Play the game activity as directed in the handout.

2. Give each student a copy of the Student Handout #19: "Real Estate Careers" and have them study the information. Then ask each student to select two careers which interest him. Ask him to prepare a short situation sketch on each of his chosen careers leaving out the career titles and business he has selected. After ten or fifteen minutes, have students alternate reading their situation sketches to the group. Ask students to decide which career and business is involved in the various situations.

3. Study the information in the Special Activities Sheet #11: "Personality of the Day Project" and give each student a copy of the Special Activities Sheet #12: "Personality Questionnaire" to complete. Use the directions in implementing the activity and have the selected student act as "Realtor for a Day."

   Provide the "Realtor" with a list of situations in which he might be involved and have him question classmates about the real estate businesses and careers which can become involved in handling various consumer and business real estate transactions.

Individual
1. Give the learner a copy of Student Handout #20: "Real Estate Situations" and have him study the situations described. Tell him to decide the real estate services, business, and careers which are needed to handle the situations involved.

2. Have the student prepare a bulletin board on "Careers in Real Estate" showing the five major real estate businesses and the careers within. Ask him to develop at least one situation for each business depicting how that business serves consumers and businesses and the careers that are involved in providing the services.
finance:
getting the
greenbacks
5. Although there are many finance careers available, the following are ones which are more frequently found in the following kinds of businesses. Some of the jobs listed occur in more than one business. For example, a credit interviewer might be found in any business that extends credit for loans or purchases.

<table>
<thead>
<tr>
<th>Commercial Banks</th>
<th>Finance Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Credit Interviewer</td>
</tr>
<tr>
<td>Cashier</td>
<td>Credit Investigator</td>
</tr>
<tr>
<td>Teller</td>
<td>Finance Manager</td>
</tr>
<tr>
<td>Loan Officer</td>
<td>Credit Collector</td>
</tr>
<tr>
<td>Trust Officer</td>
<td>Repossessor</td>
</tr>
<tr>
<td>Repoessor</td>
<td></td>
</tr>
<tr>
<td>Interviewer</td>
<td></td>
</tr>
<tr>
<td>Collector</td>
<td></td>
</tr>
<tr>
<td>Investigator</td>
<td></td>
</tr>
<tr>
<td>Credit Union</td>
<td></td>
</tr>
<tr>
<td>Loan Officer</td>
<td>Credit Interviewer</td>
</tr>
<tr>
<td>Credit Investigator</td>
<td>Securities Investors</td>
</tr>
<tr>
<td>Account Collector</td>
<td>Securities Salesman</td>
</tr>
<tr>
<td>Finance Director</td>
<td>Financial Analyst</td>
</tr>
<tr>
<td>Customer Service Advisor</td>
<td>Securities Broker</td>
</tr>
<tr>
<td></td>
<td>Floor Rep (Broker's)</td>
</tr>
</tbody>
</table>

6. Although many financial career personnel in various businesses may perform similar tasks, some of the career titles will vary. A good example of this would be an authorizer. If the person works for a credit card company, his job title is a Charge Authorizer. If he works for a finance company, he would be known as a Credit Authorizer. The manager may be a credit manager, or loan officer, or president.

7. Some job opportunities available according to major services performed are:

- Checking and savings—teller, cashier, manager
- Loans and credit—loan officer, credit and collections manager, cashier, credit authorizer
- Trusts—trust officer, trader
- Safekeeping—vault clerk
- Securities—clerk, salesman, analyst, broker

8. Many forms are handled by employees of financial institutions:

1. Deposit and withdrawal slips—checking and savings
2. Personal, traveler’s, and cashier’s checks—checking
3. Bank statement—checking, savings, loans
4. Promissory note, installment contract, credit application, mortgage, deed, certificate of title, credit care—loans
5. Passbook, certificates of deposit—savings
6. Stock Certificates—investments
Equipment
1. Overhead projector, projection screen, camera
2. 16 mm projector, slide projector, filmstrip projector
3. Tape recorder, record player, bulletin board

Materials
1. Films: “Banking in Action”
   “Bread”
   “Impulse 90”
   “Is a Career in Banking for You?”
   “Is a Career in Finance, Insurance or Real Estate For You?”
   “Man’s Confidence in Man”
   “Market in Motion”
   “Step Into Banking”
   “The Investor and the Market-Place”
   “The Lady and the Stock Exchange”
   “The Littlest Giant”
   “The One Man Band That Went To Wall Street”
   “Your Town”


   “Banker”
   “Career Development Series,” Imperial Films
   “Careertapes: Credit Manager,” MacMillan Library Services


7. Career Opportunities: Marketing, Business, and Office Specialists


9. E is for Economics. F. A. Owen Publishing Company


12. How to do Your Banking. local banks


15. Occupational Guidance Booklets. Finney Company

17. *Opportunities in the Securities Business*. Vocational Guidance Manuals


**Supplies**

1. Posterboard, construction paper, card stock, financial forms

2. Magic markers, felt tip pens, colored pencils, crayons

3. Glue, scissors, tape, staplers, thumb tacks, rulers

4. Slide film, flash cubes, transparency acetates

**Special Resources**


2. Field Trip

THE FINANCE SCENE — KEY

1. Any three answers under each heading are acceptable:
   
   **Commercial Banks**
   - President
   - Cashier
   - Teller
   - Loan Officer
   - Trust Officer
   - Repossessor
   - Interviewer
   - Collector
   - Investigator
   - Credit Interviewer
   - Credit Investigator
   - Finance Manager
   - Credit Collector
   - Repossessor

   **Credit Union**
   - Loan Officer
   - Credit Interviewer
   - Credit Authorizer
   - Account Collector
   - Finance Director
   - Customer Service Advisor
   - Credit Manager
   - Securities Investor
   - Securities Salesman
   - Financial Analyst
   - Securities Broker
   - Floor Rep (Broker’s)

   The student will have exhibited sufficient knowledge for objective #1 if he attains a score of 12 correct answers or 50% accuracy on this measurement item.

   **Career titles:**
   - 1. Credit Authorizer
   - 2. Floor Representative
   - 3. Teller
   - 4. Charge Authorizer
   - 5. Securities Broker
   - 6. President
   - 7. Credit Interviewer
   - 8. Trust-Vault Clerk
   - 9. Customer Service Advisor
   - 10. Credit Manager

   **NOTE:** If the student gives 8 correct career titles on this test item for 50% accuracy, he will have achieved acceptable proficiency for objective #2.

   3. The following businesses and careers should have been recommended:

<table>
<thead>
<tr>
<th>Consumer Situation</th>
<th>Business Situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>Careers</td>
</tr>
<tr>
<td>Credit Card</td>
<td>Investigator</td>
</tr>
<tr>
<td>Company</td>
<td>Charge Authorizer</td>
</tr>
<tr>
<td></td>
<td>Credit Manager</td>
</tr>
</tbody>
</table>

   This objective #3 will be satisfied if the student supplies 6 correct answers for 75% accuracy.
THE FINANCE SURVEY — KEY

1. Any three answers under each heading are acceptable:

<table>
<thead>
<tr>
<th>Commercial Banks</th>
<th>Finance Company</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Repossessor</td>
</tr>
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<td>Credit Card Company</td>
</tr>
<tr>
<td>Interviewer</td>
<td>Credit Manager</td>
</tr>
<tr>
<td>Collector</td>
<td>Charge Authorizer</td>
</tr>
<tr>
<td>Investigator</td>
<td>Customer Service Advisor</td>
</tr>
</tbody>
</table>

Credit Union

| Loan Officer                            | Credit Investigator                        |
| Credit Interviewer                     | Credit Investigator                        |
| Credit Authorizer                      | Credit Collector                           |
| Account Collector                      | Securities Investors                       |
| Finance Director                       | Securities Salesman                        |
| Customer Service Advisor               | Financial Analyst                          |
|                                        | Securities Broker                          |
|                                        | Floor Rep (Broker's)                       |

The student will have exhibited sufficient knowledge for objective #1 if he attains a score of 12 correct answers or 80% accuracy on this measurement item.

Career titles:

2. 1. Loan Officer
   2. Credit Investigator
   3. Cashier
   4. Trust-Vault Clerk
   5. Credit Interviewer
   6. President
   7. Securities
   8. Securities Broker
   9. Teller
   10. Floor Representative

NOTE: If the student gives 8 correct career titles on this test item for 80% accuracy, he will have achieved acceptable proficiency for objective #2.

3. The following businesses and careers should have been recommended:

<table>
<thead>
<tr>
<th>Consumer Situation</th>
<th>Business Situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>Careers</td>
</tr>
<tr>
<td>Credit Card Company</td>
<td>Investigator</td>
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<tr>
<td></td>
<td>Charge Authorizer</td>
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<td></td>
<td>Credit Manager</td>
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<table>
<thead>
<tr>
<th>Business</th>
<th>Careers</th>
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</thead>
<tbody>
<tr>
<td>Commercial Bank</td>
<td>Interviewer</td>
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<tr>
<td></td>
<td>Investigator</td>
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<td></td>
<td>Loan Officer</td>
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</table>

This objective #3 will be satisfied if the student supplies 6 correct answers for 75% accuracy.
LEARNING ACTIVITIES

UNIT TITLE Finance: Getting the Greenbacks UNIT #3 OBJECTIVE #1

Group

1. Ask the students some different places where they could invest or borrow money. Discuss the financial institutions of banking, including commercial banks, savings banks, savings and loans associations. Cover the other kinds of financial institutions which serve consumers and businessmen, namely, finance companies, credit unions, credit card companies, and securities investment companies.

Ask students to explain the differences among these institutions. Include a discussion about the marketing services which each provides from the following possibilities: loans, investments, savings, checking, trusts, safekeeping of valuables, and credit card purchases. Write each of the types of financial businesses on the chalkboard and draw columns under them. Select different students to go to the board and write the kinds of services that that business offers. Review these with the group.

Have another group of students come to the board. Let each of them pick one of the financial businesses. Ask the students to write the career titles of any jobs they think might be found in those businesses. After a couple of minutes, have students in their seats review the careers that have been listed. Include any other which the students have not mentioned, so that all careers on the test items have been covered.

Explain to the students that insurance and real estate are sometimes considered financial institutions. Tell them that most real estate businesses are mostly concerned with realty transactions and services as learned in the previous unit. Explain to the group that insurance businesses are primarily concerned with protection against risks.

2. Divide class into five groups. Assign each group one of the following areas, so that each group has a different subject: banking, credit unions, finance companies, stock exchange, and credit card companies. Ask each group to compile a list of the possible careers which could be found in a business of that category.

Have each group prepare a short skit in which the students assume the various roles. A student may assume more than one role to cover them. Allow each group approximately fifteen minutes to practice their skits. Provide them, if possible, with some materials of that kind of business. Some samples might include: checks, deposit forms, loan and credit applications, promissory notes, stock certificates, and credit cards, etc.

Have each group present its skit. Ask the rest of the class to identify the kind of business in which these career people are employed. Invite any other career titles which were not portrayed. Follow the same procedure for each. Emphasize that some of the businesses have similar activities performed, although the career titles may be slightly different.

Individual

1. Distribute Student Handout #21: "Financial Industry Careers" to the learner and ask him if he can guess the kinds of businesses which should be written on the line above each group of career titles. Give him ten minutes to make his decisions.
When he has finished, ask him what the word finance means to him. Relate the term to him personally, such as funds for him to go to the movies or buy a record. Review the kinds of financial institutions with him and the marketing careers found within them. Discuss the role of finance in other businesses—retailers, wholesalers, marketing services, procedures.

Ask the student what kinds of financial services consumers or businesses can obtain at a financial institution or other businesses. Include the major services of the different kinds of banks, security investment companies, credit unions, finance companies, and credit card companies.

2. Give the student a copy of Student Handout #22: “Finance Careers in Business” to complete. Explain to the student that he has a list of marketing careers in finance which are found in various financial institutions. He must decide under which column heading the career title may go. Advise him that there are a few which may be written under more than one column.

When the student has completed the handout, discuss the careers and businesses with him. Explain that some career titles and job functions are similar, but the slight difference in title indicates the different kind of business, such as the credit authorizer and the charge authorizer. Discuss the various financial services and activities which take place in the different kinds of financial institutions and other marketing businesses.

If possible, have the student visit a commercial bank, a stock exchange office, and a finance company. Let him collect samples of forms used by the different institutions and prepare a bulletin board named “Forms in Financial Careers” or something comparable. Have the student identify financial careers around the forms to show the relationship between the forms and careers.

Special Media

1. Films: 
   - “Bread” “Banking in Action” “Step Into Banking”
   - “Is a Career in Banking for You?” “Your Town”
   - “Is a Career in Finance, Insurance, or Real Estate for You?”
   - “Twenty-Four Hours in the Life of a Check”
   - “The Lady and the Stock Exchange”
   - “The One Man Band That Went to Wall Street”


3. Cassette Tapes: Career Development Series, Imperial Films
   - “Banker” “Stockbroker”


5. Career Opportunities: Marketing, Business, and Office Specialists
LEARNING ACTIVITIES

UNIT TITLE Finance: Getting the Greenbacks UNIT #3 OBJECTIVE #2

Group

1. After you have covered the information in Student Handout #25 concerning the job duties of marketing career personnel in finance, explain the game activity "Jeopardy" of Student Handout #23 or give each student a copy. Designate the following five categories for the quiz show activity:

   Banking, Credit Unions, Finance Co., Stock Exchange, Credit Card

As indicated in the quiz show directions, have each student prepare three questions for each of the categories. Have the authorities edit the questions. Review these and have them typed on a bulletin typewriter or a typewriter with an orator element, so that the questions may be projected on an overhead or opaque projector.

If possible, obtain a peg board in which you can arrange twenty-five hooks for each of the questions. If not, you may use a bulletin board, a chalkboard, or the overhead projector to show the gameboard. If you use a peg board or a bulletin board, have students make question cards large enough to be read, so that the students can read them as well as hear the moderator read them.

If you are using the activity with more than ten students, it is suggested that you involve a team of three students each for the quiz show. Plan and implement the game activity as explained in the directions.

2. Explain the rules of the "Finance Baseball" game activity or distribute a copy of the Student Handout #24 to each of the students. Have each student prepare two sets of questions with each set containing six questions. Explain to the students that each set should be on an area of finance, such as securities or banking. Tell the students that five of them in each set should vary in difficulty. Have him indicate the easiest question with a "1" and the most difficult question with a "50" as explained under preparation. The sixth card, a "bonus" card should be of moderate difficulty and identified on the student's paper with a "1." Be certain that questions are submitted for each career area of finance. You may wish to ask for volunteers in the different categories. Edit the questions and have them typed or written on cards or slips of paper. If possible, use six different colors to differentiate the varying varage attempts and the touchdown point. Play the game as directed.

Individual

1. Give the student a copy of the Student Handout #25: "Financial Specialists in Marketing Services." Ask the student to read the information handout and see if he can identify the businesses in which these personnel would be working. After the student has completed the handout, review the finance careers with him, emphasizing the kinds of businesses in which each is employed and brief job descriptions of each career.
Tell the student you want to find out what students know about marketing careers in finance. Have him prepare a simple one page questionnaire concerning the financial services, businesses, and careers. He might ask students questions relating to career opportunities, advancement possibilities, educational requirements, advantages and disadvantages of the careers.

When he has completed his survey, have him prepare a visual display on a poster or bulletin board showing the survey results and conclusions. Ask him if he has any recommendations to make as a result of the survey.

2. Distribute the Student Handout #26: "Who's Who in Finance" to the learner. Explain to the student that these are fifteen of the careers he studied in Student Handout #25. Ask him to see how well he can do without the aid of the handout. When he has completed the fifteen career matchings, have him check his answers against his handout. Then review his responses to be certain he has the correct answers and to clarify any misunderstandings.

Special Media
1. Dictionary of Occupational Titles, Volume I
2. Encyclopedia of Careers and Vocational Guidance, Volume 1
4. The Experience Kit: Moral Manager. Science Research Associates
6. Occupational Guidance Booklets. Finney Company
LEARNING ACTIVITIES

UNIT TITLE Finance: Getting the Greenbacks UNIT #4 OBJECTIVE #3

Group

1. Duplicate a few copies of Student Handout #27: "Financial Roleplays." Cut the roleplay into nine strips, so that one situation can be given to a student. Divide the class into nine groups. Give each member of a group a copy of that group's roleplay situation.

Allow the groups about five minutes to study their situations. Alternate calling on groups to roleplay their situations and create a discussion following each of them. Discuss the needs of businesses and consumers that are served by the financial businesses and careers personnel. Develop a few situations similar to those in the Financial Survey and let students predict the business and careers that would handle them.

2. Create five financial businesses in the room. Have students construct teller windows and other props with cardboard boxes, posterboard, construction paper, etc. Check with an industrial arts teacher for any scrap material which you might use.

Distribute appropriate forms to the five finance businesses. Have students bring in examples of some they can obtain in the community. Assign students to one of the five businesses. Give each business one consumer and one business situation. Have the business groups study the situations and decide whether their business and personnel could handle the situation, or if it would be better handled by one of the other businesses.

Give each business ten minutes to review their situations and come to a conclusion. Have a spokesman from each business group explain his group's decision. Follow the same procedure for each group.

Individual

1. Provide the learner with a copy of Special Activity Sheet #3: "Career Interview." Call local financial businesses and arrange appointments for the student with at least three different kinds of businesses, such as a commercial bank, a stock exchange, and a finance company.

Have the student prepare some additional questions to ask each businessman. Questions should include how that business and its personnel serve consumers and businesses as compared to other financial businesses.

Individual

2. Give the learner a copy of Student Handout #28: "Finance Decisions" and have him complete the activity. Explain to the student that he should check the column of the business which would best handle the situation and give his reasons for selecting that one in space under each situation. Ask him to identify at least three marketing careers which would be involved in handling the situation and write them on the lined shown.
3. Provide the student with Student Handout #29: "Finance Personalities" and have him match the marketing finance careers with the personality trait he thinks best describes that career. When he has completed the matching activity, discuss his responses with him. Were there some personality traits that he would have used more than others for all or most of the careers?

Discuss the different careers and the businesses for which they work. Give the student a few business and consumer situations, and ask him to decide which business would best handle the situation and what careers would be involved in providing the service.

Special Media

1. Dictionary of Occupational Titles, Volume I
2. Encyclopedia of Careers and Vocational Guidance, Volume I
4. Job Experience Kit: Motel Manager, Science Research Associates
5. Occupational Briefs, Science Research Associates
6. Occupational Guidance Booklets, Finney Company
7. Occupational Outlook Handbook, J.S. Department of Labor
insurance: running the risks
INSURANCE: RUNNING THE RISK

Competency

Ability to relate the marketing careers in insurance to the insurance coverage needed in various business and consumer situations.

Objectives

1. Given a list of twenty careers in marketing, the student will identify the insurance occupations with 75% accuracy. (knowledge)

2. Given ten job titles of insurance occupations and their descriptions, the student will match the job title to its description with 80% accuracy. (comprehension)

3. Given one consumer and one business situation, the student will relate five kinds of insurance coverage needed for the situations and five insurance careers that would be involved with 80% accuracy. (application)

Concepts

1. Marketing risks are the possibilities of financial loss to people or property by unforeseen or uncontrollable factors.

2. The factors which cause marketing risks may be grouped into three main categories or classes:
   a. Market conditions—changes in prices, consumer demand, competition
   b. Human factors—uncertain acts of dishonesty, illness, carelessness
   c. Natural perils—fire, disease, earthquakes, coldness, hurricanes

3. Two methods of minimizing risks help to reduce the chances of financial losses to businesses, as well as to individuals:
   a. Good management practices—planning and implementing safety practices
   b. Shift of losses to others—purchasing insurance to cover losses.

4. It is through the two methods of reducing financial losses that marketing career opportunities exist. Since risk is part of management's job responsibilities, the wise manager shifts large risks to insurance companies when possible.

5. The primary industry which has its business operations centered around risk bearing is the insurance industry. Marketing careers are found throughout the insurance industry:
   a. Branch or District Manager—supervises and coordinates all activities for the company in that office or territory
   b. Field Representative—trains, advises, and inspects agents
   c. Sales Agent—sells policies and services customers for one company
   d. Independent Agent—sells insurance as an agent for several companies
e. **Insurance Broker** — represents the client in purchasing insurance from the company which best meets that customer's needs

f. **Underwriter** — studies risk information, decides if risk is to be accepted, and oversees policy issuance and premium calculations.

g. **Policy Writer** — studies needs of the customer and issues policy

h. **Policy Checker** — reviews policy to see if it is complete and meets the needs of the customer

i. **Premium Clerk** — studies policy and risk factors to determine the correct classifications and calculates the premium

j. **Business Auditor** — visits and inspects businesses to check if the premium is correct for that business' type, size, location, etc.

k. **Claims Analyst** — checks life and health losses for payment

l. **Claims Adjuster** — checks property damages to see if the losses are covered and determines the amount of the reimbursement to insured

m. **Saler** — sells or disposes of the damaged property after claims

**5. Many insurance opportunities or agencies are found in other businesses:**

a. **Insurance Consultant** — provides business management and government officials with insurance information and recommendations for management decisions

b. **Marine Insurance Specialist** — prepares insurance certificates on foreign trade shipments, processes insurance, fixes premium rates

c. **Insurance Examiner** — inspects policies, procedures, and personnel of insurance companies for government agencies

d. **Insurance Coordinator** — secures company insurance coverage for firm's property and personnel

**6. Five major kinds of insurance coverage may be obtained by individual consumers as well as by business and organizations:**

Life — protection against financial loss caused by death or retirement (ordinary, group)

Health — coverage for financial loss caused by illness or accident (hospital, surgical, medical, disability, protection, major medical)

**Socia** — publicly financed insurance protection for financial losses caused by death, disability, retirement, illnesses, injuries, and unemployment (Social Security, Workmen's Compensation, Unemployment Benefits)
Property - insurance coverage for financial losses to real and personal property by natural and human causes (home, automobile, boat, trailer, personal belongings, business structure, inventory, equipment).

Liability - protection of persons or businesses against financial loss from claims made by others for personal injury or property damage (personal, professional, property).

Equipment
1. Overhead Projector, 16mm movie projector, filmstrip projector
2. Tape Recorder and Record Player

Materials
1. Films: "For Some Must Watch," Business Education Films
   "The Invisible Force," Association Films
   "Worldwide Insurance Venture," Modern Talking Picture Service
   "Careers in Insurance," American Insurance Institute
   "Insurance Careers," Institute of Insurance
   "Careers in Property and Liability Insurance," Insurance Information Institute
   "It's O.K. to Try," Institute of Insurance
   "Who Says a Good Insurance Job Has to be Boring?"
4. Textbooks: Marketing, Business and Office Specialists
5. Textbooks: New York Life Insurance Company
6. Textbooks: "Surprising Scope in Insurance Careers"
7. Textbooks: Vocational Guidance, Vol. 1 & II

Supplies
1. Construction paper, poster board
2. Blue paper, scissors, markers

Special Resources
1. Student Handouts
2. "Insurance Careers and Vocational Guidance, Vol. 1 & II"
THE INSURANCE SCENE—KEY

1. The following insurance careers should have been marked:
   - Marine Insurance Specialist
   - Sales Agent
   - Field Representative
   - Underwriter
   - Independent Agent
   - Insurance Broker
   - Policy Writer
   - Claims Adjuster
   - Premium Rate Clerk
   - Salvor Agent
   - Claims Analyst
   - Insurance Coordinator

   A score of 9 correct answers or 75% accuracy will indicate satisfactory knowledge on this test item for objective #1.

2. The following answers should have been identified:
   1. E
   2. C
   3. H
   4. G
   5. B
   6. A
   7. L
   8. D
   9. K
   10. J

   When the student correctly identifies 8 of the marketing risk careers on this evaluation instrument, he will have successfully completed objective #2.

3. The following kinds of insurance coverage and careers could be involved:

   **CONSUMER SITUATION**
   **BUSINESS SITUATION**

<table>
<thead>
<tr>
<th>Careers</th>
<th>Coverages</th>
<th>Careers</th>
<th>Coverages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales Agent</td>
<td>Personal Life</td>
<td>Underwriter</td>
<td>Public Liability</td>
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<tr>
<td>Insurance</td>
<td>Comprehensive</td>
<td>Policy Writer</td>
<td>Product Liability</td>
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<tr>
<td>Coordinator</td>
<td>Medical</td>
<td>Policy Checker</td>
<td>Property Damage</td>
</tr>
<tr>
<td>Branch Manager</td>
<td>Salary Protection</td>
<td>Premium Clerk</td>
<td>Business Int'l</td>
</tr>
<tr>
<td>Field Rep</td>
<td>Social Security</td>
<td>Business Auditor</td>
<td>Social Security</td>
</tr>
<tr>
<td>Underwriter</td>
<td>Homeowner's</td>
<td>Consultant</td>
<td>Unemployment</td>
</tr>
<tr>
<td>Policy Writer</td>
<td>Automobile</td>
<td>Branch Manager</td>
<td>Insurance</td>
</tr>
<tr>
<td>Policy Checker</td>
<td></td>
<td>Sales Agent or</td>
<td>Workmen's Compensa-</td>
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<tr>
<td>Premium Clerk</td>
<td></td>
<td>Broker or</td>
<td>tion</td>
</tr>
<tr>
<td>Consultant</td>
<td></td>
<td>Independent</td>
<td>Business Life</td>
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</tbody>
</table>

   The student will demonstrate acceptable proficiency for objective #3 when he can identify 4 careers and 4 coverages for each situation to total 16 correct answers for 80% accuracy.
THE INSURANCE SURVEY—KEY

1. The following twelve careers should be circled:
   1. Claims Analyst
   2. Salvor Agent
   3. Insurance Sales Agent
   4. Field Representative
   5. Premium Rate Clerk
   6. Insurance Broker
   7. Claims Adjuster
   8. Underwriter
   9. Insurance Examiner
   10. Independent Agent
   11. Policy Checker
   12. Insurance Coordinator

   If the student correctly identifies 9 of the careers for 75% accuracy, he will have demonstrated adequate proficiency for objective #1.

2. The following answers should have been given:
   1. A
   2. B
   3. C
   4. D
   5. E
   6. F
   7. G
   8. H
   9. I
   10. J

   The student will have achieved acceptable performance on this evaluation item for objective #2 if he attains 8 correct answers for 80% accuracy.

3. The following kinds of insurance coverage and careers could be involved:

   **CONSUMER SITUATION**
   - **Careers**
     - Branch Manager
     - Field Rep
     - Premium Clerk
     - Underwriter
     - Policy Writer
     - Policy Checker
     - Broker or Sales Agent or Independent Agent
   - **Coverages**
     - Personal Life
     - Annuity
     - Major Medical
     - Salary Protection
     - Social Security
     - Tenants Policy
     - Automobile

   **BUSINESS SITUATION**
   - **Careers**
     - Underwriter
     - Policy Writer
     - Policy Checker
     - Premium Clerk
     - Business Auditor
     - Consultant
     - Branch Manager
     - Sales Agent or Broker or Independent Agent
   - **Coverages**
     - Professional Liability
     - Public Liability
     - Product Liability
     - Property Damage
     - Business Interruption
     - Social Security
     - Unemployment Insurance
     - Workmen’s Compensation
     - Business Life

   The student will demonstrate acceptable proficiency for objective #3 when he can identify 4 careers and 4 coverages for each situation to total 16 correct answers for 80% accuracy.

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LEARNING ACTIVITIES

UNIT TITLE: Insurance—Running the Risk
UNIT # 4: OBJECTIVE #1:

Group

1. Begin the discussion in class by asking the question: "Have any of you ever taken a risk?" Create interaction among students about the kinds of risks that they have taken. Ask someone to explain what they mean by the word. Explain that it is the possibility of financial loss to persons or property. Relate how financial losses occur through accidents, deaths, etc. Ask students to explain how a risk can be avoided or reduced.

Tell students that businesses assume risks too. Ask them if they can think of any risks that businesses take. Include examples relating to nature (fire, hail), people (carelessness, dishonesty), and economic conditions (depression, inflation). Ask students how these risks are handled. Create a discussion evolving around safety precautions by good management policies and the purchase of insurance.

Explain to the students that, generally speaking, risk responsibilities are part of the management's duties, and that in this unit they will primarily explore marketing careers in insurance. Ask students if they can think of any careers in insurance. This should lead to the sales and or independent agent and the claims adjuster. Relate other careers to these two jobs. Reemphasize the careers and write them on the board or overhead projector.

2. Make an overhead transparency of Student Handout #30: "Insurance Career Scramble." Place it on the overhead projector. Reveal only one career at a time, letting student guess which marketing career in insurance the job is. Follow the correct identification of the career with an explanation of what that person does in an insurance company or in connection with it.

Continue through each of the insurance careers, showing one career at a time and following it with an explanation of that job function or description. To keep students interested, interject insurance stories by yourself or have students volunteer experiences or knowledge. Try to include as many business situations as possible, but relate the importance of insurance and the insurance personnel to the students and their lives.

When you have completed this with the students, ask them to go home and find out if their families have insurance—personal, professional, or business. Ask them to find out what kind it is, who sold it to them. Is it a group policy handled by an industrial or business insurance coordinator of the company or agency? Was it purchased from a main office sales agent? Was it obtained from an independent agent of the company, such as a State Farm representative in his own office? Was it gotten from an insurance broker who handles insurance for many companies? When the students return, review the information gathered, and relate these careers to the others in the field of insurance.
Group
3. Write the following insurance careers on the chalkboard:

SALES AGENT
INDEPENDENT AGENT
INSURANCE BROKER
BRANCH MANAGER
UNDERWRITER
POLICY WRITER
INSURANCE CONSULTANT
MARINE SPECIALIST
SALVOR AGENT
POLICY CHECKER
INSURANCE COORDINATOR
SALVOR TRAINEE
INSURANCE EXAMINER
CLAIMS ANALYST
PREMIUM CLERK
BUSINESS AUDITOR
CLAIMS ADJUSTER
FIELD REPRESENTATIVE

Have each student prepare a word search puzzle using the careers. Explain to the
students that they may have twenty minutes to construct the puzzle using all of the
careers. Explain that they should try to use as few spaces as possible and that the career
titles may be written across, down, or diagonally. You may want to include variations, such
as words written backwards or overlapping.

Have students figure the number of spaces they have used in their puzzles and recognize
the winner. Have students exchange puzzles, circling the career titles and checking each
other to see that all of the career titles have been used in the puzzle.

Individual
1. Distribute the Student Handout #30. "Insurance Career Scramble" puzzles for the
student to work. When he has finished identifying the eighteen careers in insurance, give
him several of the resources identified under Special Media below. Ask him to investigate
each of the career titles and write a short explanation of each of them. Tell him that he
may present the information in any manner he wishes -- a short story, a poem, a poster,
bulletin board, a monologue, etc. Review the information he gathers with him periodically
so he understands each career researched.

2. Ask the student to inventory his personal belongings at home using the Student Handout
#31. "Personal Possession Package." When the student returns to school, ask him to
place a check next to the ten items of all those that he has listed that he would keep if he
had to lose some of them. Have him place a check in the box in front of each item listed.
Ask the student to explain why he selected those ten items from all those he had listed. He
can do this orally or on paper.

Explain to the student that when he is out on his own working, he can buy insurance to
protect his financial investment in them, even if he does not own his house. Tell him that
he could buy a renter's policy for a very small amount of money. Inform the student that he
is going to assume he is out and working, and he is going to purchase a renter's policy to
protect his personal belongings. Ask him to identify orally or in writing at least twelve
insurance careers that would be involved from the time he applied for the policy and the
time it was in effect to him. Review these careers with him and discuss others that he has
omitted.

Special Media
1. Film, "For Some Must Watch," Business Education Films
   "World Wide Insurance Venture," Modern Talking Picture Service

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   "Careers in Insurance," American Insurance Institute
   "Insurance Careers," Institute of Insurance

   "Careers in Property and Liability Insurance," Insurance Information Institute
   "It's Up To You," Institute of Insurance

4. Career Opportunities: Marketing, Business and Office Specialists
5. Career Opportunities, New York Life Insurance Company, "Life Insurance"
7. Dictionary of Occupational Titles, "Insurance": "Salesman": "Claims"
LEARNING ACTIVITIES

UNIT TITLE Insurance, Running the Risk

UNIT #4 OBJECTIVE #2

Group

1. Duplicate the career descriptions in Student Handout #32: “Insurance Career Clues” for the class and cut them apart. Distribute one each to fifteen of the students. Have each of them study the clues and see if they can identify it. Tell him to keep it a secret if he knows it. Divide the rest of the class into two teams. If an extra student remains, have him serve as a scorekeeper.

Explain to the students that each one of the fifteen students representing one of the insurance occupations will read one clue to his personality. A flip of the coin can determine the team who may go first. Then that team may collaborate to decide who that risk personality is. The team receives one guess. If they are correct, they receive 5 points. If they are not correct, the other team earns a chance to identify the career. If that team cannot identify the career either, the student holding that clue card has a chance to win five points by correctly identifying the risk career. Remember, the cards do not have the career titles on them. If he cannot answer, any of the other fourteen career personality students may try.

If no one can identify the career on the first clue, repeat the procedure for another clue. If none of the students can identify it on the second clue, have that risk personality read all of the remaining clues. If a team or individual guesses the risk career on the first clue, 5 points are earned. If the career is identified on the second clue, 3 points are added to that team or person’s score. If the risk personality is named on the third clue or set of clues, 1 point is earned.

If no student can identify the risk career, review the information with the students and explain that career title and description. Notice from the above game situation, that all students, individual as well as the team, have an opportunity to win the game. The winner could be named “the insurance agent of the day” or the “insurance team of the week.”

2. Study the information in Student Handout #33: “Hot Spots” and give each student a copy of the directions if possible. Distribute a sheet for students to indicate whether they would prefer to serve as panelists (like Charley Weaver), contestant (X or O), moderator (ask the questions), score-keeper, judge, or authorities. Have ten students sign under the panelists column in case someone is absent that day.

As indicated in the directions, have each student prepare ten questions—in this case, about insurance and insurance careers. Have the authorities review the questions, and submit their final copies to you. Type these, if possible, on a large bulletin typewriter or a typewriter with an orator element. Make transparencies of these questions, so they can be projected on the overhead screen as well as be read by the moderator. Supply each of the nine panelists with the questions and answers. This is good reinforcement for them and provides them with the correct information to give the answer or “bluff” a contestant. It also allows, rotate students among the various positions, especially between contestants and panelists.
Individual

1. Give the learner a copy of the Student Handout #32: "Insurance Career Clues" and have him study the clues to identify the insurance career that is explained. When he has completed studying the career clues and writing in the career title in the blank provided, review each of the careers with him, emphasizing how each is involved from the time a policy is initiated until the policy is issued.

   If possible, have the student visit a local insurance agency or office to observe the activities and talk to employees. When he returns ask him to present a review of his experience orally, in writing, or by some visual means. Perhaps he might wish to tape his report on a tape recorder.

2. After the student has become familiar with the various careers in insurance and job descriptions of each person, give him a copy of the Student Handout #34: "Insurance." Explain to him that there are seventeen careers listed and seventeen allocations for Christmas bonuses. Remind him that some of the people are not salaried employees of the insurance company or actual company personnel, but that they serve the company by providing new clients.

   Be sure to explain to students that if there are any persons they do not think should get a bonus, they should leave that space blank and explain their reasoning on the back of the paper. If this should happen, then the student may wish to allocate that money to someone else. If so, this may also be included on the back with justification for the decision.

   When the student has finished assigning the bonuses, ask him to explain why he chose the people he did for the high bonuses, the low bonuses, and the "middle of the roaders." Review the responsibilities of each and include those careers not on the list before the student is evaluated.

Special Media

1. Occupational Outlook Handbook, "Insurance Agents and Brokers"

2. Occupational Briefs, Science Research Associates "Insurance Adjusters" "Insurance Agents"

   Occupational Guidance Series, Finney Company

   "Casualty Underwriter" "Fire Investigator"
   "Insurance Agent" "Insurance Auditor"

4. Occupations and Careers, "Sales Occupations"

5. Widening Occupational Roles Work Briefs, Science Research Associates

   "Insurance Agents" "Insurance Adjusters" "Insurance Clerks"
LEARNING ACTIVITIES

UNIT TITLE Insurance: Running the Risk

UNIT #4 OBJECTIVE #3

Group

1. After you have covered the information in Student Handout #35: "Policies For Protection," develop some roleplay situations on types of insurance. Select students to roleplay the various situations questioning the class about each of them as they are completed. Review the five major kinds of insurance and examples of each during your summary.

Three roleplaying situations which you might use are:

Role Play #1—Mr. and Mrs. Wooten have just returned from their honeymoon. Mr. Wooten earns an above average salary. Mrs. Wooten does not work. They have two cars which are paid for. They have just bought a house. Mr. and Mrs. Wooten walk into the City-State Insurance office and ask to speak to Mr. Nolan. Mr. Nolan is an agent who has been recommended to the Wootens as the man to talk to about their insurance needs. Mr. Nolan decides what type of insurance services this young couple might need.

Role Play #2—Mr. Peaton has just bought a roofing business which is located on Main Street. He comes into the City-State Insurance Company office to ask Mr. Nolan's help in determining what kinds of insurance he will need for this business.

Role Play #3—Gene Daley is 22 years of age. He just graduated from the local community college with a bright future in wholesaling. He saves a good part of his salary every month since he has no one dependent on him. He feels he must get advice on insurance, he is not sure if he needs insurance or not. Will Mr. Nolan please help him?

2. Duplicate blank cards using Student Handout #36: "The Protectors," as a guide or have each student design his own. Rotate the types of policies under each column or have students write the policy types in the blanks of their choice under the appropriate column.

Have each student write five descriptions of situations which would be covered by the five major kinds of insurance. Thus, each student would prepare one each of life, health, social, property, and liability insurance. Prepare some additional descriptions yourself.

Explain to students that you will read out the description of a business or consumer situation. Ask them to decide what kind of insurance would handle the situation. Have them look on their cards and mark the specific type of coverage in that category which would protect the policy holder.

Inform the group that the first person to obtain 5 types of insurance or blocks in a row across, down, or diagonally, should call "Protectors" to win the game. Relate various insurance personnel who could be involved in various situations.

Insurance

1. Give the learner a copy of Student Handout #35: "Policies For Protection" and have him study the information. When he has covered the information, review the kinds of insurance and types of policies. Ask the student to complete the activities at the end of the handout and check them when he has finished them.
2. When the student has covered the material in "Student Handout #36, "Policies For Protection," ask him to read the "Insurance and Investigations" in the Student handout #37. Discuss various types of insurance coverage, the limits of that they cover, and the insurance personnel who may become involved.

3. Give the pupil a copy of Student" Student Handout #37, "Insurance Investigations," and have him complete each section. After he has answered all of it, discuss his answers clarifying the kinds of insurance and the steps one each of them handles.
transportation--

getting them there
TRANSPORTATION: GETTING THEM THERE

Competency
Ability to relate the transportation businesses and marketing careers to the movement of people and products for various business and consumer situations.

Objectives
1. Given the five major methods of transportation, the student will identify two marketing careers for each of the five methods with 80% accuracy. (knowledge)

2. Given job descriptions of ten transportation careers, the student will give the correct job title and the transportation industry in which that career is found with 80% accuracy. (comprehension)

3. Given five business and consumer situations, the student will select the transportation businesses and marketing careers which would be appropriate for the situations with 80% accuracy.

Concepts
1. Transportation provides the service of physically moving property and people from one location to another.

2. Five major methods of transporting people or property may be used:
   a. Air Carriers – passenger airlines, cargo aircraft
   b. Waterways – leisure liners, barges, freighters, tankers
   c. Highways – buses, moving vans, trucking companies, vehicle rentals, taxis, limousines
   d. Railroad – commuters, passenger trains, freight trains
   e. Pipeline – liquids such as water, oil, grain, chemicals, gas

3. Businesses within the transportation industry offer many, varied marketing career opportunities:
   a. Airlines – airline stewardess, flight control specialist, ramp attendant, cargo agent, flight superintendent, airline dispatcher
   b. Waterways – waterway traffic checker, longshoreman, dock boss, importing clerk, exporter manager, bagagemaster, purser, steward
   c. Highways – motor dispatcher, routeman, rate clerk, bus tracer, claims adviser, bagageman, taxicab driver, limousine router
   d. Railroad – conductor, stationmaster, porter, brakeman, callboy
   e. Pipeline – pumping station operator, dealer recruiter, field supervisor (oil), meter reader, water dispatcher, watermaster (water)

4. Many marketing service businesses depend to some extent upon the transportation industry for their success:
   a. Travel agencies and tour guide services
   b. Entertainment and amusement attractions
   c. Lodging and eating accommodations
   d. Novelty, gift, and personal service stores
   e. Storage companies
The transportation industry is a vital link maintaining our highly complex standard of living with constant movement of people and products.

**Equipment**
1. Overhead projector, bulletin board, chalkboard
2. Filmstrip projector and 16 mm film projector
3. Reel or cassette tape recorder and record player

**Materials**
1. Films:
   - "Careers in Transportation," University of South Carolina
   - "How to Succeed Without Really Flying," Federal Aviation Admin.
   - "Is a Railroad Career For You?" AIMS Media Service
2. Filmstrips:
   - "Airport Service" Series, Educational Development Corp.
   - "Airport Travel" Series, Colonial Films, Inc.
   - "Careers in Transportation," Pathescope Educational Films
   - "Transportation: Air Ocean Port" Series, Ed. Development
   - "Transportation: Our Railroads" Series, Ed. Development
4. Booklets:
   - "Going Places in Oil," American Petroleum Institute
   - "Job Experience Kit: Truck Driver," Science Research Assoc.
   - "Marketing Careers in the Jet Age," Chronicle Guidance
   - "Ned the Taxicab Driver," Webster/McGraw-Hill Company
   - "On the Road With the Trucker," Chronicle Guidance
   - "Opportunities With Texaco," Texaco Oil
   - "Opportunities in the Trucking Industry," American Truckers
6. Career Opportunities: Marketing, Business, and Office Specialists
   - Career World, "Air Transportation," December 1972
   - "Airline Flight Attendants," December 1973
   - Dictionary of Occupational Titles, Volumes I and II
   - Encyclopedia of Careers and Vocational Guidance, Volume I
   - Finding Your Job, Finney Company
   - Handbook of Job Facts, Science Research Associates
   - Occupational Guidance Booklets, Finney Company
   - Occupations and Careers, "Exploring the Occupational World"
   - Popeye and Careers in Transportation, King Features
   - Project Loom Units, Florida State University
   - Widening Occupational Roles—Work Briefs, Science Research Associates
   - Working in the Transportation Industry, Fairchild Publications
Supplies
1. Posterboard, construction paper, white-paper
2. Rulers, scissors, glue, crayons, colored pencils, magic markers

Special Resources
1. Student Handouts #39-46
2. Commercial game: "Money Card" by American Express Company
### THE TRANSPORTATION SCENE — KEY

1. Any two of the following careers may be given for each method.

   - **Airlines**—airline stewardess, flight control specialist, ramp attendant, cargo agent, flight superintendent, crew scheduler, reservationist, ticket agent, schedules analyst
   - **Waterways**—waterway traffic checker, longshoreman, dock boss, importing clerk, exporter manager, baggagemaster, purser, steward
   - **Highways**—motor dispatcher, routeman, rate clerk, bus tracer, claims adviser, baggageman, taxicab driver, limousine router
   - **Railroad**—conductor, stationmaster, porter, yardmaster, scaler, callboy, motorman, brakeman
   - **Pipeline**—pump station operator, dealer recruiter, field supervisor (oil), meter reader, water dispatcher, watermaster, gager, services assistant (water)

   Eight correct answers for 80% accuracy will satisfy objective #1.

2. | CAREER          | INDUSTRY   | CAREER          | INDUSTRY   |
<table>
<thead>
<tr>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Watermaster</td>
<td>Pipeline</td>
<td>6. Dealer Recruiter</td>
<td>Pipeline</td>
</tr>
<tr>
<td>2. Conductor</td>
<td>Railroad</td>
<td>7. Stationmaster</td>
<td>Railroad</td>
</tr>
<tr>
<td>5. Stewardess</td>
<td>Airline</td>
<td>10. Ramp Attendant</td>
<td>Airline</td>
</tr>
</tbody>
</table>

   If the student answers 16 items correctly for 80% accuracy, he will have demonstrated acceptable performance for objective #2.

3. These transportation businesses and any two careers should have been recommended for each situation.

   - **BUSINESS**
     1. Trucking Company
     2. Airline
     3. Car Rental

   - **MARKETING CAREERS**
     1. Truck Driver
     2. Traffic Manager
     3. Stewardess
     4. Ramp Attendant
     5. Ticket Agent
     6. Reservationist
     8. Pickup Man
     9. Freight Rate Clerk
     10. Loader
     11. Steward
     12. Hostess
     13. Skycap
     14. Reservationist
     15. Station Manager
4. Passenger Train
   - Ticket Agent
   - Conductor
   - Porter
   - Brakeman
   - Motorman
   - Callboy
   - Porter
   - Stationmaster
   - Dock Boss
   - Importing Clerk

5. Shipping Company

The business and two careers for each number should have been recommended for a total of 15 answers. If 12 of these 15 answers are correct for 80% accuracy, the student will satisfy objective #3.
THE TRANSPORTATION SURVEY — KEY

1. Any two of the following careers may be given for each method.

**Airlines** — airline stewardess, flight control specialist, crew scheduler, ticket agent, ramp attendant, reservationist, cargo agent, schedules analyst, flight dispatcher

**Waterways** — waterway traffic checker, longshoreman, dock boss, importing clerk, exporter manager, baggage master, purser, steward

**Highways** — motor dispatcher, routeman, rate clerk, bus tracer, claims adviser, baggage man, taxi cab driver, limousine router

**Railroad** — conductor, stationmaster, porter, brakeman, motorman, callboy, scaler, yardmaster

**Pipeline** — pumping station operator, dealer recruiter, field supervisor (oil), meter reader, water dispatcher, water master

The student will have demonstrated satisfactory knowledge for objective #1 if he receives a score of 8 or 80% accuracy on this test item.

<table>
<thead>
<tr>
<th>CAREER</th>
<th>INDUSTRY</th>
<th>CAREER</th>
<th>INDUSTRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Ramp Attendant</td>
<td>Airline</td>
<td>7. Export Manager</td>
<td>Waterway</td>
</tr>
<tr>
<td>3. Conductor</td>
<td>Railroad</td>
<td>8. Stationmaster</td>
<td>Railroad</td>
</tr>
<tr>
<td>5. Baggage man</td>
<td>Highways</td>
<td>10. Dealer Recruiter</td>
<td>Pipeline</td>
</tr>
</tbody>
</table>

If the student achieves 80% accuracy or a score of 16 correct answers on this evaluation item, he will have shown acceptable proficiency for objective #2.

3. These transportation businesses and any two careers should have been recommended for each situation.

<table>
<thead>
<tr>
<th>BUSINESS</th>
<th>MARKETING CAREERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Trucking Company</td>
<td>Truck Driver</td>
</tr>
<tr>
<td></td>
<td>Traffic Manager</td>
</tr>
<tr>
<td>2. Airline</td>
<td>Stewardess</td>
</tr>
<tr>
<td></td>
<td>Ramp Attendant</td>
</tr>
<tr>
<td></td>
<td>Ticket Agent</td>
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<tr>
<td></td>
<td>Reservationist</td>
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<td></td>
<td>Freight Rate Clerk</td>
</tr>
<tr>
<td></td>
<td>Loader</td>
</tr>
<tr>
<td></td>
<td>Hostess</td>
</tr>
<tr>
<td></td>
<td>Skycap</td>
</tr>
</tbody>
</table>
3. Car Rental

Rental Rep.
P pickle Man
Reservationist
Station Manager

4. Passenger Train

Ticket Agent
Porter
Motorman
Porter
Conductor
Brakeman
Callboy
Stationmaster

5. Shipping Company

Dock Boss
Importing Clerk

The business and two careers for each number should have been recommended for a total of 15 answers. If 12 of these 15 answers are correct for 80% accuracy, the student will satisfy objective #3.
LEARNING ACTIVITIES

UNIT TITLE Transportation: Getting Them There  UNIT #5  OBJECTIVE #1

**Group**

1. Draw a hangman's noose on the chalkboard, or on a slide projector. To the left of it place enough blank lines to represent the word transportation.

Explain to the students that they are going to learn about an interesting marketing career area that is involved with moving people or property, as you have two teams alternate guessing the letters. Remember that letters correctly guessed are written in the appropriate blanks and those incorrectly identified are written below the line. The team who guesses the word before the ten parts of a man are drawn wins the game.

Ask students what kinds of transportation there are. Develop a discussion about the five methods of transportation—airlines, highways, pipelines, railroads, and waterways. Invite suggestions of examples of these transportation carriers. Highways, for example, include delivery vans, buses, tractor-trailers, and moving vans, and pipelines transport such things as water, oil, gas, and grain.

Divide the class into five groups and assign each group one of the five methods. Have each group investigate the careers which may be found in that transportation industry and types of products and services that are performed. Provide the following materials in the classroom: Dictionary of Occupational Titles, Encyclopedia of Careers and Vocational Guidance, Handbook of Job Facts, and the Occupational Outlook Handbook. Obtain any of the other materials listed under "Special Media" on the following page that you can. Alternate letting students go to the library.

Ask the students in each group to present their information to the entire class in any manner they wish, such as a panel discussion, demonstration, bulletin board, poster, or skit. Explain to each group that the only requirement is to cover the topics and provide some visual showing of the careers involved in that transportation method.

2. Ask each student to individually write down as many transportation careers as he can think of in one minute. Pair students and ask them to compare their career lists and see how many transportation careers they can name between them in two minutes. Next place the class in groups of four and ask them to compile a list of as many transportation careers as they can in four minutes. Write the five methods of transportation on the chalkboard and have students from the groups name careers for each of them. Add career titles to those methods which are lacking, possibly pipeline.

**Group**

1. Divide the class into groups of four or five students and give each group a copy of the Student Handout #39, "Transportation Traits." Have the group cut the strips apart and place the twenty-five personal characteristics on the table, five rows of five characteristics as they are shown on the handout.
Ask each student to take a sheet of paper and write down the five characteristics which best describe him. Then ask the student to write down the five characteristics which he thinks best describes each of the other members in the group. When all of the students have finished, have them compare answers and discuss why they selected some characteristics in place of others.

Then have each student in the groups write down the five characteristics that they think are most important for a transportation employee to have. Have each student write down a method and related career for each characteristic. Have students compare characteristics that they thought were most important and why they selected the ones they did. Have them relate the method and career that they matched to the various characteristics.

**Individual**

1. **Give the student a copy of the Student Handout #40: “Transportation Probe” and give him about twenty minutes to complete the word search puzzle. When he has finished, discuss the five methods of transportation that were identified within the handout. Ask him what some examples of each would be, such as leisure liners and tankers for the waterway method. Review the transportation careers and where these people are employed.**

2. **Distribute the Student Handout #41: “Transportation Through the Channels” to the learner. When he has completed the chart, ask the student to identify how many transportation careers he can think of for each of the methods he has used. After the student has listed all those he can think of on the back of his sheet, review the five methods of transportation with him and explain the various career opportunities available to him or her.**

**Special Media**

1. **Career World. “Air Transportation.” December 1972.**
   

2. **Finding Your Job. Finney Company**
   
   | Airlines Porter | Moving Van Loader |
   | Airport Line Boy | Redcap |
   | Dockman | Room Steward |
   | House Mover’s Helper | Tray Packer, Airline |

   
   | Airline Stewardesses | Import and Export Workers |
   | Airline Traffic Agents | Service Representatives, Utilities |
   | Airline Traffic Clerks | Traffic Manager |
   | Drivers, Long-Distance | Travel Agency Workers |

   
   | Gas Distribution Occupation | Ticket Agent |
   | Railroad Transportation Industry | Traffic Manager |
   | Recreation Leader (Director) | Travel Counselor |
   | Taxicab Driver | Truck Driver |
5. *Occupational Guidance* Booklets, Finney Company

- Air Traffic Controller
- Air Freight Handler
- Airline Reservationist
- Airline Station Agent
- Airline Stewardess
- Bus Driver
- Claims Adjuster
- Customs Inspector
- Dispatcher, Freight
- Driver, Delivery Service
- Freight Solicitor
- Importer
- Industrial Traffic Manager
- Moving Van Driver
- Purser, Ship's
- Railroad Conductor
- Railroad Industrial Agent
- Railroad Station Agent
- Rate Clerk
- Recreational Services Director
- Taxicab Dispatcher
- Taxicab Driver
- Tourist Guide
- Traffic Manager
- Train Dispatcher
- Travel Agent

6. People and Careers in Transportation, King Features

7. *Project Loom Units, Florida State University*

- Airline Stewardess
- Truck Driver
- Air Traffic Controller
- Taxicab Driver


- Air Traffic Controllers
- Airline Dispatchers
- Airline Stewardesses
- Airline Ticket Agents
- Airport Manager
- Truck Drivers, Long-Distance
- Bus Drivers, Long-Distance
- Bus Drivers, Local
- Taxi Drivers
- Traffic Managers
- Travel Agents
LEARNING ACTIVITIES

UNIT TITLE Transportation: Getting Them There

UNIT #5 OBJECTIVE #2

Group

1. After you have covered basic information concerning the transportation careers and their job descriptions, as found in Student Handout #42: "Transportation: Getting Them There," explain the directions of the game activity. "Transportation Twirl" of Student Handout #42. If possible, give each student a copy of the information.

Assign the questions in advance, so that you may review and edit them. If possible, have them typed on a bulletin typewriter or a typewriter with an orator element, and make transparencies of them. Ask students to make up the final questions on the five sets of game cards. If you can, put each transportation method's career questions on a different colored piece of paper. Then play the game as directed.

2. Assign each student a transportation career to investigate. Ask the student to develop a character sketch of his career person. Have him explore the opportunities in the community or nearby cities. Have him interview people who are employed in the occupation.

When he has completed the project, ask him to display a one page information sheet in the room. Have the students review all of the class's projects. Review with them the major transportation jobs available and the responsibilities or duties of each position.

Ask each student to prepare two job descriptive sentences for his career. When all of the students have completed the descriptions, explain to the students that they will participate in a transportation activity. Provide some reward for the student who earns the most points, such as exempting the quiz or receiving a piece of gum.

Collect all of the job descriptions from the students, making sure that they have identified the career title on each description card. Read the job descriptions and let students guess the correct career title. Having two of each job description will help to reinforce the information as well as retain the attention of the students. The student who identifies the most careers is declared the "Career Specialist."

Individual

1. Give the learner a copy of the information sheet Student Handout #43: "Transportation: Getting Them There." Give the student about fifteen minutes to study the career information. Review the transportation careers with him, emphasizing the job descriptions and giving him examples of people and places in your area of the state.

2. Review the various transportation careers and their responsibilities with the student and give him the Student Handout #44: "Transportation Thinkers." Each of the situations includes the job title and job description of certain key transportation careers in all five methods of transportation. When the student has completed the handout, review his answers with him. If other students are given this sheet, it would make an excellent lead-in for a group discussion.
Special Media

1. Films: "Careers in Transportation," University of South Carolina
   "How to Succeed Without Really Flying," Federal Aviation Admin.
   "Is a Railroad Career For You?" AIMS Media Service

2. Filmstrips: "Airport Service" Series, Educational Development Corp.
   "Airport Travel" Series, Colonial Films, Inc.
   "Careers in Transportation," Pathescope Educational Films
   "Transportation: An Ocean Port" Series, Ed. Development
   "Transportation: Our Railroads" Series, Ed. Development


4. Booklets: Going Places in Oil, American Petroleum Institute
   Job Experience Kit, Truck Driver, Science Research Assoc.
   Marketing Careers in the Jet Age, Chronicle Guidance
   Ned the Taxi Driver, Webster.McGraw-Hill Company
   On the Road With the Trucker, Chronicle Guidance
   Opportunities With Texaco, Texaco Oil
   Opportunities in the Trucking Industry, American Truckers


6. Career Opportunities: Marketing, Business, and Office Specialists


LEARNING ACTIVITIES

UNIT TITLE Transportation: Getting Them There  UNIT #5  OBJECTIVE #3

Group

1. Provide each student a copy of the Student Handout #45: "Transportation Trace." Explain to students that each of the designated products must be transported from the natural producer to the processor or converter. The goods must then be sent to a central distributor or wholesaler. From this point the goods must go to a local retailer within 50 miles. The retail outlet must then deliver it to the consumer or user. The student may wish to use a marketing service industry as a user serving the consumer. In this case, the retailer would most likely be eliminated.

Each of the products has been given a starting point for the original or natural producer. Supply the students with five different colored pencils, crayons, or felt tip pens. Have each color represent a different mode of transportation. Explain to students that they may choose the cities in which the processing or converting producers, wholesalers or distributors, and retailers or marketing service industries are located. After he selects the cities for each product, have him take the various colored pencils and trace the methods of transportation which would be used to get between the designated points.

When the student has completed his transportation trace on the map, ask him to select one of the products and identify the transportation careers which would be involved throughout the channels of distribution for that particular product. Have him list these in the spaces provided on the handout. Display these around the room and have students review them. Have various students explain the products and methods of transportation they selected and the careers that were involved in each situation. Then review the five methods and the careers found within each of them.

Discuss some examples of consumer travel situations and have students identify the kinds of transportation that they would use if they were in those situations. Ask them to name some careers that would be contacted by the traveling consumer.

2. Develop transportation business scenes in the classroom, such as a train station ticket counter, a shipping dock, an airline loading ramp, and a car rental desk. Develop some consumer and business situations for the students to simulate in groups.

Divide the class into the number of groups for which there are business scenes. Give each group a situation which would be handled in a different setting. Have each group decide the business that would handle the situation and the marketing career personnel who would be directly involved. Have them move to the business setting and assume the roles of the careers.

Individual

1. Give the student a copy of Student Handout #46: "Transportation Situations" and ask him to check the types of transportation that he would recommend for the given consumer and business situations. After he has completed the exercise, discuss the situations with him asking him to explain the type of transportation he chose for each situation. Ask the student to relate the marketing careers that would be directly involved in each situation with the consumer or business.
2. Ask the student to list the following types of transportation on a sheet of paper: airline, railroad, trucking company, leisure liner, shipping company, bus, limousine, taxi, and car rental. With these types of transportation businesses listed on the left side of the paper, ask the student to identify the main reasons that consumers or businesses would use these over others in given situations. For example, air travel is used primarily by consumers and businesses primarily to save time.

Review the various situations in which the different types of businesses would be selected and the marketing careers that would be directly involved.
communication: feeling the vibrations
COMMUNICATIONS: FEELING THE VIBRATIONS

Competency
Ability to relate the marketing careers to the services provided by various communications industries.

Objectives
1. Given four communications businesses and ten marketing careers in communications, the student will match the careers to the businesses with 80% accuracy. (Knowledge)

2. Given ten communications activities, the student will distinguish the marketing careers involved in the activities with 80% accuracy. (Comprehension)

3. Given four communications situations, the student will predict which communications business and marketing career could best handle the situations with 75% accuracy. (Application)

Concepts
1. The communications industry aids people in exchanging information through sight and/or hearing. Major areas of the industry include telephone and graphic companies and the mass media.

Most mass media businesses, such as newspapers, radio, and television, provide both communications services as well as promotional business services. In this unit we will discuss those marketing careers in the mass media which are primarily involved in transmitting information, rather than promoting a product, service, or business.

2. Four major communications businesses and marketing careers available within them include:

Publishing Companies (Newspapers, Magazines, Books)

- **Beat Reporter**: Covers a certain local territory for news in the field, such as police headquarters or government offices, for a newspaper.

- **Dir. Editor**: Supervises all local reporters and determines what stories should be covered.

- **Circulation Manager**: Supervises distribution of newspapers and magazines to subscribers and dealers.

- **Columnist**: Writes commentary articles on general or specialized topics, rather than news stories.

- **Copy Editor**: Writes headlines and checks reporters' materials to correct errors and rewrite if necessary.
<table>
<thead>
<tr>
<th>Position</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correspondent</td>
<td>Works away from the home office town and relays stories by phone, cable, wire, and mail. (Examples: Foreign, State, Washington)</td>
</tr>
<tr>
<td>Critic</td>
<td>Attends entertainment functions and reads publications, writes reviews for plays, books, television, etc.</td>
</tr>
<tr>
<td>Editorial Writer</td>
<td>Prepares short articles of opinion which appear on the editorial page of a newspaper or magazine</td>
</tr>
<tr>
<td>General Illustrator</td>
<td>Sketches or draws pictures for articles, stories, humor, or editorials</td>
</tr>
<tr>
<td>General Reporter</td>
<td>Covers a variety of news as it occurs and as tips come into the office</td>
</tr>
<tr>
<td>Inserter</td>
<td>Places special sections, circulars, or announcements within newspapers or magazines</td>
</tr>
<tr>
<td>Managing Editor</td>
<td>Directs all other editors and personnel and has the final say in hiring, firing, and personnel activities</td>
</tr>
<tr>
<td>News Carrier</td>
<td>Delivers newspapers to subscribers, sells them around town, stocks news vending machines</td>
</tr>
<tr>
<td>Researcher</td>
<td>Gathers and checks facts for writers and editors</td>
</tr>
<tr>
<td>Rewriter</td>
<td>Takes news facts over the telephone and writes the story for print</td>
</tr>
<tr>
<td>Specialist Reporter</td>
<td>Writes for a specific area of knowledge, such as sports or business</td>
</tr>
<tr>
<td><strong>Broadcasting (Radio, Television, Films)</strong></td>
<td></td>
</tr>
<tr>
<td>Announcer</td>
<td>Gives information of interest, introduces shows, may act as a moderator interviewing guests</td>
</tr>
<tr>
<td>Commentator</td>
<td>Analyzes, interprets, and broadcasts news received from various sources</td>
</tr>
<tr>
<td>Continuity Writer</td>
<td>Prepares special announcements, fillers, and news bulletins for the air</td>
</tr>
<tr>
<td>Director</td>
<td>Supervises activities of performers and technical workers for a production</td>
</tr>
<tr>
<td>Disc Jockey</td>
<td>Hosts a radio music show, provides entertaining chatter, interviews guests, and reads commercials</td>
</tr>
</tbody>
</table>
Floor Man
Holds cue cards for performers, checks props for placement, informs performers on positions and directions

Newscaster
Writes daily news stories and delivers them on the air

News Director
Supervises all broadcasting news workers and activities for a station

Producer
Directs all personnel and activities for a show, selects scripts, handles finances

**Telephone Company**

Chief Operator
Directs all activities of operators, assistants, and group supervisors

Commercial Representative
Contacts business customers to assist them in determining the service and equipment they need

Customer Service Engineer
Sells complex equipment to large business customers and explains its use

Group Supervisor
Oversees a section of operators and assistants for an area of service

Operator
Assists customers by making long distance connections, providing local unlisted numbers, and giving assistance in making calls

Service Assistant
Trains and develops operators for different areas of service

Service Observer
Checks with customers to determine the quality of service given to customers

Service Representative
Handles customer inquiries, recommends and sells the types of service and equipment needed by individual customers

Unit Supervisor
Trains and directs a group of service representatives

**Telegraph Company**

Call Messenger
Telephones addressee and reads the telegram message to him

Manager
Supervises all personnel and activities in a telegraph office

Messenger
Delivers telegrams to addressee and collects charges when necessary
Receiving Agent
Accepts telegraph messages by phone or in person, quotes charges, and may accept money

Sales-Service Engineer
Works with businesses and agencies in the selection and use of telegraph equipment

Service Rater
Counts words in a message, determines charges, and makes the cost on the message for billing

Telegrapher
Transmits and receives messages using the teletype equipment

Tracer
Follows-up customer inquiries concerning telegraph messages sent

Equipment
1. Overhead projector, projection screen, bulletin board
2. 16 mm projector, slide projector, filmstrip projector
3. Tape recorder, record player, video tape recorder

Materials
1. Films: "Careers in Broadcast News"  
   "Is a Career in Radio or Television For You?"  
   "The Journalists"
2. Filmstrips: "Career Exploration"  
   "Careers in Filmmaking"  
   "Careers in Journalism"  
   "Careers in Television"
   "Careers Unlimited: Broadcasting"  
   "Career tapes: Telephone Operator"
4. Career Opportunities: Marketing, Business, and Office Specialists
5. Career Opportunities Series, "Should You Be a Reporter?"
8. Careers in Communications pamphlet
10. Encyclopedia of Careers and Vocational Guidance, Volume I
13. Occupational Awareness, Mini-Briefs
15. Occupational Guidance Booklets, Finney Company
17. Popeye and Communications and Media Careers, Comicbook
18. Project Liam Units, "Radio Announcer," "TV Announcer," "News Reporter"
20. Your Job in Distribution

Supplies
1. Posterboard, construction paper, card stock
2. Magic markers, felt tip pens, colored pencils, crayons
3. Glue, scissors, tape, staplers, thumb tacks, rulers
4. Transparency acetates, cassette tapes, video tapes

Special Resources
1. Student Handouts, #47-49
2. Guest Speaker
THE COMMUNICATIONS SCENE — KEY

1. The business letters should have been matched to the careers:

   1. Operator      A  6. Columnist          C
   2. Tracer        B  7. Rewriter           C
   3. Copy Editor   C  8. Messenger          B
   5. Commentator   D 10. Floor Man         D

   A score of 8 correct answers for 80% accuracy will satisfy objective #1.

2. These communications careers were described:

   a. Messenger       f. Telegrapher
   b. Beat Reporter   g. Chief Operator
   c. Commentator     h. News Carrier
   d. Service Representative  i. News Director
   e. Correspondent   j. Managing Editor

   If the student correctly identified 8 careers for 80% accuracy, he will complete objective #2.

3. The following communications business and marketing careers should handle each situation:

   Businesses                        Careers
   a. Telephone Company              Service Representative
   b. Telegraph Company              Tracer
   c. Publishing (Newspaper)         Beat Reporter
   d. Broadcasting                   Newscaster

   When the learner achieves 6 correct answers for 75% accuracy, he passes objective #
THE COMMUNICATIONS SCENE — KEY

1. The business letters should have been matched to the careers:

   1. Operator  A  6. Columnist  C
   2. Tracer  B  7. Rewriter  C
   3. Copy Editor  C  8. Messenger  B
   5. Commentator  D  10. Floor Man  D

   A score of 8 correct answers for 80% accuracy will satisfy objective #1.

2. These communications careers were described:
   a. Messenger
   b. Beat Reporter
   c. Commentator
   d. Service Representative
   e. Correspondent
   f. Telegrapher
   g. Chief Operator
   h. News Carrier
   i. News Director
   j. Managing Editor

   If the student correctly identified 8 careers for 80% accuracy, he will complete objective #2.

3. The following communications business and marketing careers should handle each situation:

   Businesses
   a. Telephone Company
   b. Telegraph Company
   c. Publishing (Newspaper)
   d. Broadcasting

   Careers
   Service Representative
   Tracer
   Beat Reporter
   Newscaster

   When the learner achieves 6 correct answers for 75% accuracy, he passes objective #3.
THE COMMUNICATIONS SURVEY — KEY

1. The business letters should have been matched to the careers:

   1. Operator  A  6. Columnist  C
   2. Tracer  B  7. Rewriter  C
   3. Copy Editor  C  8. Messenger  B
   5. Commentator  D  10. Floor Man  D

   A score of 8 correct answers for 80% accuracy will satisfy objective #1.

2. These communications careers were described:

   a. Messenger
   b. Beat Reporter
   c. Commentator
   d. Service Representative
   e. Correspondent
   f. Telegrapher
   g. Chief Operator
   h. News Carrier
   i. News Director
   j. Managing Editor

   If the student correctly identified 8 careers for 80% accuracy, he will complete objective
   #2.

3. The following communications business and marketing careers should handle each situation:

   Businesses
   a. Telephone Company
   b. Telegraph Company
   c. Publishing (Newspaper)
   d. Broadcasting

   Careers
   Service Representative
   Tracer
   Beat Reporter
   Newscaster

   When the student indicates 6 answers correctly for 75% accuracy, he achieves objective
   #3.
LEARNING ACTIVITIES

UNIT TITLE: Communications: Feeling the Vibrations  UNIT #6 OBJECTIVE #1

Group

1. Write the words "Yes" and "No" on the chalkboard or overhead projector. Explain to the students that all answers they give are acceptable; there are no right or wrong answers. Ask the group how many of them think they would like to work in the communications field and write that number under the "Yes." Ask how many of them would not want to work in the communications field.

Select students to explain why they would and would not want to work in the communications field. Ask students to reveal their descriptions of the communications field businesses and careers. Explain the four major communications industries and some of the marketing career opportunities available within each of them. Repeat the vote on whether or not students would want to work in communications. If there are changes in votes, have students explain why they changed their minds.

2. Make four cards on 9-1/2 x 12" construction paper with one of these four major communications industries on each of them: Publishing, Broadcasting, Telecommunications, and Advertising. Tape these four cards across the top of the chalkboard, bulletin board, or overhead projector. Give a set of communications careers cards on a flex card for each card. Make a set of career cards. Use a Student Handout #47.

Divide the class into four teams. Shuffle the career communications cards and count an equal number of cards for each team. Explain to the students that they are going to perform in a game activity called "Communications Choice." Tell them that the object of the game is to see which team can correctly match the career cards to the communications businesses in which they are found in the least amount of time.

Have each team sit together so the students can collaborate. Take four slips of paper and write 1, 2, 3, and 4 on them. Have a member from each team select a slip to determine the order in which teams will take their turn.

Give the team having the number one slip a stack of the counted career cards. When the team begins looking at the card, start to time them. Supply them with masking tape to tape the career cards under the correct communications' business card on the board or the wall. Have team members continue to arrange cards until they have them placed correctly. Record that team's time.

Follow the same procedure for each of the other teams. The team with the shortest time wins the game. For reinforcement, you may wish to shuffle the career cards and play two or three more times.

Individual

1. Give the learner a copy of Student Handout #47: "Communications Careers," and have him complete the puzzle as directed. When he has finished the puzzle, review his solution with him. Discuss the four major communications industries and ask the student to name five careers found in each of them.
2. Have the student prepare a "Communications Collage" on communications industries and careers. Tell him to show the four major industries: publishing, broadcasting, telegraph, and telegraph. Ask him to show some of the marketing careers within each industry area. He might use posterboard, bulletin board, or large sheets of construction paper.

Special Media
1. Films: "Careers in Broadcast News"
   "Is a Career in Radio or Television For You?"
   "The Journalists"
2. Filmstrips: "Career Exploration"
   "Careers in Filmmaking"
   "Careers in Journalism"
   "Careers in Television"
   "Careers Unlimited: Broadcasting"
   "Career tapes: Telephone Operator"
4. Career Opportunities Series, "Marketing, Business, and Office Specialists"
5. Career Opportunities Series, "Should You Be a Reporter?"
8. Careers in Communications pamphlet
LEARNING ACTIVITIES

UNIT TITLE: Communications: "Feeling the Vibrations"  UNIT #6 OBJECTIVE #2

Group

1. Ask the students to take out a piece of scratch paper to jot down their ideas. Explain that the group is going to share their ideas and opinions, that there are no right or wrong answers. Papers will not be graded; they are for their use.

Ask students to pretend that they are "slipping into someone else's shoes." In this case, the shoes will be people in communications careers. Tell the students to complete each of the following statements with their opinions or reactions:

If I were a newspaper critic, you wouldn't catch me

As a tracer, I'd be against

I'm convinced that a director

In my opinion, a correspondent is

The way I see it, a commentator should

If you ask me, the copy editor is for

If I were a telegrapher, I'd feel that

As an operator, my choice would be

I believe that a service representative

I don't see why a newscaster

I think if I were a beat reporter, I'd

State only one line at a time. Have students jot down their reactions or opinions within one minute. Then ask students to pass their slips forward. Read some of the responses to the group. Discuss with the students how they thought of the career involved. Ask them if they had a picture in their minds of what the person looked like doing the job. Review the responsibilities of the specific career. Repeat the same procedure for each of the statements listed above.

2. Develop a personality profile for each of the communications careers. You may want to have the students submit some examples. Select ten students the day before and give them a copy of a career profile. Ask them to review the personality information for class the next day. Divide the class into two teams, excluding the ten selected students and a moderator. Supply each team with a bell, buzzer, or noisemaker. Give each of the career personalities a number from 1-10, so that each of them has a different number. Inform the moderator that he will introduce each personality, one at a time, beginning with number 1.
Each team will alternate asking one question of the personality. The team has thirty seconds in which to pose the question. Players on a team should be identified in order, so that each may ask a question. If any player at any time thinks he knows the answer, he may ring the bell or buzzer. When the moderator acknowledges him, that player may guess the career.

If the player is correct, his team earns a point. However, if his answer is not correct, his team loses a point. If he is incorrect, the other team may continue with questions or guess the career title. In this case, an incorrect guess would not involve a penalty point. Each team has up to ten chances or questions to reveal the identity of the mysterious communications career personality.

**Individual**
1. Give the student a copy of Student Handout #48: "Communications Careers" and have him study the job titles and descriptions of marketing careers in communications. After he has read the information, ask him to select three communications careers, which are of most interest to him and prepare a "Career Exploration Chart" as explained in Special Activity Sheet #2.

2. Provide the learner with Student Handout #49: "Communications Crossword Puzzle" and ask him to complete the puzzle placing the marketing careers in communications in the appropriate boxes of the puzzle as directed. When he has completed the puzzle, review his answers with him.

**Special Media**
1. Dictionary of Occupational Titles, Volume I
2. Encyclopedia of Careers and Vocational Guidance, Volume I
5. Occupational Awareness, Mini-Briefs
LEARNING ACTIVITIES

UNIT TITLE: Communications: Feeling the Vibrations UNIT #6 OBJECTIVE #3

Group
1. Invite a guest speaker from a nearby large newspaper, if possible. Have him discuss career opportunities available within his firm as well as other publishing companies. Ask him to bring any aids that he might have, such as slides of the plant and personnel. In addition, ask for any career information he may have or that you may obtain elsewhere. If he can bring any other marketing personnel from the newspaper, it would advance the interest.

Review the Special Activity Sheet #5: “Career Speaker” and prepare the students for the visit. Ask each student to write down three questions they think they would like to ask him. Have them add to it during his talk. Appoint a listening team of 3-5 students to begin the questioning period at the end of the speaker’s presentation.

2. Create four communications centers in your room, one each for publishing, broadcasting, telephone, and telegraph industries. Have students collect samples of materials for each of the centers including newspapers, magazines, telegram message sheets, telephone directories, an old or toy telephone.

Obtain a video-tape recorder and a cassette or reel-to-reel tape recorder for the broadcasting center. Use a pegboard or bulletin board with hooks or tacks as a telephone switchboard. Divide the class into four groups and assign each group a center. Give each group a situation to simulate while the rest of the group observes. Discuss the services which each industry performs and specific roles which individual marketers perform.

Individual
1. Ask the student to write a short story for each of the four major communications industries. Have him relate the roles of at least four marketing careers in each industry. If he wishes, he might include an illustration, sketch, or cartoon with the stories.

2. Have the student visit a local newspaper, radio/television station, telephone company, and telegraph office. Call local businessmen ahead of time and schedule convenient times for the student to visit. Ask the student to observe the activities of the workers in performing communications services. Have him tape a brief review of each visit or write a short review of his experience.

Special Media
1. Occupational Briefs, Science Research Associates
2. Occupational Guidance Booklets, Finney Company
4. Popeye and Communications and Media Careers, Comicbook
5. Project Loom Units, “Radio Announcer,” “TV Announcer,” “News Reporter”
7. Your Job in Distribution
recreation--
lapping up the
leisure
RECREATION: LAPPING UP THE LEISURE
(Unit Overview)

Competency
Ability to relate various marketing careers in recreational businesses to consumer wants for leisure activities.

Objectives
1. Given twenty-four careers in marketing services, the student will identify the recreation careers with 80% accuracy. (Knowledge)

2. Given descriptions of twelve marketing careers in recreation, the student will supply the appropriate career titles with 75% accuracy. (Comprehension)

3. Given the description of a community's consumers, the student will recommend five recreational businesses and ten related marketing careers which would be most suitable for those consumers with 80% accuracy. (Application)

Concepts
1. Recreation includes leisure activities in which people engage for entertainment or amusement.

   *Entertainment* activities are those in which the person is not an active participant; rather, he is a spectator or listener. These would include movies, attractions, concerts, and sports events.

   *Amusement* activities involve the individual actively as a participant, such as golf, water skiing, camping, games.

2. Many businesses are solely concerned with recreation activities for amusement or entertainment, such as country clubs, theaters, and amusement centers. Many other businesses provide recreational activities and facilities to appeal to their customers, such as hotels, motels, transportation companies, and real estate developments.

3. Some of the interesting marketing careers found in recreation include:

   - **Advance Man**: Coordinates all arrangement details, such as tickets, programs, stage setting, and publicity for a traveling entertainment production.

   - **Attraction Guide**: Explains various points of interest for visitors to a special tourist center or event.

   - **Booking Agent**: Represents certain entertainment businesses in securing performers or attractions for the businesses.

   - **Business Manager**: Provides special handling of all business arrangements and details for a performer, including contracts, wardrobe, and travel. (sometimes called a business agent.)
<table>
<thead>
<tr>
<th><strong>Caddy</strong></th>
<th>Assists a golfer by carrying his equipment, making sure it is in proper condition, advising him on course conditions, and keeping his score.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Caddy Master</strong></td>
<td>Supervisor of golf caddies for a golf/country club or professional touring group.</td>
</tr>
<tr>
<td><strong>Caller</strong></td>
<td>Announces numbers and letters drawn in a bingo game, records those drawn, and distributes prizes to winners.</td>
</tr>
<tr>
<td><strong>Cashier</strong></td>
<td>Handles the exchange of money for entrance fees, bets, winnings, or change in places such as movie theatres, racetracks, and amusement centers.</td>
</tr>
<tr>
<td><strong>Checker</strong></td>
<td>Examines winner's bingo card to determine its correctness, may provide change and cards to players.</td>
</tr>
<tr>
<td><strong>Concession Attendant</strong></td>
<td>Sells foods, beverages, and novelties at an amusement or entertainment business, including movies, sports events, and concerts.</td>
</tr>
<tr>
<td><strong>Exerciser</strong></td>
<td>Walks horses and dogs before and after a race for people to view or to cool the animal.</td>
</tr>
<tr>
<td><strong>Facility Attendant</strong></td>
<td>Accepts fees for entrance, rents and/or sells equipment and supplies and provides customer information for sports facilities, such as golf/country clubs, bowling alleys, ski slopes, and fishing boats (called a rack-in billiard parlor).</td>
</tr>
<tr>
<td><strong>Golf Country Club Manager</strong></td>
<td>Directs all activities and personnel for a golf or country club, including the dining room, pro shop, and grounds.</td>
</tr>
<tr>
<td><strong>Greenskeeper</strong></td>
<td>Supervises all personnel and activities in the maintenance of a well-tended golf course and related grounds.</td>
</tr>
<tr>
<td><strong>Handicapper</strong></td>
<td>Analyzes past performances of athletes and racing animals to assign weights and arrange competition.</td>
</tr>
<tr>
<td><strong>Publicity Agent</strong></td>
<td>Promotes activities and events of organizations or businesses through news releases, advertisements, and displays.</td>
</tr>
<tr>
<td><strong>Program Seller</strong></td>
<td>Sells information handouts to customers concerning the entertainment event at places such as theaters, racetracks, and football games.</td>
</tr>
<tr>
<td><strong>Prop Man</strong></td>
<td>Arranges necessary display props on a theater stage for a production or event.</td>
</tr>
<tr>
<td>Title</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Prop Master</td>
<td>Supervises all ordering, arranging, and care of display props and material for entertainment productions or events.</td>
</tr>
<tr>
<td>Racetrack Steward</td>
<td>Coordinates activities of racetrack personnel and negotiates with other racetrack officials and the state racing commission.</td>
</tr>
<tr>
<td>Recreation Director</td>
<td>Coordinates and directs all recreation activities and personnel at a center, such as a community recreation area, YMCA, camps, or private resort.</td>
</tr>
<tr>
<td>Recreation Supervisor</td>
<td>Oversees one area of activities and personnel, such as tennis, indoor games, or swimming for any recreational center, club, or business.</td>
</tr>
<tr>
<td>Recreation Superintendent</td>
<td>Plans, organizes, directs, and controls all personnel and activities for a public recreation department, private clubs, and commercial businesses.</td>
</tr>
<tr>
<td>Ride Operator</td>
<td>Greets customers, directs them to their stations, secures straps or bars, and runs the amusement equipment.</td>
</tr>
<tr>
<td>Social Activities</td>
<td>Arranges for other activities than those provided by a club or facility, such as fashion shows, theatre tickets, tours, etc.</td>
</tr>
<tr>
<td>Talent Scout</td>
<td>Travels to various entertainment spots looking to find new performers for theatrical agencies and entertainment producers.</td>
</tr>
<tr>
<td>Theatrical Agent</td>
<td>Handles a number of performers to secure contracts and bookings for entertainment purposes.</td>
</tr>
<tr>
<td>Ticket Seller</td>
<td>Handles money and tickets to admit customers to an entertainment or amusement business, such as an amusement park, or tourist attraction.</td>
</tr>
<tr>
<td>Ticket Collector</td>
<td>Takes tickets from customers as they enter an amusement or entertainment area.</td>
</tr>
<tr>
<td>Tour Guide</td>
<td>Escorts clients to desired places explaining special points of interest; on a trip may check accommodations and other arrangements.</td>
</tr>
<tr>
<td>Usher</td>
<td>Shows patrons to their seats, providing any necessary information and sometimes programs, for such places as concerts, plays, movies, and sports events.</td>
</tr>
</tbody>
</table>
4. Different kinds of recreation activities and facilities are designed to serve different groups of people. Camps and amusement parks, for example, are primarily designed for young people. Golf and Country Clubs primarily cater to adults. Some recreational businesses such as movie theaters and certain attractions may appeal to all groups of people.

**Equipment**
1. Overhead projector, projection screen, bulletin board
2. 16 mm projector, slide projector, filmstrip projector
3. Tape recorder, record player, video tape recorder

**Materials**
1. Film: "What Do You Want?"
   - "Careers in Filmmaking"
2. Filmstrip: "Career Exploration"
   - "Careers in Leisure Time Industry"
   - "Careers in Show Business"
3. Tapes: "Career Development: Theatrical Agent"
   - "Careers Unlimited: Recreation"

4. Career Education For Leisure Occupations
5. Careers Briefs
6. Career World Magazines
7. Dictionary of Occupational Titles
8. Encyclopedia of Careers and Vocational Guidance
9. Finding Your Job Booklets
10. Handbook of Job Facts
11. Occupational Awareness Mini-Briefs
12. Occupational Briefs, Chronicle Guidance
13. Occupational Guidance Booklets
14. Occupations and Careers
15. Popeye and Hospitality/Recreation Careers
16. Project Loom Unit: "Guide"
17. Widening Occupational Roles Work Briefs
   - Your Job In Distribution
**Supplies**
1. Posterboard, construction paper, cardboard.
2. Glue, tape, scissors, rulers, magic markers.
3. Brochures, pamphlets, posters, etc., for recreation and amusement businesses.

**Special Resources**
1. Student Handouts #50-54
2. Commercial Games: "Careers"  "Probe"
THE RECREATION SCENE — KEY

1. The following recreation careers should have been circled:
   - Booking Agent
   - Ticket Collector
   - Tour Guide
   - Theatrical Agent
   - Bowling Attendant
   - Usher
   - Talent Scout
   - Prop Master
   - Business Manager
   - Golf Club Manager
   - Ticket Broker
   - Caddy Master
   - Recreation Director
   - Ride Operator
   - Amusement Cashier

   If the student circles 12 correct careers for 80% accuracy, he completes objective #1.

2. These marketing careers in recreation were described:
   a. Advance Men
   b. Booking Agent
   c. Caddy Master
   d. Prop Man
   e. Handicapper
   f. Golf Country Club Manager
   g. Exerciser
   h. Racetrack Steward
   i. Recreation Director
   j. Theatrical Agent
   k. Ticket Broker
   l. Tour Guide

   When the student distinguishes 9 careers for 75% accuracy, he will achieve objective #2.

3. These recreation businesses and marketing careers could have been recommended:

   **Businesses**
   
   1. Golf Country Club
   2. Movie Theater
   3. Racetrack
   4. Recreation Center (Bingo)

   **Recreation Marketing Careers**
   
   - Caddy, Caddy Master, Attendant, Greenskeeper, Manager
   - Manager, Usher, Concession Attendant, Cashier
   - Concession Attendant, Exerciser, Handicapper, Program Seller, Ticket Seller, Cashier, Ticket Collector, Racetrack Steward
   - Caller, Checker, Recreation Supervisor, Recreation Director, Attendant
5. Playhouse Booking Agent, Prop-Man, Prop Master, Ticket Seller, Ticket Collector, Usher, Program Seller, Concession Attendant

If the student suggested 4 of the businesses and two careers for each of the businesses for a total of 12 correct answers or 80% accuracy, he will have demonstrated acceptable proficiency for objective #3.
THE RECREATION SURVEY — KEY

1. These recreation careers should have been identified:
   - Booking Agent
   - Ticket Collector
   - Tour Guide
   - Theatrical Agent
   - Bowling Attendant
   - Usher
   - Talent Scout
   - Prop Master
   - Business Manager
   - Golf Club Manager
   - Ticket Broker
   - Caddy Master
   - Recreation Director
   - Ride Operator
   - Amusement Cashier

   If the student identifies 12 correct careers for 80% accuracy, he will complete objective #1.

2. These marketing careers in recreation were described:
   - a. Advance Man
   - b. Booking Agent
   - c. Caddy Master
   - d. Prop Man
   - e. Handicapper
   - f. Golf Country Club Manager
   - g. Exerciser
   - h. Racetrack Steward
   - i. Recreation Director
   - j. Theatrical Agent
   - k. Ticket Broker
   - l. Tour Guide

   When the student distinguishes 9 careers for 75% accuracy, he will achieve objective #2.

3. These recreation businesses and marketing careers could have been recommended:

   **Businesses**  
   1. Golf Country Club
   2. Movie Theater
   3. Racetrack

   **Recreation Marketing Careers**
   - Caddy, Caddy Master, Attendant, Greenskeeper, Manager
   - Manager, Usher, Concession Attendant, Cashier
   - Concession Attendant, Exerciser, Handicapper, Program Seller, Ticket Seller, Cashier, Ticket Collector, Racetrack Steward
4. Recreation Center (Bingo)  
   Caller, Checker, Recreation  
   Supervisor, Recreation Director,  
   Attendant

5. Playhouse  
   Booking Agent, Prop Man, Prop  
   Master, Ticket Seller, Ticket  
   Collector, Usher, Program Seller,  
   Concession Attendant

If the student suggested 4 of the businesses and two careers for each of the businesses  
for a total of 12 correct answers or 80% accuracy, he will have demonstrated acceptable  
proficiency for objective #3.
LEARNING ACTIVITIES

UNIT TITLE: Recreation: Lapping Up the Leisure  UNIT #7 OBJECTIVE #1

Group
1. Draw a hangman's noose on the chalkboard or overhead projector. Underneath it draw ten dashes, one each to represent the letters of the word Recreation. Divide the class into two teams and have them alternate guessing letters in the word until one team gets the word.

Ask students to explain what recreation means to them. Relate that recreation includes leisure activities for amusement and entertainment. Have the students name some recreation businesses in the community and others around the state.

Use the brainstorming technique for about 2-3 minutes and have students name all the recreation careers they can remember. Remind them that they are not supposed to discuss anything during the brainstorming session, but they just offer career titles.

After the brainstorming session, review the career titles which have been listed and have students identify which are marketing careers in recreation. Offer some other careers which are not given and have students decide which are marketing careers.

2. Write the following marketing careers in recreation on the chalkboard or overhead projector:

- Booking Agent
- Tour Guide
- Prop Master
- Business Manager
- Bowling Attendant
- Caddy Master
- Ride Operator
- Ticket Broker
- Recreation Director
- Golf Club Manager

Ask students to guess in what field these careers may be found. If there are no correct guesses, give the students some choices from which to choose, such as lodging, food, personal services, and recreation. Explain that the field of recreation includes leisure activities for amusement and entertainment. Have students name some recreation businesses and marketing careers which are available within them. Include others from Student Handout #50: "Recreation Dial." Review all the businesses in recreation and the careers in each.

Individual
1. Give the student a copy of Student Handout #50: "Recreation Dial," and have him complete the puzzle as directed. If he gets stumped on certain career titles, give him some hints on the job, such as the kind of business in which it might be found.

2. Provide the learner with Student Handout #51: "Would You or Wouldn't You?" and ask him to indicate which recreation career he might like to try and place a "•" in the blank next to the career title. If he does not think he would like to be in that job, have him write a "-" in the blank.
Special Media

1. Film: "What Do You Want?"
   "Careers in Film-making"

2. Filmstrip: "Career Exploration"
   "Careers in Leisure Time Industry"
   "Careers in Show Business"

3. Tapes: "Career Development: Theatrical Agent"
   "Careers Unlimited: Recreation"

4. Career Education For Leisure Occupations

5. Careers Briefs

6. Career World Magazines

7. Dictionary of Occupational Titles

8. Encyclopedia of Careers and Vocational Guidance

9. Finding Your Job Booklets

10. Handbook of Job Facts
LEARNING ACTIVITIES

UNIT TITLE: Recreation: Lapping Up the Leisure  UNIT #7 OBJECTIVE #2

Group

I. Give each student one of the marketing career titles in recreation from Student Handout #55. Have the students jot down five to ten words to describe their career titles and one sentence using the career title.

Have students alternate giving their words and having the group guess which career it is. If the group cannot guess the job, have the student read his sentence for further clues. After each career is guessed, emphasize the job description of it. Review any other careers not covered by students.

2. Provide students with copies of Student Handout #52: "Job Hunt" or explain the directions of the game activities to them. You might want to give each group of five or six students one copy of the rules and have them prepare their own job hunt cards. This should aid reinforcement of the career titles and descriptions. Circulate among the groups discussing careers and the game.

Individual

1. Give the learner Student Handout #54: "For the Good Times" and have the student study the recreation career information. When he has completed the reading, ask him to complete the activity at the end of the material. Discuss his responses with him.

2. Provide the student with "Recreation Runaround" of Student Handout #53 and have him complete the puzzle as directed. Review his answers with him when he has finished the puzzle.

Special Media

1. Occupational Awareness Mini-Briefs
2. Occupational Briefs, Chronicle Guidance
3. Occupational Guidance Booklets
4. Occupations and Careers
5. Popeye and Hospitality/Recreation Careers
6. Project Loom Unit: "Guide"
7. Widening Occupational Roles Work Briefs
LEARNING ACTIVITIES

UNIT TITLE: Recreation: Lapping Up the Leisure  UNIT #7 OBJECTIVE #3

Group

1. Have students collect posters, tickets, programs, and other recreation materials and create several recreation areas in the room. Such areas might be an amusement center, a playhouse theatre, a country club, and a community recreation department. If possible, get some change drawers and change aprons.

Develop some recreation situations for the different settings and have students simulate the various roles of the marketers in recreation. Include different groups of consumer communities, such as adult retirement communities, and young married couples with children.

2. Give the student materials including posterboard, construction paper, glue, tape, scissors, and small jewelry boxes. Have students, individually or as groups, construct a model recreation community for a group of consumers. Have them identify the consumer community being served and why they selected the businesses and facilities which they did.

Individual

1. Provide the student with copies of the Special Activity Sheet #3: "Career Interview" and have him interview three marketing personnel in three different recreation businesses and/or facilities. Some examples might be ushers, concession attendants, and theatre managers at a local movie theatre or the community recreation superintendent, a center director, and an area recreation supervisor.

Ask him to decide which classes of people the different businesses/facilities generally serve. Discuss other types of recreation businesses and the consumer groups that they usually serve. Give him some descriptions of consumer community groups. Have him explain which businesses and careers would probably best serve the consumer desires for recreation.

2. Have the student construct a mini-marketing survey of people in his home community, so that he talks to 5 children, 5 teenagers, 5 young marrieds, 5 middle-aged adults, and 5 senior citizens. Ask him to prepare a survey containing questions about the people's interests and activities in their leisure time. This should include businesses and public facilities that they patronize.

Ask the student to see if he can draw any conclusions about their interests as groups. Are there some facilities and businesses which are usually of more interest to some groups than others? What marketing careers would be involved in the recreation businesses and facilities identified?

Describe a few consumer situations and ask the student to recommend the recreation business and facilities which would most likely best serve those consumers. Have him identify the marketing careers which would be employed by those businesses or centers.
business services: leaving it to us
BUSINESS SERVICES

Competency

Ability to relate marketing careers to the different types of business services provided to organizations and agencies to meet their needs.

Objectives

1. Given ten categories of business services and ten marketing careers, the student will match the careers to the category with 90% accuracy. (knowledge)

2. Given ten examples of business services, the student will identify two marketing careers found in each service with 90% accuracy. (comprehension)

3. Given five descriptions of business needs, the student will determine the type of business service appropriate to meet that need and two marketing careers involved in providing that service for each description with 80% accuracy.

Concepts

1. Many different types of business services are available to manufacturers, wholesalers, retailers, government agencies, and other service institutions to help them run their business easier and more efficiently.

2. Businesses which offer services to these organizations and agencies are specialists, and can therefore provide the services at a more economical rate or in a more effective manner than could the organization provide for itself.

3. There are ten major categories of business services:

   Promotion Services—provide special services to help an organization promote its products, its name, and or its services; examples include advertising agencies, advertising checking service, advertising specialists, sales contests organizers, sales promotion agencies, display designers, display installers, distributing services, and public relations firms.

   Sales Services—handle the sale of special or all lines of products for a company or several companies; may conduct special sales such as auctions or business liquidations, and may engage in the sale of businesses; examples include manufacturers’ agents and representatives, distributors, business brokers, auctioneers, and liquidators.

   Buying Services—places orders for merchandise, arranges for showroom visits by company personnel, and provides such information as sales trends, new styles, new colors, or new models; examples include resident buyers, purchasing services and brokers.

   Marketing Research Services—provide information to organizations to guide them in making management decisions and policies; may perform such services as determine consumer preferences, evaluate sales campaigns, identify new markets, determine commercial coverage area of radio and television stations and conduct opinion polls; examples include advertising research, market research, motivation research, consumer research, and calculating service.
Marketing. Management Consulting Services—study the operation, procedures, policies, and/or organization of a company and recommends ways to improve its effectiveness and efficiency.

Office Services—includes a variety of services which either supplement the activities conducted in a company's offices or provides special services which improve the operations and activities of a company's offices; includes such examples as secretarial services, addressing services, copying services, delivery service, telephone answering services, and office equipment rentals and leases.

Security Services—help to safeguard the property of a company and provide recommendations on ways by which a company can improve its own security measures; examples include security consulting, shoplifting protection, night surveillance, watch dog security, guard service, and detective services.

Maintenance Services—help to maintain the cleanliness of a company and keep its equipment and/or physical surroundings in good repair; examples include window washing services, janitorial services, linen service, uniform service, renovation services, and equipment maintenance services.

Employment Services—serves as a middleman or broker either for a job applicant or a company in bringing the two together and matching the right person to the right job; may provide persons for permanent, part-time, or temporary employment; examples include employment agencies and employment contractors.

Financial Business Services—provides such services as accounting, bookkeeping, credit investigation, and collection services to companies.

4. Three classifications of careers are found in business service companies:

1. careers which actually produce the service,
2. careers which promote and sell the service, and
3. careers which operate and manage the business service companies themselves.

5. The marketing careers found in all business service companies include those which promote and market the services as well as those which operate and manage the business service companies. In the business service companies which specialize in one of the marketing functions, marketing careers may also be found in providing the service itself. This includes the following categories of business services: promotion, selling, buying, financial, marketing research, and marketing management.

6. Examples of marketing careers found in each category of business service include:

Marketing Careers, Common to All Business Services

Salesperson, Business Services—solicits and sells various types of business services; develops lists of prospects, calls on prospects to explain services available, writes orders, and schedules initiation of services.
Service Representative—calls on clients on a regularly scheduled basis or as needed to determine customer satisfaction with the service and to resolve any complaints which the customer may have.

Owner/Manager—directs all of the activities, operations, and personnel involved in a company which produces and markets a particular type of business service.

Unique Marketing Careers in Business Services

A. Promotion Services

Advertising Agency Manager—directs the activities of an advertising agency including such things as planning advertising campaigns, coordinating the activities of the various departments within the agency, soliciting new accounts, and conducting mailings with agency personnel and clients.

Advertising Assistant—assists in planning advertising programs to promote the sale of a company's products or services.

Advertising Display Rotator—assembles and rotates advertising displays to different outdoor locations.

Copywriter—obtains information about a product or service and the advertising sponsor and prepares the original copy for a printed ad or the written script for radio, television, or other audio advertising means.

Display Designer—creates and plans displays on a drawing board.

Display Man—arranges the merchandise and props into an attractive display as created by the designer.

Display Manager—coordinates activities with other departments in determining merchandise to be displayed and supervises display workers.

Display Technician—prepares and cleans display area and assembles or returns necessary merchandise and props for the display man.

Display Trimmer—adds the back drops, floor covering, and other display accessories indicated by the display man.

Illustrator—creates a picture or design to favorably show a product or service described in the copy of an advertisement.

Layout Man—assembles all the parts of an advertisement into an eyecatching, attractive design.

Proofreader—compares the final copy of an ad, story, article, etc., with the finished printed product to detect and correct any errors.

Public Relations Man—plans and conducts programs to develop goodwill for a business, organization, or institution.
Sales Promoter—plans and coordinates special promotional campaigns using techniques such as samples, contests, stamps, coupons.

Sign Writer—creates by hand or uses a sign printing machine to make display showcards, billboard signs, and other visual promotion aids.

B. Sales Services

Auctioneer—sells products or merchandise to highest bidders at an auction; may plan and conduct the auction sale including the appraisal of the merchandise and assembling it into designated lots according to certain values or classes.

Business Broker—usually specializes in the sale of businesses; solicits owners who desire to sell their businesses and buyers who wish to purchase a business and brings the two together to transact the sale.

Distributor—serves as a sales agent or representative for one or more manufacturers; may sell to other manufacturers, wholesalers, retailers, or to the retail consumer.

Liquidator—arranges for and conducts the sale of certain lines of merchandise which are being sold out or discontinued by a business or may arrange for and conduct a close out sale of a company's entire inventory.

Manufacturer's Representative—sells a manufacturer's goods to wholesalers and retailers for resale to consumers.

Pioneer Salesman—serves the manufacturer by promoting or selling new products, new uses for products, or new selling methods primarily to wholesalers who usually are new customers in a new territory.

Professional Demonstrator—creates buying interest on part of industrial and ultimate consumers by demonstrating features and qualities of a product.

C. Buying Services

Assembler—buys goods in small lots and resells them in large groups.

Broker—buys goods or services as an agent or wholesaler for resale to wholesalers, retailers, marketing service industries, or consumers.

Buyer—buys merchandise for a retailer or wholesaler for resale to consumer or a retailer.

Distributor—buys goods from a producer and handles sales, service, and promotion to retailers for a certain region of the country.

Importer—buys foreign goods for resale to retailers and wholesalers.

Jobber—buys merchandise in odd lots (quantities, sizes, etc.), prices and packages them if necessary, and resells to retailers.

Resident Buyer—buys apparel, dry goods, general merchandise for retailers or wholesalers from his office located at a central market.
D. Marketing Research Services

Analyst—studies and intercepts the data that is collected.

Coder—gathers, sorts, classifies, and tabulates necessary data.

Director—coordinates and administers all personnel and policies.

Economist—serves as a consultant to the director and research team.

Editor—develops and oversees the use of a mailed questionnaire.

Evaluator—observes actions of people without talking to them.

Interviewer—conducts surveys with a direct, face-to-face contact.

Investigator—conducts a continuing survey with a panel group.

Specialist—conducts experimental research by testing a scale model.

Supervisor—trains and oversees field personnel handling surveys.

Telephone Surveyer—obtains the survey information by use of a phone.

Trainee—assistant to the supervisor, specialist, or analyst.

E. Marketing Management Consulting Services

Management Consultant—studies the organization and operation of a given company and recommends changes to increase efficiency; may specialize in such areas as personnel organization, employer motivation, time-and-motion studies.

Personnel Management Consultant
Employee Motivation Consultant
Time-and-Motion Consultant

Marketing Consultant—recommends changes in policies and procedures used in merchandising goods and services; aids in determining distribution channels and policies; may specialize in offering consultative services in one of the marketing functions, i.e. promotion, finance.

Promotion Consultant
Sales Consultant
Finance Consultant

F. Financial Business Services

Collector—locates customers to collect installments, overdue accounts, or bad checks.
Collection Agency Manager—may purchase the "accounts due" from a business at a discounted price or serve as the collection agent for the company for a percentage of the dollar amount collected; directs the activities and personnel engaged in collecting past due accounts or bad checks.

Collection Clerk—notifies customers of delinquent accounts and attempts to obtain payment.

Credit Analyst—evaluates paying habits of customers who are delinquent in paying their bills to determine what action a company should take.

Credit Bureau Manager—directs the activities and personnel engaged in audit investigations and recommends a credit status of individuals, and provides the credit reports to company personnel.

Credit Clerk—verifies credit references and information given on a credit application; may determine or recommend credit limits.

Credit and Collection Manager—directs the activities and personnel engaged in credit investigations and collections.

Credit Investigator—checks past history and current status of persons and businesses applying for credit; evaluates his findings and submits a report to his client or credit authorizer of the company.

Equipment
1. Overhead projector
2. Slide projector
3. Filmstrip projector
4. 16mm movie projector
5. Tape recorder
6. Telephone

Materials
1. Careers in Sales, 16mm color film.
2. Chronicle Guidance Occupational Brief #254, "Marketing Research Workers"
3. Consider a Career in Public Relations, Chronicle Guidance Publications
4. Dictionary of Occupational Titles, Volume I
6. Jobs in Advertising, American Advertising Federation
8. Selling as A Career, color sound filmstrip
9. Your Job in Distribution, Gregg Division, McGraw-Hill
10. Writing Careers in Advertising, filmstrip
Supplies
1. Posterboard, construction paper, index cards
2. Transparencies
3. Glue, scissors, rulers, magic markers

Special Resources
1. Student Handouts 55-61
2. Yellow pages of city directory
3. Classified ads of city newspaper
4. Spinner
5. Buzzer
6. Game cards and chips
BUSINESS SERVICES SCENE — KEY

1. The following matches should have been made.
   
   a — copywriter
   b — importer
   c — liquidator
   d — credit investigator
   e — tabulator
   f — employee motivation consultant
   a — advertising agency manager
   a-j — owner manager
   
   The student must have answered nine out of ten correctly to meet the standard of this objective.

2. The student must have identified at least two of the marketing careers given below for each category of business services to meet the standard of this objective.

   Promotion — advertising agency manager, advertising assistant, advertising-display rotator, copywriter, display designer, display man, display manager, display technician, display trimmer, illustrator, layout man, proofreader, public relations man, sales promoter, sign writer.
   
   Sales — auctioneer, business broker, distributor, liquidator, manufacturer’s representative, pioneer salesman, professional demonstrator.
   
   Buying — assembler, broker, buyer, distributor, importer, jobber, resident buyer.
   
   Marketing Research — analyst, coder, director, economist, editor, evaluator, interviewer, investigator, specialist, supervisor, telephone surveyor, trainee.
   
   Marketing Management Consulting — management consultant, personnel management consultant, employee motivation consultant, time-and-motion consultant, marketing consultant, promotion consultant, sales consultant, finance consultant.
   
   Financial Business — collector, collection agency manager, collection clerk, credit analyst, credit bureau manager, credit clerk, credit and collection manager, credit investigator.
   
   Office — salesperson, service representative, owner manager.
   
   Employment — salesperson, service representative, owner manager.
   
   Security — salesperson, service representative, owner manager.
   
   Maintenance — salesperson, service representative, owner manager.

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   b. Sales Services—liquidator, auctioneer.
   c. Office Services—salesperson, service representative, owner manager.
   d. Promotion Services—sales promoter, advertising assistant, advertising agency manager.
   e. Maintenance Services—salesperson, service representative, owner manager.

The student must have identified the service category and at least two of the marketing careers given above in each category with 80% accuracy to meet the criterion level of this objective.
BUSINESS SERVICES SURVEY — KEY


The student must achieve at least 90% accuracy to meet the standard of this objective.

2. The student must have identified at least two of the marketing careers given below for each category of business services to meet the standard of this objective.

Office — salesperson, service representative, owner manager.

Maintenance — salesperson, service representative, owner manager.

Security — salesperson, service representative, owner manager.

Employment — salesperson, service representative, owner manager.

Promotion — advertising agency manager, advertising assistant, advertising-display rotator, copywriter, display designer, display man, display manager, display technician, display trimmer, illustrator, layout man, proofreader, public relations man, sales promoter, sign writer.

Sales — auctioneer, business broker, distributor, liquidator, manufacturer's representative, pioneer salesman, professional demonstrator.

Financial — collector, collection agency manager, collection clerk, credit analyst, credit bureau manager, credit clerk, credit and collection manager, credit investigator.

Buying — assembler, broker, buyer, distributor, importer, jobber, resident buyer.

Marketing Management Consulting — management consultant, personnel management consultant, employee motivation consultant, time-and-motion consultant, marketing consultant, promotion consultant, sales consultant, finance consultant.

Marketing Research — analyst, coder, director, economist, editor, evaluator, interviewer, investigator, specialist, supervisor, telephone surveyor, trainee.

3. a. Financial Services — collection clerk, collector, credit and collection manager, collection agency manager.

b. Marketing Management Consulting — management consultant, employee motivation consultant, personnel management consultant.
c. Marketing Research Services—interviewer, telephone surveyor, editor, investigator, evaluator, director, analyst, supervisor, coder, trainee.

d. Employment Services—salesperson, owner manager, service representative.

e. Buying Services—resident buyer, buyer.

The student must have identified the service category and at least two of the marketing careers given above in each category with 80% accuracy to meet the proficiency level required.
UNIT TITLE Business Services  UNIT #8

OBJECTIVE #1

Group

1. Distribute Student Handout #55: “Business Services Scramble” to each of the students. Have the students unscramble the puzzles to reveal the ten categories of business services. The student who completes the puzzles first becomes one team captain, and the second student to complete the puzzles becomes the second team captain. The first team captain selects ten classmates to serve on his “Business Services” team, and the second team captain does likewise. Each team will then select five business services, on an alternating basis, for which they will investigate the types of marketing careers found in each type of business service.

Provide the following resource materials to the class. Directory of Occupational Titles, Handbook of Job Facts, the Occupational Outlook Handbook, and, if possible, the yellow pages directory from a metropolitan area. Ask each team to present their findings to the entire class in any way they wish such as panel discussions, demonstrations, playlets, or bulletin board displays.

2. Review the basic information concerning the marketing careers and their job descriptions found in business services as outlined on Student Handout #56, “Marketing Careers in Business Services.” Upon completion, explain the directions of the game activity, “Business Services Twirl” on Handout #57 to the class. Then play the game as directed using the game board with a spinner or use it as a transparency.

Individual

1. Give the student a copy of Handout #56, “Marketing Careers in Business Services.” Review the careers with him, emphasizing job descriptions and the category of business services in which each career is found. If in a metropolitan area, give him a copy of the yellow pages and have him identify at least one example of each type of business service. Have the student select one of the examples he has located, and conduct a telephone interview with the manager to determine the number of people who work for him, what they do in their jobs, how new business is solicited, and whatever other information the student can obtain.

If you do not live in a metropolitan area, give the student a copy of the classified ads from a city newspaper, and have the student follow the same procedure as outlined above.

2. Distribute Student Handout #58: “Business Services Career Search” to the student. Have him circle the forty marketing careers hidden in the cryptogram. After he has located the careers in the puzzle, have the student identify the category of business service which each career represents. After he has completed the assignment discuss the career titles with him, providing examples of each, and answer any questions which he may have.
LEARNING ACTIVITIES

UNIT TITLE: Business Services  UNIT #8

OBJECTIVE #2

Group

1. Divide the class into five groups. Assign each group two categories of business services so that all ten categories are covered.

Each of the groups is to investigate the marketing careers found in their two categories of business services. The groups will then prepare two short skits in which the students will assume the various marketing career roles found in the business service categories assigned. Allow at least one class period for the groups to investigate the marketing careers and prepare for their skits.

Each group should introduce the title of the business service category assigned and the career titles found therein "charade-style." After the other groups have identified the category and the career titles, the play should begin. Follow the same procedure for each group. Emphasize the marketing careers found in each category: owner manager, service representative, and salesperson.

2. Divide the class into ten groups. Assign each group a different business service category. Each group is to prepare a description of each marketing career found in their category. Have the group write the descriptions on 3" x 5" index cards. Each card should contain the career title, the business service category, and a job description. Collect all of the cards upon completion.

Prepare and distribute game cards for each student, using the format given in the sample. Student Handout #59: "Service." REMEMBER: The order of the titles and or categories must be different for each card. If possible, make the cards out of cardboard and or laminate them (ever tried clear contact paper?) so that you can use them for another class.

To play the game: (1) give the letter under which the item may be found, for example, "under the letter V"; (2) read the job description of a marketing career; if the student has the category in which that career is found, he covers that space with a chip, paper clip, or piece of paper; (3) give the title under which the item may be found; read the description of a business service category; if the student has a marketing career found in that category under that column, he covers that space with a chip.

The game is won when a student has covered all of the spaces within a line either horizontally, diagonally, vertically, or on the four corners.

3. This activity may be used in conjunction with the other two group activities or as a supplementary learning activity. It should not be used as the only group activity to achieve objective #2.

One career option which is always open to a student who is interested in going into the field of business services is that of owner manager. In many instances less capital is required to begin a business in this field than is normally required in other types of businesses, and the income opportunities are virtually unlimited for the person with initiative and imagination. As a supplementary activity to this objective, the student is to "try on the role of owner manager."
Have one student stand at one end of the room to represent the "positive" or "yes" position and a second student stand at the opposite end to represent the "negative" or "no" position. Ask the rest of the class to take a position along the continuum at a point which would best reflect their reaction to the questions posed. Using examples of each business service category, ask the student what he would think of being an owner-manager of that particular type of business.

Periodically, ask the students to raise their hand if they know why they voted the way they did. For those who took a very "positive" position, ask them why they felt that way, i.e., what was appealing about the idea. For those who took a very "negative" position, ask them why they found the idea unappealing.

After going through examples of each category, identify the student(s) who have consistently taken a very positive or a very negative position. Through directed discussion, have the students in these two groups or "poles" determine if there are particular traits, features, or reasons for their position which, for them individually, would be common or typical for the owner-manager of any type of business. If so, have them identify them orally if they wish to do so.

When they have finished, ask the students who consistently took a "neutral" position if they would change their vote(s) if asked the same questions again. Ask how many would not change their vote. Ask if they know why they would change. Ask if they know why they would not change. If they wish to do so, ask them to give their reasons as to why they would or would not change their vote.

**Individual**

1. Give the student a copy of Student Handout #56. After he has studied it for some 20-25 minutes, give him a set of cards entitled "Business Services." The format for these cards is in Student Handout #50. As a suggestion, make the cards out of cardboard or laminate them for future use. The student is to write in the titles of the marketing careers found in the business service category identified at the top of each card. When he has completed the assignment, review his answers with him. Discuss the job descriptions of each career, and answer any questions which he may have.

2. Give the student a copy of Student Handout #56. After he has studied it for some 20-25 minutes, have him prepare a bulletin board or display which depicts the ten categories of business services and examples of marketing careers found in each. If possible, place the display in a school corridor or in the guidance counselor's office. Have the guidance counselor interview the student in regard to marketing careers found in business services, and use the student as an "expert resource person" in referring other students to him for information in that area.
LEARNING ACTIVITIES

UNIT TITLE Business Services  UNIT #8
OBJECTIVE #3

Group

1. Divide the class into five groups. Assign two business service categories to each group. Each group may then sub-divide into two sections with one service category assigned to each section, or the total group may elect to complete the assignment for both categories of business services.

The group is to form its own business service company and complete the following activities:

(a) select a name for the company.
(b) determine the particular type of service(s) to be offered within the category assigned.
(c) identify the marketing careers involved in providing that service (be sure to include the three careers common to all categories).
(d) brainstorm and list all of the advantages and benefits to be gained from an organization's buying that service rather than providing it themselves.
(e) develop a sales promotion campaign for their company including such items as a newspaper ad, radio or television commercial, and special promotional events or features.
(f) present the company to the total class in whatever manner the group selects; encourage role-playing and the use of visual aids.

2. Contact at least one company which supplies a business service in each category. Explain to each manager that a small group of students would like to visit his office to discuss the operation of his business with him. Request that he supply the group with the name and address of at least one of his customers. Have the group arrange for an interview with that customer to determine that particular service was purchased, why he chose to purchase the service rather than having his company or organization provide it, and the marketing careers involved in providing that service.

Divide the class into ten groups and assign each group a different category. When the interviews have been completed, have each group present its findings to the class.

Individual

1. Give the student a copy of Handout #61, "Meeting the Need in Business Services." For each of the situations described, the student is to determine the category of business service which would most appropriately fulfill the need described. The student is then to identify two marketing careers which might be involved in providing that specific service.

Review his answers with him to resolve any misunderstandings which the student might have. Discuss with the student the major reasons why a company or organization would purchase the business service rather than supplying its own.
2. Ask the student to take a piece of paper and list the ten categories of business services. For each of the categories, he is to write a brief descriptive example of a business need which that particular service category could fulfill. (Refer to Student Handout #56 for examples.) He is then to identify at least two marketing careers which might be involved in providing that service. Explain to the student for the purposes of this assignment, he is not to identify the three common marketing careers for the following categories: promotion, sales, buying, marketing research, marketing management consulting, and financial.

Review his answers with him to clarify any misunderstandings he may have.
personal services:
PERSONAL SERVICES: PLEASING THE PEOPLE

Competency
Ability to relate marketing occupations and personal service businesses to the needs of consumers for special personal services.

Objectives
1. Given a list of twenty marketing careers, the student will identify the ten personal service careers with 80% accuracy. (Knowledge)
2. Given ten descriptions of marketing careers in personal services, the student will supply the appropriate career titles with 80% accuracy. (Comprehension)
3. Given five consumer situations, the student will relate the personal service businesses and marketing careers which will provide the necessary services with 80% accuracy. (Application)

Concepts
1. Personal service businesses are those which provide special services which are unique to the individual consumer’s needs.
2. Personal service businesses which provide marketing career opportunities can generally be grouped into the following areas:
   - Personal Care—dry-cleaning, diaper service, beauty salons.
   - Automotive Services—parking lot, service station, repair shops, car washes.
   - Home Maintenance—interior decorating, domestic service, pool care, lawn service, pest control.
   - Marine Services—fuel service, boat repair, dry dock storage.
   - Burial Services—cemeteries, funeral homes.
   - Pet Care—boarding kennels, grooming shops, training schools.
   - Protection—security services, detective agencies, bodyguard services.
   - Rental Agencies—equipment supply, storage space, trailers, truck leasing.
   - Utility Companies—electricity, gas, water.
3. Three classifications of careers are found in personal service businesses:
   - Careers which actually produce the service.
4. The marketing careers found in all personal service businesses include those which promote and market the personal services as well as those which operate and manage the personal service businesses. In those personal service businesses, which specialize in one of the marketing functions, such as storage companies, marketing careers may also be found in actually providing the service itself.

5. Examples of marketing careers found in each category of personal services are:

**MARKETING CAREERS COMMON TO ALL PERSONAL SERVICES**

- **Owner Manager**
  Directs and controls all activities, operations, and personnel involved in a business which produces and markets a special personal service.

- **Sales Agents**
  Assists the customer in selecting the service to suit his needs and handles the sales transaction; is sometimes called an attendant and may actually perform some service.

- **Service Advisor**
  Gives the customer specific information concerning the service, rates, etc.; sometimes combined in small businesses with another job.

6. Some marketing careers which are found only within particular personal service businesses include:

**MARKETING CAREERS UNIQUE TO PERSONAL SERVICES**

- **Automotive Services**
  - **Car Washer**
    Cleans inside and or outside of an automobile usually at an automatic washing unit; may also pump gasoline and write sales tickets.
  - **Cashier**
    Totals bill and calculates tax, handles the closing of the service transaction at parking lots, auto repair shops, and car washes.
  - **Parking Lot Attendant**
    Gives customer claim check, parks the car or directs customer to a spot.
  - **Service Station Attendant**
    Assists motorists by filling gas tanks, washing windows, and checking oil.

- **Burial Services**
  - **Cemetery Director**
    Supervises all workers and activities for burial preparation and grounds maintenance at a cemetery.
<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funeral Attendant</td>
<td>Performs many tasks including movement of casket, escorting mourners, and assisting the director.</td>
</tr>
<tr>
<td>Funeral Chauffeur</td>
<td>Transports body from death place to mortuary to cemetery.</td>
</tr>
<tr>
<td>Funeral Director</td>
<td>Supervises all activities and personnel for burial preparation and services.</td>
</tr>
<tr>
<td>Groundskeeper</td>
<td>Maintains the grounds and monuments of a cemetery.</td>
</tr>
<tr>
<td>Lady Attendant</td>
<td>Prepares female bodies for funeral services and burial.</td>
</tr>
<tr>
<td>Memorial Agent</td>
<td>Handles arrangements and coordination of burial activities and personnel.</td>
</tr>
<tr>
<td>Memorial Counselor</td>
<td>Assists clients in selecting plots, and crypts, grave coverings, markers, and service details.</td>
</tr>
<tr>
<td>Home Maintenance</td>
<td></td>
</tr>
<tr>
<td>Butler</td>
<td>Greets guests, escorts them to sitting area, serves refreshments, and provides services as they are requested.</td>
</tr>
<tr>
<td>Fumigator</td>
<td>Treats a home infested with termites or other household pests.</td>
</tr>
<tr>
<td>Interior Decorator</td>
<td>Reviews house or apartment and makes recommendations on colors, furniture, drapes, and accessories; secures the necessary personnel to handle the work and supervises all activities.</td>
</tr>
<tr>
<td>Lawnman</td>
<td>Cares for the maintenance and appearance of lawns, shrubs, trees and related outdoor grounds areas for personal residences.</td>
</tr>
<tr>
<td>Pest Control Operator</td>
<td>Sprays inside and outside of homes to prevent bugs, termites, and pests.</td>
</tr>
<tr>
<td>Pool Serviceman</td>
<td>Inspects, cleans, adjusts, and repairs swimming pools, decks, and related equipment or materials.</td>
</tr>
<tr>
<td>Marina Services</td>
<td></td>
</tr>
<tr>
<td>Marina Attendant</td>
<td>Assists customer in obtaining gas, oil, and water; loads boat into dry dock storage or boat slips.</td>
</tr>
<tr>
<td>Personal Care Services</td>
<td></td>
</tr>
<tr>
<td>Courtier Attendant</td>
<td>Handles sales transactions, writing orders, obtaining and</td>
</tr>
</tbody>
</table>
Deliveryman  Transports merchandise which has been serviced or rented to and from customers, such as laundry, dry cleaning, and baby diapers.

Pet Care
Groomer  Cleans and improves the personal appearance of pets, usually dogs.

Pet Assistant  Feeds and exercises pets who are being boarded, cleans cages and pets, may pick up and deliver animals.

Trainer  Teaches animals to obey on command and instructs owners in proper techniques of working with their pets.

Protection
Bodyguard  Escorts clients, watches for dangerous situations and persons, inspects lodging, transportation, and recreation settings.

Rental Agencies
Packer  Prepares goods which are going to be stored by customer in a warehouse and places it in the proper storage area.

Utility Companies
Meter Checker  Inspects meters to determine accuracy of readings and proper functioning.

Meter Reader  Checks utility meters, usually monthly, to determine amounts used by customer.

Equipment
1. Filmstrip projector, 16 mm film projector, slide projector.
2. Overhead projector, projection screen, chalkboard.

Materials
1. Film: “What Do You Want?”
2. Filmstrip: “Career Game”
3. Slides: “Careers in Service Stations”
6. Dictionary of Occupational Titles
7. Encyclopedia of Occupational Titles
8. Finding Your Job Booklets
9. Handbook of Job Facts
10. Occupational Awareness Mini-Briefs
11. Occupational Briefs, Chronicle Guidance
12. Occupational Guidance Booklets
13. Occupations and Careers
14. Popeye and Personal Service Careers
15. Project Loom Unit: "Service Station Operator"
16. What Job For Me: "Pete the Service Station Attendant"
17. Widening Occupational Roles Work Briefs
18. Your Job in Distribution

Supplies
1. Posterboard, construction paper, cardboard.
2. Glue, tape, scissors, rulers, magic markers.

Special Resources
1. Student Handouts #6368
2. Commercial Games: "Card Cubes"
   "Quibic"
THE PERSONAL SERVICES SCENE — KEY

1. These ten marketing careers should have been circled:
   - Funeral Director
   - Car Washer
   - Fumigator
   - Marina Manager
   - Kennel Operator
   - Rental Agent
   - Cemetery Director
   - Meter Checker
   - Service Advisor
   - Service Station Attendant

   A score of 8 correct answers for 80% accuracy will satisfy objective #1.

2. The following personal service careers in marketing should have been identified:
   1. Service Station Attendant
   2. Rental Agent
   3. Meter Reader
   4. Service Advisor
   5. Funeral Director
   6. Cemetery Director
   7. Marina Attendant
   8. Butler
   9. Groundskeeper
   10. Kennel Operator

   If the learner accurately identified 8 personal service careers for 80% accuracy, he will achieve objective #2.

3. These personal service businesses and careers should have been recommended:

<table>
<thead>
<tr>
<th>BUSINESS</th>
<th>CAREER</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Marina</td>
<td>Marina Attendant</td>
</tr>
<tr>
<td>b. Utility Company</td>
<td>Meter Checker</td>
</tr>
<tr>
<td>c. Pest Control Agency</td>
<td>Pest Control Attendant</td>
</tr>
<tr>
<td>d. Equipment Rental</td>
<td>Rental Agent</td>
</tr>
<tr>
<td>e. Service Station</td>
<td>Service Station Attendant</td>
</tr>
</tbody>
</table>

   When the learner achieves 8 correct answers for 80% accuracy, he will complete objective #3.
THE PERSONAL SERVICES SURVEY — KEY

1. These marketing careers in personal services should be identified:
   - Kennel Operator
   - Meter Reader
   - Rental Agent
   - Funeral Director
   - Marina Attendant
   - Memorial Agent
   - Service Station Attendant
   - Bodyguard
   - Rental Agent
   - Fumigator
   - Cemetery Worker

   A score of 8 correct careers for 80% accuracy will complete objective #1.

2. These marketing careers in personal services were described:
   a. Funeral Chauffeur
   b. Kennel Operator
   c. Rental Agent
   d. Marina Attendant
   e. Service Station Attendant
   f. Fumigator
   g. Cemetery Director
   h. Service Advisor
   i. Meter Checker
   j. Pest Control Operator

   When the student distinguishes 8 careers accurately, he will achieve objective #2.

3. These personal service businesses and marketing careers should have been recommended:
   - Pest Control Agency
   - Kennel
   - Utility Company
   - Marina
   - Funeral Home
   - Fumigator
   - Kennel Operator
   - Meter Checker
   - Marina Attendant
   - Funeral Attendant

   If the student recommends 8 items correctly for 80% accuracy, he will satisfy objective #3.
LEARNING ACTIVITIES

UNIT TITLE Personal Services: Pleasing the People  UNIT #9 OBJECTIVE #1

Group

1. Divide the students into groups of three. Have one student serve as a moderator/judge and two students as contestants. Give each group thirty cards about 2" x 3" or half of a small index card. Write the following personal service careers on the chalkboard or overhead projector:

- Butler
- Cemetery Director
- Fumigator
- Funeral Attendant
- Funeral Chauffeur
- Funeral Director
- Groundskeeper
- Kennel Operator
- Lady Attendant
- Marina Attendant
- Meter Checker
- Pest Control Operator
- Rental Agent
- Service Advisor
- Service Station Attendant

Have each group prepare two cards for each of the fifteen job titles. On the back of the cards, have them place one number on each card 1-30. Each title should have a different number on its back in random order. After all groups have completed the cards, rotate sets of cards among groups, so that no group has the set it prepared.

Explain to the students that they are going to see which of the two contestants in each group can match the most career titles by guessing the numbers. The numbers would be showing on a table, five numbers in a row, with six rows to total 30. For example, the first row would have numbers 1-5, the second row numbers 6-10, etc.

Each student will select two numbers and turn them over. If they are the same career title, he earns a point and may try for another match. If he does not match two career titles, his opponent tries to select two numbers with matching careers behind them. The contestant with the most points wins the game. Alternate students at the end of the game so that all students serve as contestants.

2. Assign each student one of the personal service careers found in Student Handout #63: "Personal Services Search" and give him a sheet of plain white paper 8.5" x 11". Ask him to draw a picture or cut out a picture from a magazine that he thinks describes that marketing career in personal services. Tell the students to write their career titles on the back.

Collect the pictures and display them around the room. Assign each of them a number. Write the career titles on the chalkboard or overhead projector. Ask each student to rotate around the room and decide which career he thinks matches each of the pictures. Discuss the group's results after each student has completed his review of the pictures. Ask students to explain why they drew the picture or cut out the pictures that they did. Have them guess which types of businesses employ each of the marketing careers involved.
Individual
1. Give the student a copy of Student Handout #63: “Personal Services Search” and have him complete the puzzle as directed. When he has completed the puzzle ask him to relate what he thinks personal services means. Explain the term and ask him if he can think of any types of businesses which provide services to individuals other than those studied. Have him relate the careers in the puzzle to service firms.

2. Provide the learner with Student Handout #64: “Personal Services Please” and have him use the letters on the telephone dial to solve the puzzle. When he has completed the puzzle, ask him to think of a business that would hire the personal service careers mentioned. Can he think of any other personal service careers than those in the puzzle?

Special Media
1. Film: “What Do You Want?”
2. Filmstrip: “Career Game”
3. Slides: “Careers in Service Stations”
5. Career Briefs
6. Dictionary of Occupational Titles
7. Encyclopedia of Occupational Titles
8. Finding Your Job Booklets
9. Handbook of Job Facts
10. Occupational Awareness Mini-Briefs
11. Occupational Briefs, Chronicle Guidance
12. Occupational Guidance Booklets
13. Occupations and Careers
14. Popeye and Personal Service Careers
LEARNING ACTIVITIES

UNIT TITLE Personal Services: Pleasing the People  UNIT #9 OBJECTIVE #2

Group
1. Divide the class into two teams and have each team select its captain. Develop a set of cards with the titles of all the marketing careers in personal services found in Student Handout #65. Explain to the group that two members from each team will begin the game.

The first pair winning the toss will get the first career title. One of the pair will see the career title and must give a clue word to his teammate. His teammate has ten seconds to give the career title. If he gets it, his team earns 5 points. If not, the other team's pair may try to earn 4 points. If they are unsuccessful, the original pair may try again for 3 points, and so on. After each career title is guessed, review the job description of that career. Alternate pairs from teams every 1-3 rounds.

2. Duplicate a copy of Student Handout #66: "Personal Services Spiral" and give it to each student. Make a transparency of the handout and project it on the screen. Explain that the job descriptions are for marketing careers in personal services. Have the students work on it for about ten minutes and then review it using the transparency as a guide. Fill in the answers on it as you go.

Individual
1. Provide the learner with Student Handout #65: "Personal Services: Pleasing the People" and have him study the information on the sheets. When he has done that, ask him to select the three careers of most interest to him and complete three copies of Special Activity Sheet #4: "Career Questionnaire." Call local businesses to arrange a convenient time for him to visit and question the career personnel he has selected. Discuss his choices and why he selected the jobs he did.

2. Give the student "Personal Service Situations" in Student Handout #67, and have him complete it as directed. Tell the student that there are no right or wrong answers. Let him refer to the career descriptions in Student Handout #65 to make his decisions. Review his responses with him, asking him to explain his reactions in the situations.

Special Media
1. Project Loom Unit: "Service Station Operator"

2. What Job For Me: "Pete the Service Station Attendant"

3. Widening Occupational Roles Work Briefs

4. Your Job in Distribution
LEARNING ACTIVITIES

UNIT TITLE Personal Services: Pleasing the People  UNIT #9 OBJECTIVE #3

Group
1. Develop a set of consumer situations around the following personal service businesses and have the students roleplay the marketing careers that would be involved in handling the given situations:

   Boarding Kennel  Marina
   Cemetery  Pest Control Agency
   Electric Utility Company  Repair Service
   Funeral Home  Service Station

Discuss each situation after a group of students has covered it in a roleplay manner. Emphasize the type of business and marketing careers that were involved.

2. Obtain five local directories for the students to use. Divide the class into five groups and assign each group two personal service businesses. Have the groups go through the telephone directory and find out what local businesses supply that type of service.

   Have the group list those businesses and the marketing careers which could be found there. Ask them to identify some consumer situations that would be handled by those businesses and career personnel. When they have completed the task, ask each group to select one situation from each of its businesses and read it to the rest of the class. Have the class decide what personal service business and marketing career would best handle that situation.

Individual
1. Collect recent newspapers from at least three major cities in the state. Give the classified sections to the student and have him cut out ten different marketing careers in personal services for which there are openings. Ask him to glue them in the appropriate boxes of Student Handout #6: "Classified Personal Service Careers."

   In the second column have the student identify the kind of business running the ad and in the third column tell him to explain the particular consumer situations handled by that career for that business. Review his responses with him and give him some consumer situations to determine the careers and businesses that would best handle the given situations.

2. Give the student a copy of Special Activity Sheet #9: "Marketing Services: Group Research Project" and have him develop a personal services notebook as directed. As the student is working on his notebook, discuss various consumer situations involving personal services and have him relate the personal service businesses and marketing careers in his notebook that would best handle the situations that you have described.

Special Media
1. Film: "What Do You Want?"

2. Filmstrip: "Career Game"
3. Slides: "Careers in Service Stations"
5. Career Briefs
6. Dictionary of Occupational Titles
7. Encyclopedia of Occupational Titles
8. Finding Your Job Booklets
9. Handbook of Job Facts
10. Occupational Awareness Mini-Briefs
11. Occupational Briefs, Chronicle Guidance
12. Occupational Guidance Booklets
13. Occupations and Careers
14. Popeye and Personal Service Careers
lodging—food—living in luxury
COMPEETENCY
Ability to relate marketing careers to the services provided by the food and lodging industries.

OBJECTIVES
1. Given ten marketing career titles in food and lodging and their descriptions, the student will match the titles to the descriptions with 80% accuracy. (Knowledge)

2. Given a blank career progression diagram and ten marketing careers in lodging and food services, the student will develop a logical career sequence of occupations from the entry to management levels with 80% accuracy. (Comprehension)

3. Given five customer situations involving the marketing of services in food and lodging, the student will indicate the marketing career personnel who would best handle the given situations with 80% accuracy. (Application)

CONCEPTS
1. Lodging businesses provide sleeping and resting accommodations to their guests. Lodging businesses include hotels, motels, and resorts. Many of them also provide food services. The food service industry provides customers with the convenience of prepared food and beverages. Types of food service businesses include restaurants, cafeterias, fast food operations, and catering firms. Together the food and lodging businesses are often called the hospitality industry.

2. In our mobile society, the demand for lodging and food services has increased tremendously throughout the nation. With Florida's many recreational and tourist industries drawing millions of tourists each year, the food and lodging services have become the leader in providing career opportunities. Some of the marketing careers available in food and lodging include:

<table>
<thead>
<tr>
<th>MARKETING CAREER</th>
<th>JOB DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Manager</td>
<td>Aids the restaurant manager in operating the business</td>
</tr>
<tr>
<td>Bell Captain</td>
<td>Organizes and supervises the activities of bellmen</td>
</tr>
<tr>
<td>Bellman</td>
<td>Provides special services for guests including baggage handling</td>
</tr>
<tr>
<td>Busboy</td>
<td>Clears and sets tables, aids waiters/waitresses</td>
</tr>
<tr>
<td>Cashier</td>
<td>Handles payment of bills, cashing of checks, and making daily reports</td>
</tr>
<tr>
<td>Caterer</td>
<td>Plans, directs, and controls personnel and activities in the preparation and serving of food prepared and delivered to a client</td>
</tr>
<tr>
<td>Job Title</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Checker</td>
<td>Totals food items on cafeteria tray and places slip on customer's tray</td>
</tr>
<tr>
<td>Convention Coordinator</td>
<td>Organizes and oversees program and facilities activities for a meeting, assists guests in handling meeting details</td>
</tr>
<tr>
<td>Counter Girl</td>
<td>Serves food customers at quick-service seating</td>
</tr>
<tr>
<td>Doorman</td>
<td>Greets guests at the door, has baggage and automobile taken care of for customers</td>
</tr>
<tr>
<td>Elevator Operator</td>
<td>Runs the elevator for hotel guests and provides them information</td>
</tr>
<tr>
<td>Executive Assistant</td>
<td>Aids the innkeeper in supervising personnel and activities in a hotel motel</td>
</tr>
<tr>
<td>Executive Housekeeper</td>
<td>Inspects rooms and public areas for cleanliness and order and supervises cleaning people</td>
</tr>
<tr>
<td>Front Desk Supervisor</td>
<td>Coordinates all front desk activities and workers in a hotel motel</td>
</tr>
<tr>
<td>Head Waiter</td>
<td>Oversees all dining room activities and serving personnel</td>
</tr>
<tr>
<td>Hostess Host</td>
<td>Greets customers as they enter a dining area and escorts them to their table</td>
</tr>
<tr>
<td>Innkeeper</td>
<td>Directs and controls all lodging activities and personnel</td>
</tr>
<tr>
<td>Maitre d'</td>
<td>Supervises all food preparation and serving personnel</td>
</tr>
<tr>
<td>Night Manager</td>
<td>Supervises closing of day's books and arranging the following morning check-outs</td>
</tr>
<tr>
<td>Parking Attendant</td>
<td>Parks, secures, and returns a guest's automobile and gives him a claim check</td>
</tr>
<tr>
<td>Purchasing Steward</td>
<td>Purchases foodstuffs, equipment, and supplies for a food service business</td>
</tr>
<tr>
<td>Purchasing Manager</td>
<td>Directs all buying activities for a food lodging chain</td>
</tr>
<tr>
<td>Recreation Coordinator</td>
<td>Plans, organizes, and supervises leisure activities for lodging guests</td>
</tr>
<tr>
<td>Reservation Clerk</td>
<td>Receives and handles advance room requests and arrangements</td>
</tr>
<tr>
<td>Restaurant Manager</td>
<td>Directs and coordinates all food service workers and activities</td>
</tr>
<tr>
<td>Position</td>
<td>职责描述</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Room Clerk</td>
<td>Assists guests in selecting and registering for their rooms</td>
</tr>
<tr>
<td>Sales Manager</td>
<td>Supervises all personal selling and promotional personnel and activities for a hotel</td>
</tr>
<tr>
<td>Service Superintendent</td>
<td>Coordinates all public area activities and workers including baggage handlers, doormen, elevator operators, and maintenance personnel</td>
</tr>
<tr>
<td>Server</td>
<td>Takes order and serves food to cafeteria customers</td>
</tr>
<tr>
<td>Waiter Waitress</td>
<td>Answers questions concerning food, writes and places orders, and serves the customers</td>
</tr>
</tbody>
</table>

3. Personnel may begin and advance in the food and lodging industries in various ways. The career levels of the marketing careers below suggest several progression avenues:

*Management Specialist*

<table>
<thead>
<tr>
<th>Position</th>
<th>职责描述</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caterer</td>
<td></td>
</tr>
<tr>
<td>Restaurant Manager</td>
<td></td>
</tr>
<tr>
<td>Assistant Manager</td>
<td></td>
</tr>
<tr>
<td>Purchasing Steward</td>
<td></td>
</tr>
<tr>
<td>Front Desk Supervisor</td>
<td></td>
</tr>
<tr>
<td>Service Superintendent</td>
<td></td>
</tr>
<tr>
<td>Innkeeper</td>
<td></td>
</tr>
<tr>
<td>Executive Assistant</td>
<td></td>
</tr>
<tr>
<td>Sales Manager</td>
<td></td>
</tr>
<tr>
<td>Night Manager</td>
<td></td>
</tr>
</tbody>
</table>

*Waiter/Waitress*

<table>
<thead>
<tr>
<th>Position</th>
<th>职责描述</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convention Coordinator</td>
<td></td>
</tr>
<tr>
<td>Executive Housekeeper</td>
<td></td>
</tr>
<tr>
<td>Purchasing Steward</td>
<td></td>
</tr>
<tr>
<td>Room Clerk</td>
<td></td>
</tr>
<tr>
<td>Bell Captain</td>
<td></td>
</tr>
<tr>
<td>Head Waiter</td>
<td></td>
</tr>
<tr>
<td>Recreation Coordinator</td>
<td></td>
</tr>
<tr>
<td>Reservation Clerk</td>
<td></td>
</tr>
</tbody>
</table>

*Host Hostess*

*Job Entry*

<table>
<thead>
<tr>
<th>Position</th>
<th>职责描述</th>
</tr>
</thead>
<tbody>
<tr>
<td>Busboy</td>
<td></td>
</tr>
<tr>
<td>Bellman</td>
<td></td>
</tr>
<tr>
<td>Counter Girl</td>
<td></td>
</tr>
<tr>
<td>Checker</td>
<td></td>
</tr>
<tr>
<td>Cashier</td>
<td></td>
</tr>
<tr>
<td>Server</td>
<td></td>
</tr>
</tbody>
</table>
Doorman           Elevator Operator
Parking Attendant   Waiter Waitress

4. Many lodging businesses provide numerous services to their customers in providing them with room accommodations. Some of these include:

   Entertainment       Room Service
   Laundry Cleaning     Limousine Service
   Playground          Sports Facilities
   Beauty Barber Shops Swimming Pool
   Telephone Messages   Baby Sitters
   Television Radio    Vending Machines

**Equipment**
1. Filmstrip projector, 16 mm film projector, slide projector.
2. Tape recorder, record player, video tape recorder.
3. Overhead projector, bulletin board, chalkboard.

**Materials**
1. Films:
   - "At Your Service"
   - "The Freedom to Success"
   - "Hamburger University"
   - "Hotel Beach Party"
   - "I Like People (Room Clerk)"
   - "The Magic Touch (Maid)"
   - "Road to Hospitality"
   - "The Ten Minute Ambassador (Bellman)"

2. Filmstrips:

3. Cassette Tapes:
   - "American Occupations"
   - "Career Development"
   - "Career tapes series"

4. *Career Opportunities, Marketing, Business and Office Specialists*
5. *Career Opportunities, New York Life Insurance Company*
7. *Career Briefs*
8. *Dictionary of Occupational Titles*


10. *Finding Your Job Booklets*

11. *Food Service: A Career to Consider Booklet*

12. *Food Service Worker Booklet*

13. *Handbook of Job Facts*

14. *Job Experience Kits: Motel Manager*

15. *Occupational Awareness Mini-Briefs*

16. *Occupational Briefs, Chronicle Guidance*

17. *Occupational Briefs, Science Research*

18. *Occupational Guidance Booklets*

19. *Occupational Guides*

20. *Occupations and Careers*

21. *Project Loom Units*

22. *What Job For Me*

23. *Work Briefs*

24. *Your Career in the Hotel Motel Industry*

25. *Your Job in Distribution*

**Supplies**

1. Cardboard boxes, light wood, construction paper, posterboard.

2. Glue, tape, stapler, scissors, thumb tacks, rulers.


**Special Resources**

1. Student Handouts #69-79

2. American Hotel and Motel Association

3. National Restaurant Association
THE LODGING/FOOD SCENE—KEY

1. The following careers should have been identified:
   1. Innkeeper
   2. Executive Housekeeper
   3. Front Desk Clerk
   4. Hostess
   5. Cashier
   6. Restaurant Manager
   7. Reservation Clerk
   8. Bellman
   9. Waitress
   10. Busboy

   The student will satisfy objective #1 if he identifies 8 careers correctly for 80% accuracy.

2. The marketing careers should have been arranged in the following order:

   LODGING
   1. Innkeeper
   2. Service Superintendent
   3. Bell Captain
   4. Front Desk Clerk
   5. Bellman

   FOOD
   1. Restaurant Manager
   2. Maitre d'
   3. Head Waiter
   4. Waitress
   5. Busboy

   If the student arranges 8 of the careers in the correct order for 80% accuracy, he will have achieved objective #2.

3. These careers should have been circled:
   1. B — Restaurant Manager
   2. D — Bellman
   3. D — Reservation Clerk
   4. B — Convention Coordinator
   5. A — Maitre d’

   A score of 4 correct answers for 80% accuracy will satisfy objective #3.

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THE LODGING/FOOD SURVEY — Key

1. These answers should have been given:

   1. J
   2. G
   3. A
   4. C
   5. D
   6. I
   7. B
   8. E
   9. H
   10. F

   The student will satisfy objective 1 if he correctly matches 8 careers for 80% accuracy.

2. The marketing careers should have been arranged in the following order:

   **Lodging**
   1. Innkeeper
   2. Service Superintendent
   3. Front Desk Clerk
   4. Doorman
   5. Bellman

   **Food**
   1. Restaurant Manager
   2. Maitre d'
   3. Head Waiter
   4. Waitress
   5. Busboy

   If the student arranges 8 of the careers in the correct order for 80% accuracy, he will have achieved objective 2.

3. These careers would best handle the situations:

   1. Convention Coordinator
   2. Purchasing Manager
   3. Front Desk Clerk
   4. Cashier
   5. Maitre d'

   A score of 4 correct answers for 80% accuracy will satisfy objective 3.
LEARNING ACTIVITIES

UNIT TITLE: Lodging/Food: Living in Luxury

UNIT #10 OBJECTIVE #1

Group
1. Review the guidelines in Special Activity Sheet #7: "Career Trip" and schedule a field trip to a large hotel in the area which has a restaurant and which hosts conventions. Prepare students ahead of time to find as many job titles as possible while they are on the trip. If possible, take slides on the trip and collect any samples of postcards, brochures, etc.

When you return, have each student list as many career titles as possible that he can remember from the trip. Compile a list on the chalkboard and have students explain the job duties of each career.

2. After you have covered the career information in Student Handout #69: "Lodging and Food Careers," give each student a blank copy of Student Handout #71: "Hotel." Provide them a list of food careers for the first two columns "H" and "O" and have them write ten careers in the ten spaces. Give them a list of Hotel careers and have them put fourteen careers in the three columns "T," "E," and "L."

If you took slides on a field trip, you might alternate showing slides and giving job descriptions to students and having them guess the career title. If they have the career title they would place a marker in that box. The game should be played like bingo, but a slide should be shown or a description read instead of giving the career title.

Individual
1. Give the student a copy of Student Handout #69: "Lodging and Food Careers," and have him study the information. When he has finished the information have him complete the attached scramble puzzle. Review his answers with him and discuss the responsibilities of each career in the puzzle.

2. Provide the learner with Student Handout #72: "Lodging Food Services Puzzle." Ask the student to read each job description and place the correct career title in the appropriate blanks of the puzzle. Check the student's answers and review the food lodging careers and job duties.

Special Media
1. Films: "At Your Service"
   "The Freedom to Success"
   "Hamburger University"
   "Hotel Bear's Party"
   "I Like People (Room Clerk)"
   "The Magic Touch (Maid)"
   "Road to Hospitality"
   "The Ten Minute Ambassador (Bellman)"

2. Cassette Tapes: "American Occupations"
   "Career Development"
   "Career tapes series"
3. Career Opportunities: Marketing, Business and Office Specialists
4. Career Opportunities, New York Life Insurance Company
6. Career Briefs
7. Dictionary of Occupational Titles
LEARNING ACTIVITIES

UNIT TITLE Lodging: Food: Living in Luxury

UNIT #10 OBJECTIVE #2

Group

1. Write the following question on the chalkboard or overhead projector: Who would you rather be? Write these twelve marketing careers in lodging and food services underneath the question:

   Innkeeper
   Service Superintendent
   Room Clerk
   Reservation Clerk
   Executive Housekeeper
   Bellman
   Restaurant Manager
   Maitre d'
   Host/Hostess
   Waitress/Waiter
   Busboy
   Cashier

   Ask students to indicate by voting which job they would select from those given. Have them explain why. If they tend to select careers such as Innkeeper or Restaurant Manager, ask them why they selected those. Have them relate career steps which usually must be taken in reaching the management level careers of Innkeeper and Restaurant Manager. Include other careers that are not listed.

2. Divide the class into three teams and select a scorekeeper. Make a transparency of the "Career Chart" in Student Handout #73 and project it on the wall or screen. Explain to the class that each step of the triangle equals a step in career progression from entry to management level in the food lodging services.

   Develop questions pertaining to each career step 1-6. Explain to students that each team must answer a question correctly at each step before it can go on to the next. For example, they must answer a question at step 1 before they can go to step 2. The first team to reach the top management level wins the game. Have the team draw numbered slips to determine which team begins the game, who will be second, and third.

Individual

1. Give the student a copy of Student Handout #74: "Career Ladders in Food and Lodging." Have him study the job progression and answer the questions at the end. When he is finished, review his responses with him and relate the various career avenues which may be taken.

2. Provide the learner with Student Handout #75: "Lodging Food Brainteaser" and ask him to complete the puzzle as directed. When he is finished, review the solution to the puzzle and the career ladders available in the food and lodging service industries.

Media


2. Finding Your Job Booklets

3. Service: A Career to Consider Booklet

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4. Food Service Worker Booklet
5. Handbook of Job Facts
6. Job Experience Kit: Motel Manager
7. Occupational Awareness Mini-Briefs
8. Occupational Briefs, Chronicle Guidance
9. Occupational Briefs, Science Research
10. Occupational Guidance Booklets
11. Occupational Guides
12. Occupations and Careers
13. Project Loom Units
14. What Job For Me
15. Work Briefs
16. Your Career in the Hotel/Motel Industry
17. Your Job In Distribution
LEARNING ACTIVITIES

UNIT TITLE Lodging/Food: Living in Luxury UNIT #10 OBJECTIVE #3

Group

1. Brainstorm with the group for 2-3 minutes on the types of services which a hotel restaurant might offer to its guests. Have a student serve as a recorder or use a tape recorder to tape the responses. Remind students that this is not a time for discussion; they will have an opportunity to decide on answers in a few minutes. Discuss the services mentioned by the students and add any to the list they have not provided.

Make a transparency of Student Handout #76: "Service Success" and give students copies of it. Ask them to shade in the areas which are services and review it on the transparency. Have students explain which hotel and restaurant careers would be involved with the services and others identified in the brainstorm session.

Ask students what marketing services hotels and restaurants offer that aid other businesses in their operation and how. Include in your discussion real estate, finance, insurance, transportation, recreation, communications, business services, and personal services.

2. After the students have studied the information in Student Handout #77: "Services in the Hotel Restaurant", have the students design and construct a motel and restaurant using some of the guidelines in Student Handout #78: "Building a Model Motel." Have the students identify the services that their motel restaurant will offer including the recreation facilities. Let them develop the motel restaurant using their ideas. Have them identify the marketing careers which would be involved in providing the services to their customers and guests.

Individual

1. Give the learner Student Handout #77: "Services in the Hotel Restaurant." Have him study the information and complete the activities following the information. Review his results with him and discuss the various services provided by hotels and food establishments to their customers.

2. Provide the student with Student Handout #79: "Activities in the Hotel Restaurant" and have him complete all the related activities attached. After he has completed the activities, review his results with him. Ask him to name some special services provided by hotels and restaurants and name the marketing careers which would be involved in providing these services.
CAREER DECISION

Choosing a career which will give you job satisfaction for the rest of your life may well be the most important decision you will ever make. You must make this decision carefully and wisely. You will find almost limitless job opportunities in the field of marketing.

Most young people entering the labor market today will change jobs from three to twelve times during their lifetimes. There are many reasons why workers change jobs: personality problems, health, financial, improper training, job obsolescence, work adjustment, advancement, and in many cases a poor career choice by the worker.

To make the right career decision, you must match your interests, aptitudes, values, and personal qualities with an occupation needing your abilities and rewarding your interests. Select three careers in which you think you might be interested. Check the Dictionary of Occupational Titles, Encyclopedia of Careers and Vocational Guidance, and Occupational Outlook Handbook, Handbook of Job Facts, and other career information sources that are available to you. Investigate each career thoroughly and choose the one which seems to match your talents, values, and interests, as well as provide a challenging, interesting, and satisfying career. Remember that this decision must satisfy your long-term goals.

First career choice

Second career choice

Third career choice
<table>
<thead>
<tr>
<th>Career Title</th>
<th>Educational Qualifications</th>
<th>Career Experience Required</th>
<th>Personality Traits Necessary</th>
<th>Physical Health Requirements</th>
<th>Occupational Tasks Performed</th>
<th>Occupational Outlook</th>
<th>Advancement Opportunities</th>
<th>Occupational Rewards</th>
<th>Working Conditions</th>
<th>Special Requirements</th>
<th>Career Experience Required</th>
<th>Educational Qualifications</th>
<th>Age</th>
<th>Sex</th>
<th>Career Title</th>
</tr>
</thead>
</table>
### CAREER INTERVIEW

| Student's Name: ____________________________ | Date: ____________________________ |
| Name of person interviewed: ____________ | Business: ____________________________ |

**Questions to be asked by person conducting the interview:**

1. What is your career title? ____________________________________________________________________
2. What tasks do you perform on your job? ____________________________________________________________________

3. What educational training and occupational experience is needed? ____________________________________________________________________
4. What personality traits are most important in your field? ____________________________________________________________________
5. What skills and knowledge are required in this occupation? ____________________________________________________________________
6. How would you describe the working conditions of your job? ____________________________________________________________________
7. Could you tell me the approximate starting salary of workers in your occupation? ____________________________________________________________________
8. What are some of the fringe benefits and rewards offered by your company? ____________________________________________________________________
9. What do you consider the major advantages of your career? ____________________________________________________________________
10. What are the major disadvantages of your occupation? ____________________________________________________________________
11. What are the advancement opportunities in your occupation? ____________________________________________________________________
12. Is the employment outlook in the future good for this career? ____________________________________________________________________
**CAREER QUESTIONNAIRE**

1. Name: 
2. Employer: 
3. Job Title: 
4. Address: 
5. Job Duties: 

6. How did you get your job or the job leading to it?
   - Public employment office
   - Private employment office
   - Friends and relatives
   - Want ads
   - Personal application

7. What type of training did you receive before going to work full-time?
   - Less than high school
   - High school
   - Vocational school
   - Junior college (2 years)
   - Senior college (4 years)
   - On-the-job training

8. Did your employer provide a training period?
   - Yes
   - No
   - How Long?

9. How well did your school subjects prepare you for your job?
   - Very great
   - Moderate
   - Good
   - Very little

10. What type of grades did you make in high school?
    - Above average
    - Average
    - Below average

11. Which high school subjects do you feel best prepared you for your job?

12. Which high school subjects were least helpful in preparing you for your job?

13. How do you like your job?
    - Like it very well
    - Like it fairly well
    - Dislike it somewhat
    - Dislike it a great deal

14. What aspects of your job do you like the most?

15. What aspects of your job do you dislike the most?

16. Would you be willing to visit our Career Exploration class and answer questions about...
CAREER SPEAKER

Resource persons from the local business community should be invited to talk about their careers to students. An effort should be made to invite workers from all career levels and types of businesses.

Many potential speakers decline invitations to appear before classes because they dislike preparing and making speeches. They may be more likely to respond if the teacher discourages them from making formal speeches but simply asks them to be prepared to discuss their job responsibilities and answer the questions of students.

Prior to the speaker's visit students should:
- Learn as much as possible about the speaker's occupation.
- Try to gather information about the business for which the speaker works.
- Be prepared to ask the speaker pertinent questions.

Tape recordings should be made of visits by resource persons and filed for later use. These tapes may be played for other classes later in the day, if the speaker can stay for only one class meeting. Students who are absent may also profit from hearing the tape. In addition, a career file for other terms can be developed.

During the next class meeting, students should discuss the points covered by the speaker and consider their own suitability for the occupation represented by the speaker.

Many times local organizations such as Sales and Marketing Executives, Rotary, Kiwanis, and Chamber of Commerce may be willing to establish a speaker's committee responsible for furnishing resource persons for career exploration classes. Although many people who belong to these organizations hold managerial professional jobs, most of them are willing to release their employees for classroom visits.
CAREER SURVEY

1. Name of firm: ____________________
2. Type of business: ____________________

3. Number of employees: ____________
4. Person surveyed: ____________________

5. Please identify the types of jobs found in your business.

6. Is part time or summer employment available for high school students?

7. What fringe benefits such as vacations, insurance, retirement, etc., are offered?

8. What type of education or special training is required for securing a job with your organization?

9. What tests or licenses are needed in your business?

10. What qualities do you look for in considering a person for employment?

11. Would you or a representative of your business be willing to participate in a Career Day program or speak to our class about your firm?

12. What is the future occupational outlook for careers in this business?
CAREER TRIP

A field trip or tour is a carefully arranged event in which a group visits an object or place of interest for first-hand observation and study. The trip can range from a short visit to a single location to one lasting several days and covering several states.

Plant tours give the students an opportunity to see, hear, feel, and smell the environment in which they might work. Naturally, the teacher must make arrangements with the principal for transportation and released time for students. In some school systems insurance and parental approval forms are required for students making tours. Trips, even in small communities, may be scheduled to places of employment such as department stores, mail-order houses, service stations, supermarkets, and automatic vending companies.

In selecting businesses, it may be wise to visit places where former students are employed. Students should be encouraged to concentrate on the functions that workers actually perform as well as the process. Interesting discussions in class meetings after the trip may be initiated to determine what the students liked or disliked about the various jobs.

The Field Trip Should Be Used:

1. To provide first-hand study of careers and activities that cannot be easily brought to the learning group.
2. To stimulate interest about marketing careers.
3. To illustrate the examples of marketing careers and activities in their natural business environment.
4. To relate classroom study to practical business situations.

Some Advantages Of A Field Trip Include:

1. Seeing careers in action is usually more meaningful than hearing or reading about them.
2. The careers can be seen in relation to each other within the business setting.
3. Usually has a high motivational value for the participants.

Although some teachers feel that they are inconveniencing those in industry and business by requesting permission to tour their facilities, most businessmen are themselves parents and are usually happy to have students visit their places of business.

Arrangements might be made for students to tour nearby colleges and vocational schools. Junior high students may benefit from touring the local Vocational-Technical Center or high schools which offer Distributive Education career programs. If possible, let students talk to high school or community college students who are enrolled in Distributive Education training programs.
CAREER TRIP REPORT

Name: ___________________________ Date of Field Trip: ________________

Place visited: __________________________________________________________

List some of the occupations which you observed:

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

List specific activities in which persons in each of these occupations were engaged:

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

List skills which are required for workers in these occupations:

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

What education training and career experience is needed in these jobs?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Which of the jobs or activities did you find most interesting?

______________________________________________________________________
______________________________________________________________________

Which of the jobs or activities observed did you find least interesting?

______________________________________________________________________
______________________________________________________________________

Did the workers seem to enjoy their jobs?

______________________________________________________________________

Would you recommend this career trip to other students? Why or why not?

______________________________________________________________________
Making Mobiles*

A colorful flutter of shapes and styles, mobiles are an interesting, fun method that can be used most effectively to introduce, emphasize, and reinforce significant terms which you want your students to remember. Whether you want to stress the basic steps in selling, the major functions in marketing, or the kinds of customer services—a bright, floating mobile cluster is just the approach to use for your “daydreamer” or “sleeper” student.

Time, as always, is an important factor to consider. Alternatives to creating an original mobile are available for those of you who are not artistically inclined nor have the time to spare. First, a variety of plastic or paper mobiles can be located in many novelty stores or departments ranging in price from $1.00 - $3.00. The shapes of an individual mobile’s pieces may be traced onto construction paper, posterboard, or cardstock. The desired terms, illustrations, phrases, etc. can then be depicted on each outlined piece.

After each shape has been cut out, glue or tape it to the purchased mobile. Since most of the manufactured cluster mobiles are multicolored, the message or illustration on the solid colored paper is easier to read, as well as a contrast to watch as the mobile floats. A variety of different solid colors which blend with those colors in the purchased mobile is usually the most effective choice, and messages in red or black seem to attract more attention.

Another alternative for the economy-minded folks is to purchase mobile paperback books. These booklets are currently available in many variety and drug stores, including Eckerd’s Drug Stores, McCrory’s, and Woolworth’s at price ranges of $.39 - $.99. One of the better buys presently available is “Bright Butterflies” priced at $.39 published by Whitman Co. This particular booklet contains a total of 36 pieces with instructions for assembling as was described in the above paragraph. Usually, four to eight pieces in a mobile cluster are most effective in achieving your educational aim or purpose.

In assembling a mobile, many types of string may be used. Kite string or nylon fishing line are often used. Magic markers can be employed to make the line more attractive. Ordinary knitting yarn or sewing thread make an excellent finishing touch to your project. Solid colors or multicolored yarn may be purchased at almost any variety, department, or fabric store for $.39 - $.59 to make approximately ten mobile clusters, depending upon their size.

Support wire for the mobile may consist of floristry wire, chicken wire, or coat hangers. Generally, floristry wire can be purchased from a local florist for 2 cents - 3 cents per foot.

Making mobiles can be an interesting learning activity for students. Why not let them each create a mobile for some terms and illustrations involved will reinforce information to the individual student as well as to other classmates when it is hung in the room.

*Developed and reprinted with the permission of Miss Barbara J. Wilkie.
MARKETING SERVICES*
Group Research Project

1. To supplement the instruction of marketing services, students will be required to gather information on assigned marketing service topic. The project will be assembled and tabbed using a notebook or similar means.

2. The notebook should contain as a minimum the following:
   a. A detailed listing of all the jobs which are found in your marketing service topic.
   b. A detailed listing of the services provided by your marketing services activity.
   c. If desired, you may prepare a collage depicting pictures concerning your topic.
   d. A list of want ads from the newspaper relating to jobs found in your marketing service activity.
   e. News articles, magazine articles, pictures, drawings and other type material related to your topic.
   f. Information material, brochures, and forms that you may have obtained from a personal visit to a local marketing service activity pertaining to your topic.
   g. Any other materials that will add information about your topic.

3. Where to get information and materials for your project:
   a. School or community library.
   b. Newspapers and magazines.
   c. Personal visit to a marketing service activity.

4. Your project will be graded based on the quality and amount of pertinent material you have collected, originality, neatness and arrangement. The grade assigned to a project will also be assigned to each member of the group.

5. Be creative and use your imagination. The guidelines for this project need not be strictly followed if you think you can come up with some better ideas. Plan how and what you are going to do and you will be pleasantly surprised on what can be accomplished if the members of the group all work together.

*Developed and reprinted with the permission of Mr. William Muscatello.
PERSONAL CAREER ANALYSIS

Analyze your career using the following questions as guidelines. Reflect your views for each of them on the lines provided:

1. Age: How old must I be to enter the occupation?

2. Sex: Is this an occupation in which others of my sex are normally employed?

3. Do I have the necessary physical or health requirements? Can I get them?

4. What personality traits do I have that would help me in this career?

5. How could I enter this occupation—education, experience, personal qualities, special requirements? Am I willing to obtain them?

6. What subjects in school would help me most to prepare for this career?

7. What are the local opportunities for this job? Am I likely to find a job opening in small towns as well as cities?

8. Interest: Do I possess this interest? If not, could I develop interest in this type of work?

9. Values and Attitudes: Does anything about this job violate values and attitudes I have about people and work? If so, could I adjust to situations that required that I change my values and attitudes?

10. Would I be happy doing this kind of work? Why or why not?
PERSONALITY OF THE DAY PROJECT

Purpose
Attached is a personality questionnaire that can be used to achieve several objectives.

1. It provides you and other students with a better knowledge and understanding of the students in the class.
2. It gives you information for final reports.
3. It aids the expression of the individual's personality.
4. So many students know very little about each other and are acquainted with their own select group. Oftentimes they do not even know their classmates' full names.

Preparation
Have each student bring a picture of himself to class. It may be either a school picture or a snapshot.

Have each student fill out the personality questionnaire. Collect the questionnaires and attach the pictures to them.

Review the questionnaires and decide the order in which you will present students according to their responses.

Procedure
Allow a couple of minutes at the beginning of each period to introduce the "Personality of the Day." Begin by telling the class something about the person without revealing his name. Be selective in your information so as not to embarrass the student. Keep in line with such statements as, "This personality would like to be a fashion buyer and really likes working with people," or "This person says he is afraid of snakes and the dark."

Then let the students try to identify the person. Follow this with a BIG introduction, announce the student's name, and reveal his picture (tacked on a poster behind a portable screen or whatever method you devise). Applaud the person and have him or her sit in the "Honored Chair or Desk." You will find the first few students to be shy and embarrassed to have their pictures on display. You can overcome this by praising the person and complimenting the picture and keep right on moving to the next part of the day so as not to lag after the introduction.

*Developed and reprinted with the permission of Mr. Bruce Baptist.
Personality Questionnaire*

Complete the following sentences about yourself and your particular personality. Be certain that you write in complete sentences.

1. I would like to be a ____________________________

2. I feel proud when ____________________________

3. The future looks ____________________________

4. I wish my parents ____________________________

5. To me school ____________________________

6. People think I ____________________________

7. On weekends I ____________________________

8. I hope I'll never ____________________________

9. I wish people wouldn't ____________________________

10. When I finish school ____________________________

11. I'm afraid of ____________________________

12. Comic books are ____________________________

13. When I take my report card home ____________________________

*Developed and reprinted with the permission of Mr. Bruce Baptist
14. I am at my best when

15. Most brothers and sisters

16. I don't know how to

17. I often worry

18. I wish I could

19. I look forward to

20. I wish

21. My age is

22. My address is

23. I will be a success if

24. My best quality is

25. If I worked in retailing
student handouts
CHANNELS OF DISTRIBUTION: HOW WE GET OUR GOODS

PRODUCERS ——— WHOLESALERS ——— RETAILERS ——— CONSUMERS

MARKETING SERVICE INDUSTRIES

First Bank and Trust
Marty slipped into his car seat and cranked the engine. As he drove down the main street, he gazed into the store windows. He had been looking for a new suit to wear when he went applying for a job next week. Marty had decided that he wanted a career in marketing. As a consumer, he had been in the habit of buying goods and services for his use, not for resale. Now, he wanted to pursue a career in marketing.

Marketing. That's a heavy sounding word, he thought. But it's not hard to understand. Marketing involves all the activities necessary in getting or distributing goods and services to consumers or businesses. It is concerned with buying the materials, machinery, and manpower needed for production or operation, but not with the actual production or processing of a product. It includes product planning and research, as well as all the activities necessary to get the goods from the producer to the consumer.

Marty turned on the radio and listened to his favorite rock station. Gee, he thought, I really don't know whether I want to work for a producer, a wholesaler, a retailer, or a marketing service industry. He laughed to himself. A year ago, he didn't even know what those words meant. He turned onto the interstate and settled back for his hour drive thinking about the different kinds of businesses in which he could launch his marketing career.

Producers (Manufacturers, Converters, Farmers, Miners, etc.)

All goods must first be produced. Vegetables, fruits, and meats must be grown on a farm. Many foods must be processed in a canning. Clothes that we wear must be made in a factory. Our cars and bicycles have to be manufactured using an assembly line. Drills are drilled, refineries convert it into the gasoline and fuel oil we need. Coal is extracted or taken out of mines to provide heat and energy. There are all kinds of opportunities with producers.

It's not always practical to get the things we want or need directly from the producer. Marty said to himself. Consumers obtain products in one of many ways. If a person can't buy goods directly from the producer, he usually buys them from a local retailer. The retailer may buy those goods, such as the clothing items, directly from the factory, or producer. Sometimes, he may get them from a wholesaler. The wholesaler provides fast delivery and many services to all kinds of businesses, as well as to consumers.

Some of these businesses can be involved in getting the goods from the original producer to the consumer. All the different paths that can be used are called the channels of distribution. Gee, Marty thought. I've got to review all I know about wholesalers, retailers, and marketing service industries so I can decide where I want to apply for a job.

Wholesale Businesses

Wholesalers buy from manufacturers or other wholesalers, and mostly resell their merchandise to the retailers. They must determine what the retailers want to buy and study the products which the manufacturers have to sell in order to satisfy the retailers' demands and make a profit. Sometimes a representative acts for several manufacturers or wholesalers in selling goods and is called an agent. There are many different types of wholesalers — some carry a wide variety of merchandise, while others carry only a limited line of merchandise. Examples of wholesalers include:

- General Wholesaler
- Drug Wholesaler
- Automobile Parts Distributor
- Building Supply Wholesaler
- Food Broker
- Petroleum Jobber
Look in your telephone directory. How many different types of wholesalers are located in your community? What type(s) of product(s) do they carry? What kinds of businesses do they service?

**Retail Stores**
Retail stores buy their merchandise from the wholesalers or from the manufacturers or both, and resell them to the ultimate consumer, namely you. Department stores, such as Sears, Penney's, and Ward's are quite large and carry a wide variety of merchandise. Other retail stores carry a particular line of merchandise such as:

<table>
<thead>
<tr>
<th>1. Apparel and Accessories</th>
<th>5. Home Furnishings</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Automotive Parts</td>
<td>6. Petroleum Products</td>
</tr>
<tr>
<td>3. Groceries and Related Items</td>
<td>7. Farm and Garden Supplies</td>
</tr>
</tbody>
</table>

Think about your home town for a moment. Can you identify a large department store that carries a wide variety of merchandise? Can you identify a store in your town for each of the products given above?

**Service Industries**
Service industries provide a service either to the consumer, namely you, or to another business. The services they provide to you may help to make your life more pleasant, more enjoyable, or more secure. The services which they provide to another business enables that business to carry on its operations and, therefore, meet the demands for its products and or services. Examples of service industries include such businesses as:

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Banks and Finance Companies</td>
<td>7. Insurance Companies</td>
</tr>
<tr>
<td>3. Movie Theatres</td>
<td>8. Real Estate Agencies</td>
</tr>
<tr>
<td>4. Stock Exchanges</td>
<td>9. Travel Agencies</td>
</tr>
<tr>
<td>5. Restaurants and Hotels</td>
<td>10. Transportation Companies</td>
</tr>
</tbody>
</table>

Think about your home town for a moment. What types of service industries are located in your community? What types of services do each of these institutions provide?

"Mary muttered to herself, "Wow, this really blows my mind." There are so many different types of marketing businesses in which I could work. Let me see if I can briefly cover the main points I just reviewed."
1. The business which grows, harvests, processes, or manufactures a product is known as the

2. The business which sells goods directly to the consumer is the

3. The business which sells services to other businesses as well as to the consumer is the

4. The business which serves as a middleman between the manufacturer and the store where a customer buys it is the

5. A person who buys a product from a store for his own use is a

6. The flow of goods from the producer to the consumer occurs in the

7. A businessman who may represent more than one manufacturer or wholesaler in selling to the retailer is known as an

8. Draw three channels of distribution using P for Producer, W for Wholesaler, R for Retailer, C for Consumer, and S for Services. Draw arrows between the letters to show the flow of goods from one component to another, beginning with the producer and ending with the consumer. Three blanks are provided for each of the channels. An example might be: P — R — W — C.

9. The Channel which is most frequently used is:

10. All of the activities involved in acquiring and distributing goods or services to businesses or consumers is called
MARKETING MATCH

Participants
1 Emcee Judge 2 Players 1 Scorekeeper

Directions:
This game activity may be used to introduce marketing functions, as well as to reinforce or review the eight basic marketing activities and the coordinating element of management. For understanding of the terms and reinforcement purposes, the students should explain the terms as described herein. Develop cards with each of the following terms written on one side of them, so that you have two cards for each term or a total of twenty cards. On the back of each card, place a number from 1-20 so that each card has a different number. Alternate the numbers on the cards so that there is no special pattern relating to the marketing functions and management.

Place the cards on a table with the numbers facing up so that there are four rows of five cards with 1-5 on the first row, 6-10 on the second row, etc. Have the two players or teams flip a coin to determine who shall begin the game. A student will select two numbers. When he has two identical terms, he must give the explanation or definition of the term to win a point for himself or his team. A simple match of the two identical terms does not earn a point. The exception applies if a student picks a free match card and a term, he does not have to give the definition and receives a complimentary point. The game is won by the person or team receiving the highest number of points.

Make two cards each of the following terms to form one set:

<table>
<thead>
<tr>
<th>MARKET RESEARCH (MR)</th>
<th>STANDARDIZATION (SN)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUYING (BU)</td>
<td>SELLING (SE)</td>
</tr>
<tr>
<td>STORAGE (ST)</td>
<td>TRANSPORTATION (TR)</td>
</tr>
<tr>
<td>RISK (R)</td>
<td>FINANCE (FI)</td>
</tr>
<tr>
<td>MANAGEMENT (MG)</td>
<td>FREE MATCH (FM)</td>
</tr>
</tbody>
</table>

It is suggested that a teacher have several sets made up so that terms are in different orders and can be used on a rotation basis. A runoff could be played with the top scorers in the class if the entire class has been involved in playing the game.

Sample Gameboard

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>MR</th>
<th>BU</th>
<th>ST</th>
<th>RI</th>
<th>MG</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>FM</td>
<td>FI</td>
<td>TR</td>
<td>SE</td>
<td>SN</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>MG</td>
<td>SN</td>
<td>RI</td>
<td>ST</td>
<td>VR</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>BU</td>
<td>TR</td>
<td>FI</td>
<td>SF</td>
<td>FM</td>
</tr>
</tbody>
</table>

If the gameboard is to be used by two teams, a bulletin board or pegboard may be employed. Pieces of construction paper arranged on the board and held by hooks or thumbtacks would allow easier viewing for larger numbers of students.
<table>
<thead>
<tr>
<th>MARKETING RESEARCH</th>
<th>FINANCE</th>
<th>STANDARDIZING</th>
<th>SELLING</th>
<th>BUYING</th>
</tr>
</thead>
<tbody>
<tr>
<td>MANAGEMENT</td>
<td>RISK</td>
<td>TRANSPORTING</td>
<td>STORAGE</td>
<td>FREE MATCH</td>
</tr>
<tr>
<td>STANDARDIZING</td>
<td>SELLING</td>
<td>MARKETING RESEARCH</td>
<td>FINANCE</td>
<td>STORAGE</td>
</tr>
<tr>
<td>BUYING</td>
<td>TRANSPORTING</td>
<td>FREE MATCH</td>
<td>MANAGEMENT</td>
<td>RISK</td>
</tr>
</tbody>
</table>
MARTY LIsten to the radio announcer say, "Train for a marketing career by signing up with your high school Distributive Education Coordinator or with your junior college Marketing Management Coordinator." Marty smiled. He had signed up a year ago. Last year he had gotten classroom instruction about marketing by working in a model business set up right at school. Now, he was ready for the real thing. He was going to train on-the-job as well as study at school. He would train in the afternoons, get course credit, and earn money all at the same time.

Marty remembered his teacher-coordinator saying that all careers in Marketing could be classified into one of the eight basic marketing activities or functions. Marketing is a big area of importance. More than half of the American workers are employed in a marketing or marketing-related job. All of these jobs can be put in one of the eight marketing functions or activities. Management is concerned with eight marketing functions, and serves as a coordinator of all of the activities or functions in all kinds of businesses and industries.

Marketing Research
An interesting function of Marketing is Marketing Research. Marketing researchers try to find information about the way a business operates or the products a customer wants to buy so that good decisions can be made in running the business. Also, Marketing Research is used to find out what kinds of people would want to buy a certain product. For instance, a new product could be designed and produced, but after a market research project is carried out, the results may show that no one would buy that new product. If it was produced in large quantities, so the question would be, why produce the new product if no one would buy it? To find out this kind of information is the purpose of Marketing Research.

Standardization
A most important marketing function is Standardization. It involves the setting of limits or standards for products and services that are produced or distributed. This includes labeling products, so as not to mislead the customer. It also provides for inspection of goods to see if they meet the standards which have been set for quality, performance, appeal, etc.

Buying
We as consumers usually think of buying in terms of purchasing a record or buying insurance. Business, however, is different. Buying is the marketing function that supplies a business with the necessary materials, equipment, and manpower that is needed for business operation or production.

For instance, a department store buys fashion clothing from a clothing wholesaler that sends the garments to the store's customers to buy. She is buying the clothing not to wear herself, but rather to resell it to the department store's customers.

Selling and Promotion
Selling is probably the most familiar function of all eight marketing functions. Many people confuse Selling and Advertising. They are not the same. Selling consists itself with helping customers select the products and services they want to buy at the lowest price and need. Selling also involves promotional activities to make and inform customers.
For instance, if you want a bicycle, you can go to a department store or a bicycle shop and have a salesman show you the different styles, colors, and features of their selection of bicycles. By doing this, the salesman can help you satisfy your want. If you need a new shirt or knit top to wear to school, a salesperson will show you different styles, colors, and fabrics to help you make a choice thus helping you to satisfy a need.

Sales Promotion helps the marketer to let consumers know that he has a product to sell. Advertising is a Sales Promotion activity. Advertising uses newspapers, magazines, radio, television, billboards, and mail-out flyers to tell their message. Another Sales Promotion activity is Display. The activity of Display uses a real-life set-up like a window display in a business or store, to show off the goods that it has for sale. Many other promotional and publicity methods are used such as coupons, trading stamps, and contests.

Storage
Storage provides the time and physical space necessary to house merchandise until it is needed for industrial purposes or distribution to consumers. Many businesses have their own stockrooms or warehouses. Others, especially smaller businesses, use wholesaler's warehouse facilities.

Transportation
Transportation provides the service of physically moving property or people from one location to another. Businesses and people use different ways to get to various points. Time and cost are big factors in deciding whether to use a train, a plane, a bus, or a truck. Many products are transported by rail or barges or freighters. Pipelines are transporters for oil and water.

Marketing Risks
All businesses and individuals, like you, must face risks. Risks are the chances or possibilities of financial loss to people or property. These are losses caused by unforeseen or uncontrollable factors. Every time you get into a car, you are taking a chance (assuming a risk) that you will be in an automobile accident. A business takes risks in many ways, such as in ordering the merchandise that customers will buy or in trusting that employees will be honest. As we will see later, some risks cannot be avoided by the businessman, but there are ways in which he can reduce the chance that he will have a loss.

Finance in Marketing
Finance activities supply the money necessary for operation of all marketing and production activities by a business, as well as for the purchases of goods and services by consumers. In a business, the financial advisor must figure all costs, including machinery, materials, manpower, and buildings to determine how much money is needed. As we will discuss later, many sources are used by businesses and consumers to obtain money that is needed.

Marketing Management
As we mentioned before, management is not a separate marketing function or activity unto itself. Rather, it is part of all the other functions. It serves as the coordinator of all marketing activities. Each department or division in a business may have a manager, as well as an overall manager or executive who coordinates all resources, people, property, activities, etc., by planning, organizing, directing, and controlling all activities in order to meet the goals of the business and thereby make a profit.
Marty pulled into his driveway. He wasn't sure if he wanted the responsibility of being a manager or executive one day. Besides, everybody can't be a chief. But he knew there were many, interesting, challenging careers to choose in Marketing. But in which area of Marketing — Marketing Research, Buying, Standardization, Selling, Storage, Transportation, Risk, or Finance? I think I'd like to start working with stock in a warehouse or storeroom, so I can find out more about the merchandise and behind the scenes. Then, I might go into selling. I like people. Who knows, maybe one day I will be a manager.

Marketing Activities Overview

1. Finding out what people like or dislike about a product is the purpose of the _______________ function.

2. Setting values or limits for products and services is undertaken by those involved with the _______________ function.

3. Purchasing goods for resale or business use is known as a _______________.

4. Helping to satisfy a customer's wants and needs is the job of the _______________ function.

5. Advertising and display are promotional activities involved in the function of _______________.

6. Providing the time and space needed for merchandise until it is needed is the responsibility of the _______________ activity.

7. The physical movement of products from the producer to the consumer is part of the _______________ function of Marketing.

8. The elements of loss to a business or person by unforeseen or uncontrollable factors are handled by the _______________ function.

9. The _______________ activity of marketing supplies the money that is necessary for a business's operations or a consumer's purchases.

10. Controlling and directing all marketing activities is the responsibility of _______________.

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MARKETING CROSSWORD PUZZLE

Read each description of a marketing term across and down on the next page. Select the correct word from the list on the bottom of this page and place that term in the appropriate blanks of the puzzle.
**ACROSS**

1. Buy from and sell to manufacturers, wholesalers, and retailers, as well as to consumers.
2. Serves as a coordinator for all marketing activities.
3. The process of assisting or persuading a customer to make a wise buying decision through personal contact or sales promotion materials.
4. Involves the gathering of information so that marketing managers can make sound decisions and solve marketing problems.
5. Acts as a middleman in distributing goods between the producer and the retailer.
6. Deals with funds necessary for business operations and customer purchases.
7. Includes all marketing activities in the merchandising and supplying of goods and services.
8. Provides the service of physically moving property and people from one location to another.
9. Represents more than one producer in selling goods to businesses for resale to customers.
10. Supplies a business with the necessary materials needed for its use or resale to another business or consumers.
11. Goods or merchandise are often called this.

**DOWN**

1. Involves setting values or limits for the goods and services, as well as the inspection and labeling to check conformity.
2. Includes all the activities involved in acquiring and distributing goods and services for processing, business use, or personal consumption.
3. Are possibilities of financial loss to people or property by unforeseen or uncontrollable factors.
4. Sells goods directly to the individual consumer, may buy goods directly from the manufacturer or producer, from a wholesaler, or from a special agent.
5. One who purchases goods and services for use, not for resale.
6. Provides the time and space necessary to house merchandise until it is needed for industrial purposes or distribution to consumers.
7. The paths or ways in which products are gotten from the producers to consumers.
8. May be a manufacturer, converter, or an extractor (mining or agriculture).
9. Products that have value are often called this.
Marketing Crossword Puzzle—Key

1. Services
2. Management
3. Selling
4. Research
5. Wholesaler
6. Finance
7. Distribution
8. Transportation
9. Agent

2. Standard
3. Selling
4. Research
5. Wholesaler
6. Finance
7. Distribution
8. Transportation
9. Agent
SERVICES SCRAMBLE*

Unscramble each of the letter groups below to reveal ten categories of service industries.

1. GOLGIND
2. DOFO
3. NIFCANAII
4. SINRUACEN
5. LEARTESTAE
6. STRINAPROTAONT
7. NEROICERAT
8. VOTIMONUNIAD
9. SERPANLO
10. SEBSUNIS

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SERVICES SCRAMBLE — Key

Unscramble each of the letter groups below to reveal ten categories of service industries.

1. G O L G I N D — LODGING
2. D O F O — FOOD
3. N I F C A N A I L — FINANCIAL
4. S I N R U A C E N — INSURANCE
5. L E A R T E S T A E — REAL ESTATE
7. N E R O C I E R A T — RECREATION
8. M O C T I M O N U N I A C — COMMUNICATION
9. S E R P A N L O — PERSONAL
10. S E B S U N I S — BUSINESS
Service industries provide services to consumers and business users throughout the channels of distribution. They are sometimes referred to as retailers of services, but this is really incomplete since service businesses provide services to all kinds of producers, wholesalers, retailers, service businesses, and individual consumers. Services are also extended to educational, government, professional, social, and religious organizations.

Many interesting career opportunities are available in the marketing of services. Of the ten million people employed in service occupations, it is estimated that over one million of them are in marketing careers. Ten major categories of service industries in which marketing career opportunities exist are:

- **Lodging** - sleeping accommodations (hotels, motels, boarding houses)
- **Food** - prepared food and drink (restaurant, cafeteria, snack shop)
- **Finance** - handle money matters (banks, stock exchange, credit union)
- **Insurance** - financial loss protection (car, home, social security)
- **Real Estate** - land and building transactions (agencies, assessors, appraisers)
- **Transportation** - move people and property (planes, trains, buses, taxis)
- **Recreation** - entertainment and amusement (movies, parks, clubs)
- **Business** - special business needs (advertising, research, maintenance)
- **Personal** - care of people and property (home, car, boat maintenance)
- **Communication** - verbal or written messages (telephone, telegraph, mass media)

The rapid growth of the population and the tourism industry in Florida has resulted in a large increase in the number of service businesses and service occupations. A large number of them are marketing services careers, which offer varied and interesting opportunities for you.
MARKETING SERVICES MAZE

Using a pencil or pen, try to find the path that will link the "Customer" with the "Service" business he will patronize and trace this path in the maze below. Take each business and write it across from the category in which it belongs. Some blanks will not be used.

Service Categories
1. Real Estate
2. Finance
3. Insurance
4. Transportation
5. Communication
6. Recreation
7. Business Use
8. Personal Care
SERVICES SCAN

Participants
9 Panelists representing each square 1 Moderator/Judge
2 Contestants (x and o) to start 1 Scorekeeper

Directions
1. Have each student submit 9 questions, one for each of the marketing activities.
2. Each panelist represents one of the nine marketing activities in a square.
3. The moderator/judge and panelists receive copies of the questions and answers.
4. Two contestants are selected to represent x and o.
5. The game is begun by flipping a coin to determine which contestant receives the first question. Each succeeding game is begun by the winner of the previous game.
6. Moderator asks the contestant which panelist (representing a square) he wants to answer the question. Moderator reads the question to the designated panelist who responds with an answer. The contestant must then decide whether or not the panelist has given a correct answer. If the contestant is correct in agreeing or disagreeing, he receives his "x" or "o" in the appropriate square.
7. If the contestant is incorrect in evaluating his selected panelist’s answer, his opponent earns the square. The third "x" or "o" however, must be earned by a contestant to win the game and not by an incorrect answer of his opponent.
8. A contestant wins a game by securing three "x’s" or "o’s" in a row, across, down, or diagonally.
9. The winner continues another game. The loser is replaced by a new contestant.
10. If neither contestant secures three "x’s" or "o’s" in a row, the contestant with five "x’s" or "o’s" is declared the winner.
11. Scorekeeper should write each of the nine panelist’s names in the square that he represents. Games may be played on the blackboard or an overhead projector.
12. Remaining students should replace losing contestants until all students have participated.
<table>
<thead>
<tr>
<th>Marketing Research</th>
<th>Selling</th>
<th>Finance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standardization</td>
<td>Storage</td>
<td>Risk</td>
</tr>
<tr>
<td>Buying</td>
<td>Transportation</td>
<td>Management</td>
</tr>
</tbody>
</table>
MARKETING SERVICE ACTIVITIES

Study each of the following service situations and decide which marketing function or activity is described. Place your answer in the blank to the left of each situation.

1. Jan prepared a questionnaire about service to send to the hotel’s former guests.
2. Mitchell inspected the delivered pies to be certain the correct amounts of each were sent.
3. René ordered a thousand standard home-owner’s policies for each branch office.
4. Clarence suggested that the customer try the deluxe sirloin steak dinner.
5. Doug drove the shipment of hamburger meat to the sandwich shop.
6. Tina unpacked the boxes of tennis equipment and arranged them in the stockroom.
7. Kirt decided to take a chance that the customers would like the new music/sound.
8. Neil placed the movie posters in the windows outside the theatre.
9. Sally called all branch managers in to discuss the new rental procedures.
10. Thet calculated the profits earned by the bus company for the month.
11. Eunice ordered ten thousand popcorn boxes for the stadium concession stands.
12. Uri asked customers about the convenience of the new hours as they entered the bank.

MARKETING ACTIVITIES

Marketing Research
Buying
Standardization
Selling
Storage
Transportation
Finance
Risk
Management
REAL ESTATE CAREER SEARCH

Listed below are twenty-seven real estate careers and the categories of real estate businesses in which they may be found. Can you locate the careers in the puzzle on the next page? They are written: 12 across, 11 down, and 4 diagonally. Circle them as you find them.

Real Estate Investors
Escrow Agent
Escrow Officer
Loan Closer
Title Searcher
Land Records Manager

Real Estate Operations
Landlord
Land Speculator
Lease Buyer
Leaseholder
Mortgage Broker

Real Estate Construction
Builder
Consultant
Contractor
Developer
Renovator

Realty Government Services
Assessor
Housing Management Officer
Property Utilization Officer
Rent Control Investigator
Zoning Commissioner

Real Estate Agencies
Clerk
Broker
Appraiser
Salesman
Rental Agent
Property Manager
Apartment Manager
REAL ESTATE CAREER SEARCH

APPRaiser oTToLE sErCHeR ZQP
PSeK HL EAMJ SEOQADERNatoE
ARSEADjANuREtAYAOmaEKTsNDo
RAleMeyJOSAMESTunSonTaKIEp
ToCASBDeVELOPERSACYTapAnTe
MSEAksBaATMaSBkAnaLCuRPGNr
EOtBAnOjTkaLBuILderomoNCoT
NDAKesnROeLMeyKSedANsPJory
ToPyWAEKRtMapEQRSTuTVeuWMxU
MoRTGAGEBroKERiSCEtRArRMkt
ABEDcJLkTRomensrTRaboCtDIEI
NoPestALMWoYUSCOOMKLRYVStL
AJSALEsMANOKAtOAwxTIZMAsXi
GMASKETCTaExEsNAOmLnonAkiUz
EAGEmENAouJKrrSOFSTSVXNuOSA
REntALAGENTSAMuPFLOEUAASNyT
WoRSIPSAtrVIcLIEUsNGDeAl
LEASEHOLDERrACTACuETMEsrtO
ALMNSOPqRStuavawExyIzrKSBn
NoESCROWAGENTCNKRENGTMOCNO
DOPekLmNaSeNTuTuBATEACTALPF
MOGLANDSPeCULATORFATERPSEAf
AALeadOKCPjSM EmersonotoJern
NE'.L.ANDRECORDSMANAGERCAKDC
PAfROMSKLeTweASTUDACirtTe
HOUSINGMANAGEMENTOFFICERTr

12 — ACROSS  11 — DOWN  4 — DIAGONALLY  22
REAL ESTATE CAREER SEARCH — Key

12 — ACROSS

11 — DOWN

4 — DIAGONALLY
REAL ESTATE: WHO WORKS WHERE?

Real estate businesses offer services concerning land and all man-made permanent or fixed improvements on or to the land, known as realty.

Five major categories of real estate businesses provide interesting career opportunities in marketing:

Agencies — handle transactions and provide services for others for a fee or commission. Examples include brokers, appraisers, consultants, and management firms.

Investors — purchase, lease, or loan money for realty to earn an income or gain. These include mortgage investors, leaseholders, and land trustees.

Operations — engage in high-risk trade activities involving a number of successive transactions. Some businesses include land speculators, mortgage broker, leasehold operator.

Building Construction — contracting, building, developing, or improving realty for profit. Businesses include developers, contractors, builders, and renovators.

Government Service — establishes policies and enforces regulations, taxation, financing, and management of real estate in private and public transactions. Examples include tax assessment departments, zoning offices, housing authorities, and real estate boards.

Some of the major marketing careers which can be found within the categories of real estate businesses include:

Agencies

Apartment Manager — supervises activities and personnel in a large apartment complex, collects rents, and completes leases.

Appraiser — inspects and assesses value of property.

Broker — handles transactions and negotiations of real estate for buyers and sellers.

Clerk — handles listings of property, rental collections and records, maintenance estimates and repairs.

Property Manager — manages investment properties for clients including maintenance, contracts, and bills.

Rental Agent — specializes in business negotiations and operations for leasing buildings.

Salesman — rents, buys, and sells property for clients on a commission basis.
Investors

Escrow Agent—handles forms, tax records, insurance coverage, and payment schedules for buyers and sellers of property.

Escrow Officer—verifies legal status of property, records necessary information with government, and releases documents to the proper parties at the close of the transaction.

Loan Closer—handles all documents, papers, and construction plans for building construction loans.

Title Searcher—checks records to determine if there are any unsettled claims against the property.

Land Records Manager—directs and supervises all activities, personnel, and records for the lease of land for an oil company.

Operations

Landman—contacts landowners and oil firm representatives to negotiate and complete agreements for oil exploration, drilling, and producing activities.

Land Speculator—purchases property and resells it in a short time for quick profits.

Lease Buyer—persuades property owners to rent sites for billboard signs, arranges transactions, transfers them to advertiser or outdoor ad firm.

Leaseholder—obtains leases or options on property and subleases them quickly for rapid profits.

Mortgage Broker—buys and sells many mortgages for short-term profits.

Building Construction

Builder—purchases land, constructs buildings, and sells them for profit.

Consultant—recommends materials, equipment, and type of structure for designated property and purposes.

Contractor—bids on buildings to be constructed for property owners.

Developer—buys vacant land, builds private homes, and sells them at a profit.

Renovator—buys buildings needing alterations, modernizes the buildings, and resells them at a profit.

Government Service

Assessor—inspects and appraises property, determines tax to be levied according to its value.
Housing Management Officer—develops policies and standards for housing, directs and evaluates all public housing, activities and personnel.

Property Utilization Officer—inspects, insures, and negotiates government property for the buyer or user; verifies value and eligibility of property donated to eligible organizations.

Rent Control Investigator—inspects rental properties to determine compliance with laws.

Zoning Commissioner—determines and regulates restrictions on use of property within a community.

Five major classifications or markets of real estate are involved in real estate business transactions:

Residential—private housing areas for homes and apartments.
Commercial—professional, office, store, hotel and similar buildings.
Industrial—factories, utilities, mining, and warehouses involving heavy equipment and/or production.
Agricultural—natural production of crops, animals, plants, lumber, etc.
Special—public places including parks, churches, clubs, and roads.

Certain legal documents are used by real estate personnel in handling property transactions:

Deed—written transfer of real estate ownership from seller to buyer.

Lease—contract on the use of property for rent or other income.

Mortgage—document conditionally transferring property based upon the buyer's promise to pay the agreed sum secured by the property as collateral.

Title—written evidence of property ownership.

Real estate services are extended to individual consumers, as well as to all kinds of commercial, industrial, and institutional users.

Many factors must be considered by real estate personnel when selecting a site for a customer:

a. Customer's purpose for the property
b. Current property value
c. Zoning restrictions on the property
d. Growth of surrounding area
e. Traffic or movement of people
f. Surrounding business community
g. Community services available
h. Cost of property related to other factors
i. Characteristics of the property—size, shape, etc.
PROGRAMMING REAL ESTATE

This is an example of programmed learning. Take a sheet of blank paper and cover the rest of this page. On another sheet of paper write the correct answer to each question that is asked as you read. As you move the paper down the page, the answer to the last question will appear in the space to the right. Think about these questions as you answer them. It will not help you to just copy the answers from the space. These questions will come up later, and you will need to know them. So, answer the question before you check to see if it is correct.

1. When do you write your answer to the questions?

Reality means property (ground) and all the trees, houses, and buildings that are attached to it. A real estate company provides services for people involving reality and related personal property.

2. What is property with everything that is attached to it called?

The service most of us are familiar with is the sale of property for individuals or businesses. Every day in the newspaper there are long lists of property for sale by real estate agencies. But there are other services a real estate agency provides.

3. Name one service offered by a real estate agency.

A real estate agency may find property for people to buy, or who want to rent. When someone wants to buy or rent a house, or lot, or a business, he may not know the people who have property for sale or he may not know where to go to look. It is much easier for him to rely on a real estate service, which deals with property sales and rental every day.

4. A real estate service may find property for people to _______ or to _______.

The person most people would deal with in a real estate agency is the salesman or agent. He does most of the work that has to do with selling, looking for buyers, and looking for property to be bought. He may specialize in listings and handling property rentals. He then is known as a rental agent.

The salesman needs to be able to get himself going and carry out a business deal. Because of the work he does, he is usually pretty much on his own. He may be away from his office a lot, and what he does is usually up to him. But, if he is not working when he is away from the office, he will probably not be paid very much, because his salary depends on the amount of money his clients make when they sell or lease property. That is, he works on a commission. He receives a percentage of the money his clients get for everything he sells for them.

5. A salesman's salary is called a ______ type of salary.
A salesman may do what is called negotiation of a sale. Once he has found a buyer for property, he determines how much the buyer will pay and if there are certain conditions the buyer insists upon before he will buy. The salesman then talks to the seller and then may have to go again to the buyer until both parties are satisfied with the deal.

6. When a salesman tries to make both buyer and seller happy he is said to be Negotiating a sale.

Once a salesman has gotten the buyer and seller to agree on price and conditions for the sale, other people take over some of the details necessary to complete the sale of property. In most sales, the buyer does not pay the entire amount to the seller. He must get a loan from a real estate investment company or finance company so that the buyer will get his money as soon as the deal is completed and the buyer will pay the loan off in installments.

7. Most buyers must get a Loan to pay the entire amount to the seller.

Another activity that must be performed in an investment business before a sale can be completed is the checking of records to see that there is no legal reason why the property cannot be sold. Records of property show if property has a mortgage on it or for some reason anyone besides the owner has a legal claim to the property. The person who checks all these records — in county, state or federal buildings and in real estate or title insurance index books — is called a title searcher. The title for property is evidence of its ownership.

8. The person who arranges for a buyer to receive a loan is called a Loan Closer.

Once all these records have been compiled, the buyer and seller may sign all the necessary papers and the buyer becomes the new owner of the property. He may hold that property; he may move into that property; or he may sell that property.

It is most important for the individual and the businessman to have the right property. A businessman can lose money or fail in business if he does not have the right place. A place that is too small or in the wrong section of town or many other things can cause a businessman many problems. The family who needs a house may not suffer financially, but a family has the same types of needs as a businessman.
If a real estate agency is able to find the right property for a family or a business, the company will continue to receive customers. Not only will they get repeat customers but people will hear about the real estate service through satisfied customers.

Rental property may or may not be handled through a particular real estate business. Some companies do not handle rental property, and when they do they may handle it many different ways. If it is a small company, the salesmen will probably be in charge of finding and talking to potential renters. Here the salesman would not negotiate, because the price or rental rate is usually fixed and is not usually changed.

If it is a small company, the real estate will handle the rentals.

In other companies that do a lot of rentals, the company may have one person whose entire job is to find renters, and the people who want to rent the property they own. The person who does this is called the Property Manager. Not only would he be responsible for finding renters and showing property, but also he would have to arrange for any repairs, collect rent, and keep any records necessary. The person who owns the property would pay a fee to the Property Manager for taking care of the details involved in owning rental property.

The job title for the person in a real estate agency who takes care of rental property for owners is the .

Another job involved in real estate similar to that of the Property Manager is the Apartment House Manager. His duties are very much like the duties of a property manager, except that he is responsible for one large apartment house or development rather than handling a number of investment properties for clients.

12. Name two job duties of the Apartment House Manager.

Another service provided by a real estate agency deals with determining the value of property for clients. A person who wants to sell his property or who wants to buy the property of someone else or who will lend money on property needs to find out how much the property concerned is actually worth. This service is called appraisal, and the person who does this is called a real estate appraiser. He needs to study real estate trends, and to determine not only how much property is worth now, but what could happen in the area in the future.

The person who determines the value of property is called .

To help each of these people to get their jobs done and to make sure paper work gets done around the office, a real estate clerk is needed. This person prepares lists, sends rent due notices to tenants, writes checks to pay bills and, in general, keeps all kinds of records. This person is usually assisted by a secretary.
14. The record keeper in the office is called the ______ ______.

Depending upon the size of the real estate businesses and the types of services they provide, the jobs will be different and the types of activities will change according to the particular business, but most real estate agencies operate pretty much in the same way.

15. Name five jobs found in real estate agencies.

16. Name two services provided by a real estate company.

Some real estate investment companies provide the services of an escrow agreement. In this case, the lender pays the taxes and insurance each year for the borrower and buyer of the land. His monthly payments are then increased to cover the expenses and interest.

An escrow agent handles the forms, tax records, insurance coverage, and payment schedules for the borrowers and lender. An escrow officer verifies the legal status of the property, records the necessary information with government agencies, and releases the documents to the proper parties at the close of transactions.

Three other kinds of real estate businesses offer marketing career opportunities: construction, operations, and government.

Construction industries develop and improve land and buildings for a profit. Examples of businesses in this field are also job titles of top men in the business, namely: developers, contractors, builders, renovators. A builder buys land, constructs buildings, and sells them at a profit. The developer also buys land, but he builds private residences and sells them. The contractor does not own land, but bids on buildings to be constructed according to the owner's wishes. A renovator buys buildings which need improvement, makes the necessary changes, and resells them at a profit.

17. Name four marketing careers in the construction industry.

Real estate operations businesses are high risk, speculative investments in real estate, which include a number of successive transactions. Some career titles in this area of real estate are also the same as the kind of business, since many of them are a one man or woman operation. These include mortgage brokers, leaseholders, lease buyers, land speculators, and landmen.

18. Identify five marketing career opportunities that can be found in real estate operations businesses.

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A landman negotiates agreements for oil exploration, drilling, and production between landowners and oil companies. A land speculator purchases a number of pieces of property and resells them in a short period of time for quick profits. A lease buyer persuades property owners to rent sites for billboard signs, handles all the transactions, and transfers the lease to the advertiser or outdoor advertising firm for a fee. The leaseholder obtains leases or options on pieces of property and then quickly subleases them. A mortgage broker buys and sells many mortgages on a short-term basis to earn fast profits.

19. Who convinces land owners to rent space for billboards?

Although government is sometimes not thought of as a business, government services are a very important part of the real estate industry. Government agencies establish policies and enforce regulations. They determine taxation and restrictions on property, and oversee financial and management activities regarding real estate.

Four major restrictions or limitations are placed upon property by the government. The first, of course, is taxes based upon the value of the property. This value and the taxes are determined by the assessor, sometimes called the tax collector, and his assistants.

Another government limitation is known as police power. These are restrictions on the use of your property without any payment or compensation. Zoning is the most common example of this limitation and is handled by a zoning commissioner in local communities. Your property may be classified: residential, commercial, industrial, agricultural, or special.

20. A marketing career person in government who inspects and determines the value of property in calculating taxes is known as who?

The zoning commissioner’s officer includes listings and descriptions of all property in the local area. The property may be described in one of five ways: a government or rectangular survey, lot number of county map, monuments (markers, rivers, trees, etc.), street address, or metes and bounds (metes measures such as feet or yards and bounds — directions such as north or east).

21. The government marketing man who decides the classifications of property for use is called who?

Sometimes property must be taken from the owner for public use. This restriction is known as eminent domain and provides the owner of the property with money or other compensation. The property may be used for highways, parks, or other public needs.

22. Five classifications of real estate are what?
A fourth government limitation on property is known as escheat. If you should die owning property and didn't have any heirs or will, the property would revert back to the state.

23. Name four government limitations on real estate.

Laws also protect rights on property for a family. For example, a wife retains interest in her husband's property through dower rights. And a husband's interests in his wife's property is called courtesy rights. This entitles each to an interest in the other's property in case of death and no will. The per cent of interest varies among states from 100% to 50%.

24. Two property rights by marriage are known as what?

Three other important marketing careers in real estate found within government are the housing management officer, property utilization officer, and rent control inspector. The housing management officer develops policies and standards for housing, directs and evaluates all public housing activities and personnel.

The property utilization officer inspects, insures, and negotiates government property for the buyer or user. He verifies the value and eligibility of property donated to eligible tax-free organizations.

The rent control investigator inspects properties to determine if they comply with the laws regarding the amounts to be charged, conditions of facilities, and other protections for the renter.
ROLEPLAYING IN REAL ESTATE

1. A businessman wants to find a place to compact junk cars so the materials can be reclaimed. There will be a lot of noise involved in the process. He has come to the real estate salesman to help him find a place.

2. A couple with 5 children and three dogs need to find a place to live close to the man's work and close to the children's schools. They cannot pay very much.

3. A haughty, rich, old lady wants a house in the best part of town. It has to be burglar proof and have a fence around it. She does not particularly like or trust salesmen.

4. The real estate appraiser has gone out to a building supply company to appraise it because the owner wants to borrow money from the bank and use the company as collateral. The owner is there and is trying to get the value appraised at more than the appraiser thinks it is worth. (He may be willing to pay.)

5. An irate tenant is most upset because the bugs have not been killed in his apartment and the leak has not been fixed under his sink. He talks to the apartment house manager.

6. The apartment house manager is showing an apartment to a couple. He knows the ceiling leaks and the air conditioner does not work well. There are many ways he can handle it.

7. The property manager is trying to collect rent from a man who just lost his job. He has three children in school and he cannot afford to pay the rent.

8. A man wants to start an auto repair business at his home in a nice residential area of town. As the zoning commissioner, you must decide whether he can do it temporarily.

9. A land speculator has just found out that a new highway is going to be built on the north side of the city. He wants to buy six pieces of property surrounding the highway and goes to see the owners.

10. As a contractor, you want to bid on a large shopping area to be constructed. A competitor who has a reputation of bidding low and using poor construction methods and materials is also going to bid. You go to see the owner.
CAREER CBA's

Participants

1. Panelists or Teams bid on areas, answer questions
2. Moderator opens bidding, reads questions
3. Scorekeeper shows odds, indicates players points
4. Authorities make up final questions and answers
5. Judges determine correctness of answers according to given questions
6. Additional students take the losing panelists' places
7. All students submit 5 sets of questions, 3 questions in each set

Directions

Each panelist or team starts the game with 50 points and decides how much of his total he wants to wager at the beginning of the game on the first question. Each player or team may wager up to 10 points on any one round of questions. A total of ten rounds comprises one game and each round has three questions— one each for CAREERS (C), BUSINESS (B), and ACTIVITY (A). The player with the most points after 10 rounds wins.

Play is begun when the moderator asks each player or team to decide how much he wishes to wager up to 10 points and in which of the three categories he wishes to wager. To make the game more interesting, some questions are more difficult than others. The scorekeeper may indicate these odds with numbers under each of the categories as shown above. The "1" under CAREERS (C) shows that it is the least difficult, the "2" under BUSINESS (B) the next level of difficulty, and the "3" under ACTIVITY (A) as the most difficult.

Each player should be given ten cards with points of 1-10, so that he can show his wager. The player should also be given three cards, one each for CAREERS, BUSINESS, and ACTIVITY to indicate in which category he is wagering. If two or more players bid on the same area, such as CAREERS, the player with the highest bid has the opportunity to answer the question, and the other player(s) do not participate in this category of questions. If two or more players choose the same area and wager the same amount of points, the moderator will open the bidding to those players and they may bid any number of points up to the amount which they possess. The player who bids the most will receive the question.

After wagering and bidding is completed, the moderator will ask the questions according to the order on the board, the CAREERS question first, the BUSINESS question next, etc., depending upon which areas have been selected. The moderator will read only those questions in the areas which have been bid upon. Each player will answer the question upon which he won the wager. If he answers correctly, his score is increased by the number of points he wagered multiplied by the odds (1, 2, or 3) in that area. If he answers incorrectly, his score is reduced only by the number of points he wagered.

For added interest, the tenth and last round of questions for the game may be played with no limits on the wagered amount except the number of points that a player has earned using the same rules for a tie bid.
This Lease,

Made this...... day of......................... A.D. 19......

between...................................................... called lessor...... and
...................................................... called lessee......

Witnesseth, That said lessor...... do by these presents lease and let unto the said lessee...... certain premises, to wit:


To Have and to Hold the premises above-said unto said lessee...... from the.............

day of............. 19...... for the term of.............

then next ensuing yielding and paying for the same unto said lessor

leis, successors and assigns, as rent the sum of

It Is Agreed...... that this rent at any time remain unpaid for five days after the same shall be due and payable said lessor may at his option then consider the said lessee...... as tenant at will and surrender same

and premises. And said lessee...... at any time, permit said rent to be in

arrears and unpaid for five days after the same shall be due and payable. Then said lessee...... agree that the

entire rent is the term for which said premises are leased shall at once become due and payable and may be

recovered forthwith by distress or otherwise, and in all proceedings under this lease for recovery of rent in

arrears, whether it accrues or arises in law or equity. For

loss, successors, executors and administrators, hereby agree all exception bars, and liable to the contrary notwithstanding, and

further that should the premises or said lessee...... be removed from said premises or said lessee...... be

removed, at any time within seven days thereafter, to come upon the same wherever found, and to

enter and to sell or let the same as fully and to all intents and purposes as if all rents then due or to be

become due and payable, and the same premises and the said premises and lessee...... shall have

the right to and against arrears under the law, all the benefits of the exemption laws,

so much or as of any rents of said lease, premises had been, made, and further that said premises in

whole or in part shall not be underlet or rented without said lessor...... written consent therein. On the expiration of this lease, the premises is to be given up as good order as it now is, reasonable wear

and tear, and damage from fire excepted

In Witness Whereof, the parties have hereunto set their hands and seals

Signed, sealed and delivered in the presence of

(I. S.)

(I. S.)

For a Valuable Consideration whereby become security for the payment of the above rent

as often as the same shall become due

Witness my hand and seal the day and year above mentioned

Attest

(I. S.)
WARRANTY DEED

This Indenture, Made this day of , day of , 19 .

Between

of the County of and State of , and of the first part, and whose mailing address is ,

and State of , and of the second part, Witnesseth, that the said part of the first part, for and in consideration of the sum of Dollars, and other good and valuable considerations to be paid, the receipt whereof is hereby acknowledged, has granted, bargained, sold, and conveyed, and by these presents do grant, bargain, sell, convey, and confirm unto the said part of the second part, all that certain parcel of land lying and being in the County of , and State of , more particularly described as follows:

Together with all the tenements, hereditaments and appurtenances with every privilege, right, estate, interest, and every of rent, reversion, remainder, estate, or entail thereunto appertaining. To Have and to Hold the same in fee simple forever.

And the said part of the first part does covenant with the said part of the second part that the said parcel of land is free from all encumbrances and that good right and lawful authority to sell the same, and the said part of the first part hereby fully warrant the title to said land and will defend the same against the lawful claims of all persons whatsoever.

In Witness Whereof, the said part of the first part has hereunto set hand and seal this day of , year above written.

Seal, sealed and delivered in our presence.
CONTRACT TO BUY
AND DEPOSIT RECEIPT

From

Dollars $5

Purchase Price

Terms and Conditions of Sale

It is further agreed that the said sum shall be paid and the purchaser shall pay the balance of the
free pass in and execute all papers, conveyances to be executed by the completion of
purchase within days from delivery of vendor of an
abstract of the said property. In case the sum of said paid shall be returned to the seller as liquidated
and accepted damages and the seller shall be relieved from all obligations under this instrument.

The seller is to furnish to the buyer a title to be good and marketable of a
policy of title insurance, but in the event that the title has not been good and marketable, the seller
agrees to his reasonable expense to make the said title good and marketable, and shall have, a reasonable
time to do so, and in case reasonable diligence on part and title shall not be made good and
marketable within a reasonable time, the seller may at his option return the money, the day paid
and in the event that has not been paid to under the contract, and thereafter shall be released from all obligations hereunder.

This contract shall be binding upon both parties when approved by the owner of the property, above described.

Witness

By

agree to sell the above described property to the above named purchaser on the

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REAL ESTATE RACE

Participants
8 Racers
3 Contestants
1 Moderator
1 Odds Maker
1 Scorekeeper
1 Authority

Preparation
Each student should submit five questions and answers on the subject. Edit the questions and place them on separate cards. Prepare eight cards for numbers 1-8 on eight different colored pieces of construction paper to represent the eight racers. Prepare eight sets of eight odd cards including the following odds of
1:1, 2:1, 3:1, 4:1, 5:1, 6:1, 7:1, and 8:1.

Directions
Eight students assume the roles of racers who answer questions. Three students serve as contestants who decide which racer knows the answer with higher odds. The moderator asks the questions. The authority makes up the final questions and serves as a judge during the game. The odds maker selects the odds for each lap at the beginning of each lap, and scorekeeper calculates the points earned.

For each lap, the moderator reads the question to the racers. Each racer writes down his answer. The odds maker places different odds for each racer according to who he thinks will answer the question correctly. Each contestant is given 10 points to begin the race. After the odds are selected for each racer, each contestant must decide which racer he wants to answer his question and how many of his points he wants to wager.

If the racer selected by a contestant has the correct answer, the contestant receives the number of points wagered multiplied by the odds. If he wagered five points on a racer with odds of 4:1, his score would be increased by twenty points. If his chosen racer does not have the correct answer, his score is reduced only by the number of points wagered. In the above situation, the contestant’s score would be reduced by five.

Each race is comprised of four laps. At the end of the fourth lap, the contestant with the most points wins the race. The other two contestants are replaced by two new challengers for another race of four laps.

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REAL ESTATE CAREERS

Appraiser
1. Appraises improved or unimproved real property to determine its value for purchase, sale, investment, mortgage, or loan purposes.
2. Interviews persons familiar with property and takes measurements.
3. Inspects property for construction, condition, and functional design.
4. Computes depreciation and reproduction costs.
5. Considers location and trends or impending changes that could influence future value of property.
6. Searches public records of sales, leases, assessments, and other transactions.
7. Compiles data and estimates value of property.
8. Submits report to corroborate value established.

Salesman
1. Rents, buys, and sells property for clients on commission basis.
2. Studies property listings to become familiar with properties for sale.
3. Reviews trade journals to keep informed of marketing conditions and property values.
4. Interviews prospective clients to solicit listings.
5. Accompanies prospective clients to property sites, quotes purchase price, and discusses conditions of sale or terms of lease.
6. Draws up and secures contracts such as deeds, leases, and mortgages and negotiates loans on property.

Rental Agent
1. Negotiates contracts for leasing arenas, auditoriums, and stadiums.
2. Solicits new business and renew established contracts to promote rental of buildings.
3. Maintains schedule of rentals to determine availability of buildings for bookings.
4. Oversees operation and maintenance of buildings.
5. Notifies fire and police departments of scheduled use of buildings to provide protection.
6. Studies reports to ascertain time lessee used building and if damage was incurred to building or contents.
7. Submits bills and receives and accounts for monies paid for rentals.
Lease Buyer
1. Persuades property owners to lease sites for billboard signs used in outdoor advertising.
2. Arranges leasing price and draws up the lease.
3. Searches legal records for ownership verification.

Landman
1. Contacts landowners and oil firm representatives to negotiate agreements for leases, options, and royalties for oil exploration, drilling, and producing activities.
2. Handles agreements and completion of contracts.
3. Verifies land titles, oil rights.
4. May write purchase order and bank checks to satisfy the negotiation.

Land-Records Manager
1. Directs all activities for rental property of an oil company.
2. Supervises and approves preparation of all reports and legal documents.
3. Controls payments of rents, royalties, and other payments due.

Rent-Control Investigator
1. Inspects rental properties to determine compliance with state or local laws.
2. Classifies, adjusts, and authorizes rents on registration forms.
3. Assists zoning authorities and building inspection personnel on zoning and safety ordinances and violations.

Escrow Agent
1. Prepares all forms for seller and buyer.
2. Checks tax records and insurance coverage.
3. Sets up payment schedules.
4. Verifies interest rates.

Real Estate Broker “Realtor”
1. Obtains property listings for sale or rent.
2. Locates prospective buyers.
3. Handles negotiations and details of contract.
4. Receives a percentage of transaction as commission.
Escrow Officer
1. Assembles dollars and documents for buyer and seller.
2. Verifies legal status of property.
3. Records necessary information with government agencies.
4. Releases documents and dollars to proper parties at close of transaction.

Property Utilization Officer
1. Reviews reports of real estate to be disposed of by government.
2. Inspects property and insures the property to the buyer or user.
3. Negotiates details of the transaction.
4. Verifies value and eligibility of property donated to eligible organizations.

Assessor
1. Inspects property according to location, market value, replacement costs, etc., in appraising its value.
2. Determines tax to be levied according to tax schedules or milage rates.
3. Interprets property tax laws and forms tax policies.
4. Directs all assessment activities.

Housing Management Officer
1. Directs all activities in providing advice and assistance to housing authorities.
2. Evaluates publicly-financed housing programs.
3. Develops policies and standards for local housing organizations and operations of housing projects.

Contractor
1. Bids on buildings to be constructed based on estimate he has made of costs.
2. Arranges for financial assistance for building costs, if necessary.
3. Purchases all necessary materials, equipment, and supplies.
4. Directs and controls all building activities and personnel himself or through assistants.

Loan Closer
1. Prepares papers and assembles documents to obtain loans for builders to finance new construction.
2. Forwards applications for loans, construction plans, and credit ratings to loan company for approval.

3. Receives approval of company and orders preliminary title reports and covenants.

4. Draws up closing papers showing financial transactions, conditions, and restrictions upon which sale is based.

5. Records deeds with title company and municipal authorities.

6. May draw up notes, trust deeds and agreements, and obtain signatures.
REAL ESTATE SITUATIONS

In each of the situations below, determine what service of a real estate company is involved. What careers and businesses would provide these services. Select your answers from the lists provided.

1. Steve Sears wanted to find a place to move his wholesale office equipment warehouse. Steve has found that he is losing business because most of his retail customers have moved to other sections of town and he cannot deliver their orders as easily and quickly as his competitors can when there is a rush order of some kind.

2. Barry Barnes was able to find a large warehouse owned by Darrell Durst. Darrell was moving to another location where he had more room to store his furniture stock and where there was room to expand and build more warehouse space if he should need it. Steve Sears decided after Barry showed him the property that he would like to buy it, but he wasn’t sure if it was worth the seller’s price.

3. Steve was concerned that there might be some claims against the property and wanted someone to look through the records in the courthouse, handle taxes and insurance, and draw up the papers to be signed by Steve and Darrell.

4. Harold Henry has found a building in the business district of town where he would like to start a men’s clothing store. There had been a small restaurant in the building, but it went out of business a few months after a large cafeteria moved in across the street and a hamburger stand moved in around the corner. Harold finds that the owner is asking $10,000 for the building, and he needs to know if the property can be improved and modernized.

5. Jerry Jones built a motel on a back road, and later was pleasantly surprised to find that the exit to the interstate was to go right by his motel. His business has picked up, and Jerry wants to have a billboard located near the exit.

<table>
<thead>
<tr>
<th>Services</th>
<th>Career</th>
<th>Businesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location of Sites</td>
<td>Salesman</td>
<td>Agencies</td>
</tr>
<tr>
<td>Appraisal of Property</td>
<td>Appraiser</td>
<td>Investors</td>
</tr>
<tr>
<td>Transfer of Title</td>
<td>Loan Closer</td>
<td>Operations</td>
</tr>
<tr>
<td>Management of Property</td>
<td>Title Searcher</td>
<td>Construction</td>
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<tr>
<td>Escrow Agreement</td>
<td>Escrow Agent</td>
<td>Government</td>
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<tr>
<td>Selling</td>
<td>Escrow Officer</td>
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<tr>
<td>Leasing</td>
<td>Renovator</td>
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<tr>
<td>Construction Loans</td>
<td>Lease Buyer</td>
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</tbody>
</table>
FINANCIAL INDUSTRY CAREERS

Study each group of financial careers below. Using the list of businesses given, decide which kind of business should be the heading for that group of finance careers. Each finance career within a group is found in the same kind of financial institution or other marketing business.

Commercial Bank
Credit Union
Credit Card Company

Stock Exchange
Finance Company

President
Investigator
Cashier
Teller
Loan Officer
Trust Officer
Repossessor
Interviewer
Collector

Credit Interviewer
Credit Investigator
Finance Manager
Credit Collector
Repossessor

Credit Manager
Charge Authorizer
Customer Service Advisor
Credit Investigator
Credit Collector

Securities Salesman
Financial Analyst
Securities Broker
Floor Rep (Broker's)
Study each of the marketing finance careers listed below and decide in which of the businesses that career would be found. Remember, in a few cases the career title may apply to more than one business. Each of the six boxes on the following pages has a heading with a kind of business. Under this heading are lines for you to write the career titles which can be found in that business. Hint: Not all of the lines in every box will be filled.

<table>
<thead>
<tr>
<th>Career Title</th>
<th>Business Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Authorizer</td>
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<tr>
<td>Floor Representative</td>
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<tr>
<td>Teller</td>
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<tr>
<td>Charge Authorizer</td>
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<tr>
<td>Securities Broker</td>
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<tr>
<td>President</td>
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<td>Credit Interviewer</td>
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<td>Trust-Vault Clerk</td>
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<td>Finance Manager</td>
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<td>Account Collector</td>
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<td>Financial Economist</td>
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<td>Trust Officer</td>
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<td>Financial Analyst</td>
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<td>Claims Adjuster</td>
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<td>Repossessor</td>
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<td>Credit Manager</td>
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<td>Controller</td>
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<td>Credit Investigator</td>
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<td>Loan Officer</td>
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<td>Credit and Control Manager</td>
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<td>Treasurer</td>
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<tr>
<td>Cashier</td>
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<tr>
<td>Securities Salesman</td>
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<tr>
<td>Customer Services Advisor</td>
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<td>Credit Checker</td>
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<td>Credit Collector</td>
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<td>Collection Agent</td>
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210
Based on "Jeopardy" TV Show

Quiz Show

Game Activity

(Small or Large Groups)

Categories of Information

<table>
<thead>
<tr>
<th>Categories of Information</th>
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Directions:

1. Four to six categories of information are selected for a unit or course. Authorities prepare the final copies of questions and answers.

2. Questions and answers are selected for each of the categories and are arranged in order of difficulty (1-least difficult; 5-most difficult).

3. A panelist receives the number of points related to questions he answers. The panelist with the most points at the end of the game is declared the winner and meets two new challengers for a new game.

4. Time limit per game — 15 minutes. Panelist or team with the most points wins.

5. Game is begun by each panelist or team representative drawing a slip of paper from a box. Each slip is marked 1, 2, and 3. The panelist or team member drawing the #1 slip begins the game.

6. The panelist or team member then selects the category and point value of the question he wishes the moderator to read.

7. The moderator reads the chosen question. When the panelist thinks he has the correct answer, he rings his bell. The first panelist to ring his bell is given the opportunity to answer the question. If his answer is correct, he receives the corresponding points. If his answer is incorrect, he does not receive any points, and his opponents receive the opportunity of ringing their bells to give the answer. The first panelist to ring answers the question. If none of the panelists gives a correct answer, the last person to answer correctly will select the next category and point value question. Each succeeding question (category and point value) will be selected by the last panelist giving a correct answer.

8. Blocks representing a category and point value (such as B-2) should be blocked out with an "x" on the blackboard or an overhead transparency to keep the students informed of the remaining categories and point value questions. If a bulletin board or pegboard are used, cards for each category and point value may be removed as they are selected by panelists.

*Developed by and reprinted with the permission of Barbara J. Wilkie.
Participants
2 Teams (9 players each)
1 Umpire
1 Scorekeeper
2 Managers (1 each team)
— Substitutes

Preparation
Develop four sets of questions ranging in difficulty from 1 (the easiest) to 4 (the most difficult) with a question on one side of a card and its number on the other side. It possible, use four different colors of paper, such as red, blue, orange, and green, to help distinguish the questions and add interest. Arrange the room so that you have an area similar to the diamond drawn above. Place chairs where the X's are shown and a small table with the chair in the center of the diamond. Stack the four sets of questions on the table in order (1, 2, 3, 4) face down so that the numbers show.

Divide the class into two teams and have each team select a manager. Have each team manager assign players to one of the following positions:

Pitcher—serves as the moderator asking questions to each opposing team player who comes up to bat; may decide to “walk” a player to first base.
First Baseman—may answer the first 1 point question (a single) that an opponent up to bat misses and get that player “out”.
Second Baseman—same as above — 2 point question (a double).
Third Baseman—same as above — 3 point question (a triple).
Catcher—same as above — 4 point question (a homerun).
Right Fielder—may answer the second 1 point question (a single) that an opponent up at bat fails to answer to make an “out”.
Center Fielder—same as above — 2 point question (a double).
Left Fielder—same as above — 3 point question (a triple).
Short Stop—same as above — 4 point question (a homerun).

Each team manager will decide the “batting order” for his team. Before each player goes up to bat, the manager will discuss strategy for the game, such as going for a double or trying for a homerun.

*Developed and reprinted with the permission of Miss Barbara J. Wilkie.
Directions

Have the umpire flip a coin with the two managers to see which team will be "up to bat" first. The
manager winning the toss will then review batting orders with his team. The other team manager will
supervise his players taking their designated positions in the field.

The first player at bat tells the pitcher whether he is trying for a single, double, triple, or homerun. At
this point, the pitcher may decide to "walk" the batter or he may select a card from the corresponding
disk and read the question to the hitter. If the player at bat answers that question correctly, he walks
around the bases to the appropriate one.

If the player is incorrect, the opposing baseman (1, 2, 3, or catcher) may answer the question. If he
answers the question correctly, the player at bat is "out." If he is not correct, however, the "hitter"
only has one strike counted against him.

When a player at bat has an opportunity to answer a second question, he may select a single, double,
triple, or homerun without conferring with his team manager. If he is correct in answering the
question, he may proceed to that base.

If his second answer is not correct, the appropriate outfielder may attempt to answer the question.
That is, the right fielder may answer the "single" point question, etc. A correct answer by the field
player earns an "out." An incorrect answer on the second question by the fieldman entitles the player
at bat a third and final attempt to answer a question of his choice. If he is correct, he goes to the
corresponding base. An incorrect answer given is a third strike and he is out.

Each team remains "at bat" until it has made three outs. At that time the team in the field comes to
bat. When each team has had its chance at bat, one inning will have been completed. A game may be
played for three innings, thirty minutes, or any limit established by the instructor.

Scoring

As in the regular game of baseball, the game is won by the team with the largest number of points. For
added interest, the scorekeeper may keep track of each team's number of hits. If the game is played
for a longer period of time, such as during several units, players may figure their batting average to
help enhance their mathematical skills.
1. Finance involves the handling of money for business and consumer users.

2. Five major types of financial institutions include:
   a. Banks — provide services of checking, savings, loans, trusts, and safekeeping of valuables (Commercial Bank, Savings and Loans Associations)
   b. Finance companies — specialize in extending loans (Consumer and Sales)
   c. Credit unions — serve a special interest group for savings and loans (Government and business groups)
   d. Credit Card Companies — finance consumer purchases of goods and services (BankAmerica, Master Charge, American Express)
   e. Securities Investors — handle transfers of stocks and bonds (Stock Exchange, Mutual Funds)

3. Insurance and Real Estate businesses are sometimes referred to as financial businesses. Although they deal in financial transactions, most real estate businesses are primarily concerned with facilitating the exchange or use of realty. Insurance companies are mainly concerned with the shifting of financial losses or risks, unlike other businesses.

4. Finance service businesses offer one or more of these services to consumers and businesses:
   a. Loans — long and short, personal and commercial
   b. Checking — regular and special, personal and business
   c. Savings — passbook and certificates
   d. Investments — stocks, bonds, land
   e. Trusts, Estates, Wills
   f. Safekeeping of valuables
   g. Credit purchases — open, revolving

5. Although there are many finance careers available, the ones on the following pages are the ones which are most frequently found. Some of the jobs listed occur in more than one business. For example, a credit interviewer might be found in any business that extends credit for loans or purchases.

6. Although many financial personnel in various businesses may perform similar tasks, some of the career titles will vary. A good example of this would be an Authorizer. If the person works for a credit card company, his job title is a Charge Authorizer. If he works for a finance company, he would be known as a Credit Authorizer. The manager may be a credit manager, loan officer, or president.

7. Some job opportunities available according to major services performed are:
   Checking and savings — teller, cashier, manager
   Loans and credit — loan officer, credit and collections manager, cashier, credit authorizer
   Trusts — trust officer, trader
   Safekeeping — vault clerk
   Securities — clerk, salesman, analyst, broker
8. Many forms are handled by employees of financial institutions:

1. Deposit and withdrawal slips — checking and savings
2. Personal, traveler’s, and cashier’s checks — checking
3. Bank statement — checking, savings, loans
4. Promissory note, installment contract, credit application, mortgage, deed, certificate of title, credit card — loans
5. Passbook, certificates of deposit — savings
6. Stock Certificates — investments
CONTROLLER
1. Often called the comptroller, directs the financial affairs of an organization, usually a very large operation.
2. Establishes major economic policies and objectives for a company.
3. Directs and prepares financial reports on budgets, government reports, financial forecasts, income, expenses, and earnings.

CREDIT AUTHORIZER
1. Approves credit amounts for customer loan applications or renewals.
2. Verifies credit standing of the customer for credit reports.
3. Reviews credit information in determining the amount of credit extended.

CREDIT INVESTIGATOR
1. Checks past history and current status of persons and businesses applying for credit; reviews information provided by customer.
2. Interviews by phone or in person credit references, neighbors, employers and trade associations to obtain information about the customer.
3. Evaluates his findings and submit a report to the loan authorizer or to the authorizer of the company.

CREDIT INTERVIEWER
1. Greets customers and determines the financial need.
2. Obtains basic credit information concerning employment and financial status, personal and family information, credit references, etc.
3. Reviews applications and may verify certain information before turning the application over to the appropriate investigator or authorizer.

CHARGE AUTHORIZER
1. Approves or disapproves consumers applications for charge accounts or additional purchases to established charge accounts.
2. Reviews credit information in determining credit limits and extensions.
3. Verifies credit standing and prepares credit reports for charge customers.
CREDIT MANAGER

1. Manages credit department for businesses which extend credit to other businesses. Usually works for an industrial, storage, or transportation firm.

2. Investigates financial standing and reputation of prospective customers applying for credit.

3. Reviews and evaluates results of investigations to reject credit application or to establish credit limitations on customer accounts.

4. Supervises collection of bad accounts and worthless checks.

5. Makes up collection notes to customers.


7. May submit delinquent accounts to agency or attorney for collection.

FINANCIAL ANALYST

1. Interprets data concerning investments, their price, yield, stability, and future trends, according to daily stock and bond reports, financial periodicals, securities manuals, and personal interviews.

2. Constructs charts and graphs concerning investments.

3. Summarizes data setting forth current and long term trends in investment risks and measurable economic influences pertinent to status of investments.

4. May perform research and make analyses relative to losses and adverse financial trends and suggest remedial measures.

5. May transmit buy-and-sell orders to broker based on securities analysis.

FINANCE MANAGER

1. Establishes and maintains relationships with customers, and with business, service, and civic organizations to promote goodwill and develop new business.

2. Supervises accounting and reporting functions and establishes operating policies and procedures.

3. Directs custody and control of assets, records, collateral, and securities held by companies.

4. Approves or declines lines of credit or company loans.

BANK CASHIER

1. Directs bank's monetary programs, transactions, and security measures in accordance with banking principles and legislation.
2. Coordinates program activities and evaluates operating practices to insure efficient operations.
3. Oversees receipt, disbursement, and expenditure of money.
4. Signs documents approving or effecting monetary transactions.
5. Directs safekeeping and control of assets and securities.
6. Approves loans and participates as member of committees concerned with loaning and customer service functions.
8. Reviews financial and operating statements, and presents reports and recommendations to bank officials or board committees.
9. Maintains financial and community business affiliations to broaden bank's services and develop new business.

TELLER
1. Receives and pays out money, and keeps records of money and negotiable instruments involved in various bank transactions.
2. Receives checks and cash for deposit, verifies amounts, and examines checks for endorsements.
3. Enters deposits in depositors' bankbooks or issues receipts.
4. Cashes checks and pays out money upon verification of signatures and customer balances.
5. Places holds on accounts for uncollected funds.
6. Orders supply of cash to meet daily needs, counts incoming cash, and prepares cash for shipment.
7. May compute service charges, file checks, and accept utility bill payments.
8. May photograph records using microfilming device.
9. May operate various office machines.
10. May sell domestic exchange, travelers checks, and savings bonds.
11. May open new accounts and compute interest and discounts.

BANK PRESIDENT
2. Supervises accounting and reporting functions and establishes operating policies and procedures.

3. Directs custody and control of assets, records, collateral, and securities held by companies.

4. Approves or declines lines of credit, and commercial, real estate, and consumer loans.

5. Directs personnel engaged in trust activities, such as settling estates, administering trusts, and performing agency functions for individuals.

**TRUST OFFICER**

1. Administers private, corporate, and probate trusts.

2. Examines or drafts trust agreement to insure compliance with legal requirements and terms creating trust.

3. Locates, inventories and evaluates assets of probated accounts.


5. May invest trust funds.

6. May administer escrows.

7. May act as transfer agent in securities trust transactions.

**LOAN OFFICER**

1. Examines and evaluates applications for lines of credit, installment credit, or commercial, real estate, and consumer loans, and authorizes or recommends their approval.

2. Reviews loan application for completeness.

3. Analyzes applicant's financial status, credit, and property evaluation to determine feasibility of granting loan request.

4. Corresponds with or interviews applicant or creditors to resolve questions regarding application.

5. Approves loan within specified limits or refers loan to loan company for approval.

6. Completes loan agreement on accepted loans.

7. May handle foreclosure proceedings.

8. May analyze potential loan markets to develop prospects for loans.
FLOOR REPRESENTATIVE

1. Buys and sells securities on the floor of the stock exchange for a broker.
2. Analyzes market conditions and trends and informs the broker of buy-sell prices on stocks.
3. Notifies broker of market changes or purchases which affect his customers' accounts and make recommendations accordingly.

SECURITIES BROKER

1. Directs securities investment and counseling service for individuals and businesses.
2. Studies financial background and future trends of stocks and bonds, and advises businesses and customers regarding investments.
3. Transmits buy-and-sell orders to floor representatives as directed, and recommends purchase, retention, or sale of issues.
4. Establishes and maintains relationships with customers, and with business, service, and civic organizations to promote goodwill and develop new business.
5. Supervises accounting and reporting functions and establishes operating policies and procedures.
6. Directs custody and control of assets, records, collateral, and securities.

TRUST-VAULT CLERK

1. Receives and delivers securities into and from trust vault and records security transactions.
2. Opens combinations on cabinets in vault.
3. Examines securities deposited for safekeeping, verifying descriptions and signatures, and files securities according to customers' names and account numbers.
4. Records securities transactions including purchases, exchanges, and stock splits to maintain control of customers' accounts.
5. Releases securities from vault upon authorized request.
6. Acts as bank's agent in observing bank auditors when checking securities in vault.
7. May examine collateral to insure conformity with loan specifications.
Steps in the Ladder of Getting a Loan

Jobs In Proper Order.

TELLER

CASHIER

LOAN OFFICER

INVESTIGATOR

INTERVIEWER

You Got Your Loan

Possible Answer In Mixed Order.

A. Application
B. Check Credit
C. Approve Loan
D. Cash Check
E. Issue Check

Fill in the right letters on the ladder to the TOP!
Read each of the job descriptions given below. Decide which of the career titles listed at the bottom of the page is explained and write its career title in the blank to the left of its description.

1. Approves loans for applicants of a finance company.
2. Represents securities brokers on stock exchange floor.
3. Handles bank receipts and pays out money for checking, savings, and loans.
4. Okays amounts of credit purchases by customers in a retail store.
5. Assists clients in the buying, selling, or trading of stocks.
6. Controls and organizes all activities with a bank.
7. Reviews credit information and application with loan applicant.
8. Receives, examines, and delivers securities deposited for safekeeping.
9. Directs all monetary programs and transactions within a bank.
10. Checks credit information on a loan application to a finance company.
11. Examines, evaluates, and approves credit applications for a credit card company.
12. Assists members of a credit union with loan payments, share deposits and withdrawals.

Customer Service Advisor
Controller
Credit Manager
Cashier

Trust Officer
Loan Officer
Credit Investigator
Credit Interviewer

Securities Broker
Charge Authorizer
Teller
Floor Representative
FINANCIAL ROLE PLAYS

1. A customer hands you a $20 bill and requests change. He says that he is in a hurry. The $20 bill looks counterfeit to you. What would you do?

2. You need to deposit your money in the bank to your checking account and have the teller check to see how much money and interest is in your savings account.

3. You are an eccentric millionaire who wants to set up a trust fund for your two Siamese cats after you die. Once these cats are gone the money is to go to the local orchid society.

4. You are preparing a traveler's check transaction with a customer. Another customer walks up to your window and asks to be waited on immediately because he is in a rush. How do you handle this situation?

5. A customer comes to your window to have a check cashed. Several minutes later the angry customer returns to your window and says, "you gave me $20.00 less than you should have." What do you say?

6. You need to see the bank manager to convince him to put an ad in the program your band is giving out at their concert so you will have enough money to pay for the program and maybe buy some new music.

7. You are a friend of the financial analyst and you want a tip on the stock market, but you don't want him to know. You are just dropping in for a "friendly" visit.

8. Bill, who is a good friend of yours, drops in to talk with you while you are on the job. Bill stands at your window talking while seven other people are lined up behind him. How would you handle this situation?

9. A customer wants to buy a $12.75 savings bond. You must explain that he cannot buy a savings bond of $12.75 but you can sell him a $18.75 savings bond. He insists that he wants a $12.75 and that they are sold in that amount. Try to change his mind.
Study each of the situations below and decide which financial business should handle the situation. Check the correct column and give your reasons on the lines shown. Name at least three careers that would be involved in handling each situation.

<table>
<thead>
<tr>
<th>BUSINESS AND CONSUMER DECISION-MAKING SITUATIONS</th>
<th>COMMERCIAL BANK</th>
<th>CREDIT UNION</th>
<th>FINANCE COMPANY</th>
<th>CREDIT CARD CO.</th>
<th>SECURITIES COMPANY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dr. Martin is an established dentist with a salary of $60,000 per year. He wants to invest $3,000 now and about $300 per month for long term profits to retire.</td>
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<td>REASONS:</td>
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<td>CAREERS:</td>
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<td>2. Dean Bradford is a wholesale specialty salesman who travels a great deal. His company pays him for travel expenses when he turns in a form at the end of each month. Dean doesn't want to have to use his cash on hand to pay the $300-$400 expenses during the month.</td>
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<td>CAREERS:</td>
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</table>
### BUSINESS AND CONSUMER DECISION-MAKING SITUATIONS

| 3. Margo Davis is a senior airline stewardess for a large airline. She has been with the company for five years and has a good credit standing with retailers and several credit card companies. Margo plans to buy a new boat, but does not have all of the money to pay for it. |

| REASONS: |
| CAREERS: |

| 4. Tricia Lowell is 18 years old and has been working for 3 months as a retail salesperson. She has not bought anything on credit, but Tricia wants to buy a used car for $500 and pay for it during the next year. |

| REASONS: |
| CAREERS: |
FINANCE PERSONALITIES

Shown below are fifteen personality characteristics that are frequently used to describe people. Also listed are ten marketing careers in the financial services. Select one to three characteristics that you feel would be most important for each financial career person to have and put the letter of the characteristics in the spaces to the right of the job title. There are no right or wrong answers.

**Personality Characteristics**

A. ATTRACTIVE  
B. BRIGHT  
C. COURTEOUS  
D. DILIGENT  
E. ENTHUSIASTIC  
F. FAIR  
G. GORGEOUS  
H. HONEST  
I. INGENIOUS  
J. JOLLY  
K. KIND  
L. LIKEABLE  
M. MATURE  
N. NATURAL  
O. ORGANIZER

**Marketing Finance Careers**

FLOOR REPRESENTATIVE

CREDIT INVESTIGATOR

LOAN OFFICER

CREDIT INTERVIEWER

SECURITIES BROKER

BANK TELLER

CHARGE AUTHORIZER

ACCOUNT COLLECTOR

TRUST OFFICER

CUSTOMER SERVICE ADVISOR
INSURANCE CAREER SCRAMBLE

Unscramble each of the following letter groups to reveal risk careers in insurance.

1. LAESS GANET
2. DEILF PREVERTIESEAN
3. DINEPEDETN NAGTE
4. SINRUNACE REBORK
5. CHANRB GANEMAR
6. DUNWERTRIRE
7. LOPCIY REWITR
8. KIRS NOCLUSANTT
9. RAMEIN ASCPEITSIL
10. CEINSRUAN MEANEXIR
11. NIURSEAN HOCDIRATON
12. VALSOR GATEN
13. PILYOC HECRECK
14. SMACIL DAJESTUR
15. BESSNUIS DUATIOR
16. CILMAS NYALSAT
17. MERMIUP LERCK
18. SORLV REAINTE

Notes:
The word AGENT is used in three of the career titles.
The word INSURANCE is used in three of the career titles.
The word POLICY is used in two of the career titles.
The word CLAIMS is used in two of the career titles.
**INSURANCE CAREER SCRAMBLE—KEY**

Unscramble each of the following letter groups to reveal risk careers in insurance.

1. LAESS GANET  
   **SALES AGENT**
2. DEILF PREVERTIESTEAN  
   **FIELD REPRESENTATIVE**
3. DINENEPDETN NAGTE  
   **INDEPENDENT AGENT**
4. SIEWRUNACE REBORK  
   **INSURANCE BROKER**
5. CHANRB GANE MAR  
   **BRANCH MANAGER**
6. DUNWERTRIRE  
   **UNDERWRITER**
7. LOPCIY REWLTR  
   **POLICY WRITER**
8. KIRS NOCLUSANTT  
   **RISK CONSULTANT**
9. RAMEIN ASCPEITSIL  
   **MARINE SPECIALIST**
10. CEINSRUAN MEANEXIR  
    **INSURANCE EXAMINER**
11. NFRU RNOCODIRATON  
    **INSURANCE COORDINATOR**
12. VALSOR GATEN  
    **SALVOR AGENT**
13. PILYOC HECRECK  
    **POLICY CHECKER**
14. SMACIL DAJESTUR  
    **CLAIMS ADJUSTER**
15. BESSNUIS DUAITIOR  
    **BUSINESS AUDITOR**
16. CILMAS NYALSAT  
    **CLAIMS ANALYST**
17. MERMIUP LERCK  
    **PREMIUM CLERK**
18. SORLAV REAINTE  
    **SALVOR TRAINEE**

**CLUES:**
- The word AGENT is used in three of the career titles.
- The word INSURANCE is used in three of the career titles.
- The word POLICY is used in two of the career titles.
- The word CLAIMS is used in two of the career titles.
PERSONAL POSSESSIONS PACKAGE

In the columns below, make a list of your personal possessions under the given headings. If there are not enough spaces under any heading, include those ten items which you value most because of dollar value or personal value.

<table>
<thead>
<tr>
<th>✓</th>
<th>CLOTHING</th>
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<th>ACCESSORIES</th>
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<th>COSMETIC HEALTH AIDS</th>
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<thead>
<tr>
<th>✓</th>
<th>EQUIPMENT</th>
<th>✓</th>
<th>MUSIC BOOKS ART</th>
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<th>MISCELLANEOUS</th>
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INSURANCE CAREERS CLUES

Listed below are some clues about a number of marketing risk careers in the field of insurance. Study each set of clues and see if you can guess which insurance occupation is identified. A list of possible insurance careers is found below to help you in your investigation.

### Insurance Career Titles

<table>
<thead>
<tr>
<th>Premium Rate Clerk</th>
<th>Policy Writer</th>
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<tr>
<td>Branch Manager</td>
<td>Insurance Coordinator</td>
</tr>
<tr>
<td>Salvor Agent</td>
<td>Claims Analyst</td>
</tr>
<tr>
<td>Broker</td>
<td>Claims Adjuster</td>
</tr>
<tr>
<td>Examiner</td>
<td>Estate Planner</td>
</tr>
<tr>
<td>Field Representative</td>
<td>Independent Agent</td>
</tr>
<tr>
<td>Policy Checker</td>
<td>Sales Agent</td>
</tr>
<tr>
<td>Actuary</td>
<td>Underwriter</td>
</tr>
<tr>
<td>Insurance Collector</td>
<td>Estate Planner</td>
</tr>
</tbody>
</table>

### Clues For Insurance Careers

<table>
<thead>
<tr>
<th>CLUES: This insurance man:</th>
<th>CLUES: As an insurance boss, he:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Purchases insurance coverage for a client to get best protection</td>
<td>1. Supervises all company personnel within a district or region</td>
</tr>
<tr>
<td>2. Acts as an agent for the client in dealing with many insurance companies to obtain best coverage</td>
<td>2. Coordinates all selling, policy processing and collection, and claims activities in his area</td>
</tr>
<tr>
<td>3. Performs usual duties of a sales agent in determining customer’s needs and explaining policies</td>
<td>3. Provides information to company executives for management considerations and decisions</td>
</tr>
<tr>
<td>CAREER: Premium Rate Clerk</td>
<td>CAREER: Branch Manager</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLUES: This insurance man:</th>
<th>CLUES: As an insurance boss, he:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Investigates policy claims for losses or damages</td>
<td>1. Works for life and health insurance companies home offices</td>
</tr>
<tr>
<td>2. Talks or writes to person making the claim and witnesses</td>
<td>2. Is responsible for the prompt payment of insurance benefits</td>
</tr>
<tr>
<td>3. Consults hospitals and inspects damaged property to figure loss</td>
<td>3. Checks medical bills and lost income totals on health claims</td>
</tr>
<tr>
<td>4. Prepares final accident or loss reports and makes a settlement with the claimant, if possible</td>
<td>4. Verifies death claims on life insurance policies</td>
</tr>
<tr>
<td>CAREER: Salvor Agent</td>
<td>CAREER: Claims Adjuster</td>
</tr>
</tbody>
</table>

### Clues For Insurance Careers

<table>
<thead>
<tr>
<th>CLUES: This insurance researcher:</th>
<th>CLUES: This insurance researcher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Investigations policy claims for losses or damages</td>
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</tr>
<tr>
<td>CAREER: Policy Checker</td>
<td>CAREER: Claims Adjuster</td>
</tr>
</tbody>
</table>
### CLUES: As a home office worker, he:

1. Verifies accuracy of insurance records.
2. Compares computations on premium paid, interest, and dividends.
3. Verifies data on applications and policies, such as age, name and address, principal sums, and value of property.
4. Proofreads printed material concerning insurance programs.
5. Verifies computations on interest accrued, premiums due, and settlement surrender or loan values, using calculating machine.
6. Verifies accuracy of data punched on tabulating cards using verifying machine.
7. May train new employees.

### CAREER

### CLUES: This insurance businessman:

1. Sells insurance to clients, acting as a company agent.
2. Often represents more than one insurance company.
3. Recommends amount and type of coverage based on analysis of prospect's circumstances.
4. Compiles lists of prospective clients to provide leads most likely to produce additional business.
5. Contacts prospects to persuade them to purchase policy.
7. Calculates rates to be applied to policy for each prospect using rate books.

### CAREER

### CLUES: As an insurance supervisor, he:

1. Is assigned to a specific territory.
2. Makes regular calls on each agent in his territory who handles his company's insurance.
3. Instructs the agents about new types of insurance and changes in old types.
4. Helps agents find new business and assists them in examining their clients' insurance programs to make sure the clients have the right kind of coverage in sufficient amounts.
5. Encourages agents to conduct vigorous sales campaigns.
6. Conducts in-service educational programs in which agents are instructed about developments in insurance and sales methods.

### CAREER
**CLUES: This insurance analyst:**

1. Reviews assets and liabilities of an estate to determine that insurance is for financial protection of estate.
2. Studies legal instruments, such as wills, trusts, business agreements, life insurance policies, and government benefits to estimate value and expenses of estate.
3. Computes expenses, taxes, and debts to determine value of adjusted gross estate.
4. Prepares and discusses insurance program with client that will provide maximum financial security for family and protect investments.
5. Suggests purchase of additional or new life insurance when analysis of estate indicates need for meeting cash demands at death.
6. Discusses legal instruments with family attorney if study indicates need for change.

**CAREER:*

---

**CLUES: This insurance professional:**

1. Reviews individual applications for insurance to evaluate degree of risk involved and accepts applications, following company’s underwriting policies.
2. Examines such documents as application form, inspection report, insurance maps, and medical reports to determine degree of risk from such factors as applicant’s financial standing, age, occupation, accident experience, and value and condition of real property.
3. Reviews company records to ascertain amount of insurance in force on single risk or group of closely related risks, and evaluates possibility of losses due to catastrophe or excessive insurance.
4. Declines risks which are too excessive to obligate company.
5. Dictates correspondence for field representatives, medical personnel, and other insurance or inspection companies to obtain further information, quote rates, or explain company’s underwriting policies.
6. When risk is excessive, authorizes reinsurance, or when risk is substandard, limits company’s obligation by decreasing value of policy, specifying applicable endorsements, or applying rating to insure safe and profitable distribution of risks, using rate books, tables, code books, and other reference material.

**CAREER:***

---

**CLUES: The insurance man:**

1. Receives information concerning damaged property, from the claims adjuster.
2. Inspects the damaged merchandise which company has acquired from a settled claim.
3. Contacts dealers for the sale or disposal of the damaged goods known as salvage.

**CAREER:***
CLUES: This government employee:

1. Evaluates policyholder complaints and conformity of insurance companies and agents with standards of State regulatory commission to recommend punitive action and authorize insurance or revocation of licenses
2. Reviews records and documents submitted by insurance companies, field investigators, and complaining parties to determine compliance with prescribed standards
3. Interviews complainants and company representatives to determine validity of complaints
4. Recommends initial or additional investigation where evidence of fraud, misrepresentation, over-charging, or other irregularities exist
5. Reviews commission files to verify accreditation of companies and agents
6. Recommends legal or administrative action for irregularities uncovered by investigation
7. Authorizes license issuance, renewal, or suspension of companies and agents on basis of findings
8. May audit records and accounts of companies and agents to determine compliance with prescribed accounting procedures

CAREER

CLUES: This insurance author:

1. Receives approved insurance risk information from underwriter
2. Consults various policy formats and coverages
3. Applies information gathered to prepare the insurance policy

CAREER

CLUES: This businessman:

1. Works for a business or industry other than an insurance company
2. Secures personal insurance coverage for company personnel
3. Obtains business insurance coverage for the company property and personnel
4. Serves as a liaison between the business and the insurance company for claims, premiums, etc.

CAREER

CLUES: This insurance mathematician:

1. Determines mortality, accident, sickness disability, and retirement rates
2. Constructs probability tables regarding fire, natural disasters, and unemployment based on analysis of statistical data and other pertinent information
3. Designs insurance and pension plans and calculates premiums
4. Ascertains premium rates required and cash reserves and liabilities necessary to ensure payment of future benefits
5. Determines equitable basis for distributing surplus earnings under participating insurance and annuity contracts in mutual companies

CAREER
CLUES: This communicator:

1. Recruits independent insurance salesmen in field and maintains contact between them and home office
2. Selects insurance salesmen considering their experience with other insurance companies, and persuades them to sell company's insurance
3. Drafts contract between agent and company
4. Advises agent on matters pertaining to conduct of business, such as cancellations, overdue accounts, and new business prospects

CLUES: This insurance specialist:

1. Reviews assets and liabilities of an estate to determine that insurance is for financial protection of estate
2. Studies legal instruments, such as wills, trusts, business agreements, life insurance policies and government benefits to estimate value and expenses of estate
3. Computes expenses, taxes, and debts to determine value of adjusted gross estate
4. Prepares and discusses insurance program with client that will provide maximum financial security for family and protect investments
5. Suggests purchase of additional or new life insurance when analysis of estate indicates need for meeting cash demands at death
6. Discusses legal instruments with family attorney if study indicates need for change

CLUES: This insurance man:

1. Notifies customers of delinquent accounts and attempts to secure payment, using postal service or telephone
2. Has delinquent account removed from file
3. Selects prescribed form letter and has it mailed to customer
4. Repeats process, using different forms if reply is not received within specified time
5. Calls customer on telephone or pays a personal visit in attempt to secure payment
6. Drafts statements for credit department if customer fails to respond
7. Orders cancellation of policy
8. May sort, read, and answer correspondence
9. May receive payment and post amount paid to customer's account

CAREER

CAREER
QUIZ SHOW

GAME ACTIVITY
(LARGE GROUP)

Based on “Hollywood Squares” TV Show*

9 - Panelists representing each square

2 - Contestants (x and o) to start

1 - Moderator

1 - Scorekeeper

2 - Judges

3 - Authorities (make up questions)

- Additional contestants (remaining students)

- All students submit 10 questions each

DIRECTIONS:

1. Each panelist represents one of the nine squares.
2. Authorities prepare final copies of questions and answers.
3. Judges and moderator receive copies of the questions and answers.
4. Two contestants are selected to represent x and o.
5. The game begins by flipping a coin to determine which contestant receives the first question. Each succeeding game begins by the winner of the previous game.
6. Moderator asks the contestant which panelist (representing a square) he wants to answer the question. Moderator reads the question to the designated panelist who responds with an answer. The contestant must then decide whether or not the panelist has given a correct answer. If the contestant is correct in agreeing or disagreeing, he receives his “x” or “o” in the appropriate square.
7. If the contestant is incorrect in evaluating his selected panelist’s answer, his opponent earns the square. The third “x” or “o” however, must be earned by a contestant to win the game and not by an incorrect answer of his opponent.
8. A contestant wins a game by securing three “x’s” or “o’s” in a row, across, down, or diagonally or five “x’s” or “o’s” if three in a row cannot be obtained.
9. The winner continues another game. The loser is replaced by new contestant.

*Developed by and reprinted with the permission of Barbara J. Wilkie.
Arthur Grover, Personnel Director of All American Insurance Company, has just been notified that he may distribute Christmas bonuses to employees in the home office and two nearby offices. He has been told to reward them according to their importance to the company. All personnel, whether salaried or independent, in the same job classification will receive the same bonus.

Mr. Grover can allocate the following amounts to these numbers of positions:

- 1 position: $100
- 2 positions: $75
- 3 positions: $60
- 2 positions: $50
- 3 positions: $35
- 3 positions: $25
- 2 positions: $15
- 1 position: $10

If you were Mr. Grover, what Christmas bonus amount would you give each of the following insurance personnel according to their importance to the company?

<table>
<thead>
<tr>
<th>Christmas Bonus Amount</th>
<th>Risk Career Title of Insurance Company Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Branch Office Manager</td>
</tr>
<tr>
<td>2.</td>
<td>Home Office Sales Agents</td>
</tr>
<tr>
<td>3.</td>
<td>Independent Insurance Agents</td>
</tr>
<tr>
<td>4.</td>
<td>Insurance Brokers</td>
</tr>
<tr>
<td>5.</td>
<td>Industrial Insurance Coordinator</td>
</tr>
<tr>
<td>6.</td>
<td>Business Consultant for Insurance</td>
</tr>
<tr>
<td>7.</td>
<td>Marine Insurance Specialist</td>
</tr>
<tr>
<td>8.</td>
<td>Home Office Underwriters</td>
</tr>
<tr>
<td>9.</td>
<td>Field Representative</td>
</tr>
<tr>
<td>10.</td>
<td>Salor Agent</td>
</tr>
<tr>
<td>11.</td>
<td>Policy Writers</td>
</tr>
<tr>
<td>12.</td>
<td>Claims Adjusters</td>
</tr>
<tr>
<td>13.</td>
<td>Business Auditor</td>
</tr>
<tr>
<td>14.</td>
<td>Policy Checkers</td>
</tr>
<tr>
<td>15.</td>
<td>Premium Clerks</td>
</tr>
<tr>
<td>16.</td>
<td>Claims Analyst</td>
</tr>
<tr>
<td>17.</td>
<td>Salor Agent's Trainee</td>
</tr>
</tbody>
</table>
POLICIES FOR PROTECTION

As we have discussed before, insurance provides us with protection against financial losses. Policies are issued for five major kinds of insurance: life, health, social, property, and liability. Not all individuals or businesses need all kinds of insurance or certain kinds all of the time. The amount of insurance needed will vary too.

Life Insurance

Life insurance may be taken out by individuals or businesses. Businesses may hold a policy on a valuable employee or an owner. If the person should die, it would affect the business' operation. In some cases the money from a policy may be used to buy the owner's share of a business from his heirs. Individuals may purchase life insurance as a member of a group or individually. As a group member, of course, the person may secure coverage for a smaller premium. Some people purchase an endowment policy. This includes a savings plan for the person insured. If he lives for the number of years stated in the policy, he will collect the money. If he should die before the time period is up, his beneficiary will collect the money.

An annuity is a form of telephone which provides a retirement income for the policy holder. He usually invests a certain amount of money for a guaranteed income when he retires beginning at a certain age until death.

Health Insurance

Most people cannot afford to assume the risk of health care expenses. They may purchase hospital insurance to take care of room charges, surgical coverage for doctor's fees, and medical insurance for treatment, tests, and drugs. A majority of people will buy all these in one package, such as Blue Cross-Blue Shield.

Basic policies usually only cover expenses up to $1,000—$1,500. For large expenses of medical bills $1,000—$20,000, many people will purchase a major medical policy to cover hospital, surgical, and medical expense. Some folks want to be covered for loss of income while they are sick and obtain disability protection insurance.

Social Insurance

Some kinds of insurance an employer must carry, no matter what his opinion is regarding the desirability of such insurance. These are required by law and apply to large groups in our society; hence, they are known as social insurance. These forms of insurance protect the worker from various hazards of life common in an industrial society.

At the present time, almost every employer must insure his workers against accidents by paying Workmen's Compensation Insurance. He must contribute to the Social Security fund and he must make payments under the Disability Benefits Law. Perhaps, at some future time, payments for medical insurance will also become an obligation of the employer.

Under the Workmen's Compensation Act, a worker who is injured while at work is entitled to medical expenses, a proportion of his salary for a certain period, and a lump sum for various permanent injuries. The employer of a maximum number of workers is required to have compensation insurance; the employer of fewer than those is required to carry it only if the work is listed as hazardous.

Employers who are not required to carry the insurance may do so voluntarily, and this may often be advisable. Even if you are not required to carry the insurance, you are responsible financially if your employee is injured, and so the insurance will be a protection against financial loss. The insurance rate depends on the nature and hazard of the job and varies from business to business.
The Social Security Act, originally passed in 1935, has been amended many times. At the present the four basic types of benefits are the old age, survivors, disability, and health insurance plans. The federal social insurance is paid by both the employer and employee. The employer must pay a tax for each employee. The employee must pay an equal amount, which is deducted from his wages by the employer. The employer makes the actual payments both for himself and for his workers. Self-employed persons are now required to make payments and they receive social security benefits when they reach the required age (required age is now 62 or 65, depending on circumstances). The only major groups not covered at present by Social Security are federal civil service employees and railroad employees.

Another type of employee benefit the employer is responsible for is unemployment insurance. This part of the benefit program is operated by the individual states. For example, New York State, the amount of payment varies slightly according to the size of the business and the number of employees leaving the business within a given period, but it will be about three percent of the employee's wages up to $3000.00. The employer pays the entire amount.

The federal insurance benefits are supplemented in most states by state plans. Many states have their own benefits for the unemployed, aged and disabled. For example, many states like Florida, have their own disability benefits acts, with the Workmen's Compensation Board administering the programs.

Property Insurance

Businesses and individuals obtain insurance to cover damage to property and related financial losses. Some businesses buy a standard fire policy but most carry an extended coverage policy to guard against many risks. Many also carry business interruption protection to cover lost income when a business' usual operation is affected because the building, equipment, and or inventory have been damaged by an insured risk, such as fire.

Individuals may purchase a variety of property insurance policies. The most commonly-carried policies are home, car, and marine. Home insurance policies may be obtained for individually owned house, condominium or cooperatively-owned units, mobile homes, or rental units. Rental policies only cover the renter's personal belongings. The owner must insure the building.

Automobile coverages can be obtained for your car if you are in an accident or if your car is damaged by a hit-and-run driver, an uninsured motorist, or vandalism. Similar coverage can be obtained for other motor vehicles, such as trucks and motorcycles. As the name implies marine coverage may be purchased for water vessels, including sailboats, runabouts, and yachts.

Liability Insurance

All of us as individuals and businesses, face a risk that we will be responsible for another person's loss through personal injury or property damage. To protect ourselves from legal suits, we can purchase liability insurance.

Businesses usually carry public and product liability insurance. Public liability handles financial losses from claims for persons injured on the property. Product liability protects a business from losses caused by claims from persons injured by products he produces or sells.

Professional persons, such as doctors, dentists, pharmacists, lawyers, and educators may shift the risk of claims by buying professional liability insurance. Medical persons usually carry policies for large amounts to protect themselves from large malpractice suits.

The average individual generally purchases personal and property liability insurance protection in combination with a homeowner's policy. These policies will cover minor injuries caused by the insured and an immediate family, and damage to the property.

An important point that does not need to be repeated is that insurance is not a free gift. To be properly insured, a person or business should use the services of a professional, trained insurance agent or broker.
Insurance Terms

ECONOMIC RISK—is a chance of losing the money value of something or someone.

INSURANCE—your protection against losses: a means of sharing risk.

POLICY—contract between you and insurance company explaining what is covered.

POLICYHOLDER—one who carries insurance.

PREMIUM—the amount you pay for your insurance.

COVERAGE—item provided for in contract to be protected.

LOSS—amount you claim to have lost or suffered.

CLAIM—legal right to recover against the other party (or insurance company) for losses you suffer.

BENEFICIARY—is the one named in the policy to receive the insurance benefits.

PERSONAL PROPERTY—property not attached to land.

INVENTORY—a list of goods showing their estimated value.

CREDIT INSURANCE—insurance that pays the balance due on a debt if the insured dies or fails to pay.

GROUP INSURANCE—insurance issued to members of a group as a unit.

SALARY PROTECTION—insurance that provides payments to help replace income lost through disability.

ESTATE PLANNING—an overall, long-term consideration of one's financial condition and future.

UNEMPLOYMENT INSURANCE—insurance that provides cash payments for a limited time to people who are out of jobs.

OLD AGE, SURVIVORS, DISABILITY AND HEALTH INSURANCE—is government insurance providing, among other benefits, for payments to retired workers and their families. Many times referred to simply as social security.

WORKMEN'S COMPENSATION—insurance that protects workers from economic loss when injured while on the job.

SOCIAL INSURANCE—insurance such as social security, workmen's compensation, and unemployment insurance.

SOCIAL SECURITY TAXES—contributions that by law are required from employers and workers to finance the social security program (F.I.C.A.).

LIFE INSURANCE—insurance on a person’s life for death, retirement, and savings.
ENDOWMENT LIFE INSURANCE—type of insurance that provides a fund of money for the insured himself at the end of a definite period.

INSURABLE INTEREST—a financial interest or other benefit derived from the continued life of a person.

PROPERTY INSURANCE—protects your property against physical losses.

HOMEOWNERS POLICY—a packaged policy covering a wide range of risk for owners of homes.

STANDARD FIRE POLICY—a basic type of property insurance that protects against damage to a home caused by fire and lightning.

EXTENDED COVERAGE—an addition to the standard fire policy which insures against losses resulting from such perils as windstorms, hail, explosions, and riot and from damage caused by vehicles or falling aircraft.

DEDUCTIBLE CLAUSE—a part of a policy that says you agree to pay the first $50.00—$100.00 of the damages or loss.

PUBLIC LIABILITY INSURANCE—protection for claims by persons injured on a business' property.

PRODUCT LIABILITY INSURANCE—coverage against claims for injuries caused by a product produced or sold by a business.

PROFESSIONAL LIABILITY INSURANCE—protection for suits made by a client concerning services rendered.
MATCHING

Match the type of insurance in Column II with the situation it covers in Column I.

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You have a tornado and some of your inventory is destroyed.</td>
<td>a. personal liability</td>
</tr>
<tr>
<td>2. A customer of yours is injured by a falling display fixture.</td>
<td>b. professional liability</td>
</tr>
<tr>
<td>3. A group of customers do not pay their charge accounts.</td>
<td>c. public liability</td>
</tr>
<tr>
<td>4. You have to close your service station because of a fire</td>
<td>d. product liability</td>
</tr>
<tr>
<td>5. A customer's child is sick from a sandwich you sold her.</td>
<td>e. business interruption</td>
</tr>
<tr>
<td>6. You accidentally injure someone when you hit a golf ball on the golf course.</td>
<td>f. extended coverage</td>
</tr>
<tr>
<td>7. Your new car is damaged by a hit and run driver.</td>
<td>g. salary protection</td>
</tr>
<tr>
<td>8. You lose two month's pay while you are sick.</td>
<td>h. major medical</td>
</tr>
<tr>
<td>9. After you turn 65, you retire from working in a warehouse.</td>
<td>i. social security</td>
</tr>
<tr>
<td>10. Your medical bills total $5,000 from your illness.</td>
<td>j. automobile insurance</td>
</tr>
</tbody>
</table>

Fill in the Blank

1. __________ insurance coverage helps protect the store owner or manager from a lawsuit by an insured customer.
2. A __________ is paid when the insurance is purchased and on a periodic basis.
3. When the insured person suffers a loss, he will file a __________ with the insurer of the company.
4. The __________ tells the description of the terms of the insurance coverage and the length of the coverage.
5. The __________ is the representative of the insurance company who handles insurance claims.
7. The _____________ is a person who works for the insurance company who determines the insurance rates.

8. _____________ insurance would protect a motel from loss if a guest should fall and break his leg in the lobby.

9. _____________ insurance would protect a cafe' from loss if an employee cut himself while working in the kitchen.

10. _____________ insurance would protect a hotel from loss if a burglar broke into the wall safe and stole $500 in cash.

INSURANCE CASE STUDY

John Jones is a motel owner. Mr. Jones' motel is located in a sea shore resort community that has a very busy summer business. Located near the community is the local high school. Each summer the high school students flock to the public beach that is located next to Mr. Jones' motel.

In the past, Mr. Jones' guests have stayed at his motel because of its quiet atmosphere. This summer the students have made a great deal of noise, more so than in the past. Mr. Jones' motel guests have been complaining about the noise and disturbance, also a group of vandals broke all the picnic furniture that belongs to the motel.

Questions for discussion:

1. What coverage does Mr. Jones have to protect his guests from disturbances?

2. What other damages will Mr. Jones' insurance pay for if any?

3. What other situations may be covered by Mr. Jones' insurance?
<table>
<thead>
<tr>
<th>L</th>
<th>P</th>
<th>S</th>
<th>H</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIABILITY</td>
<td>PUBLIC</td>
<td>PRODUCT</td>
<td>PROPERTY</td>
<td>PERSONAL</td>
</tr>
<tr>
<td>PROPERTY</td>
<td>AUTOMOBILE</td>
<td>MARINE</td>
<td>EXTENDED COVERAGE</td>
<td>BUSINESS INTERRUPTION</td>
</tr>
<tr>
<td>SOCIAL</td>
<td>SECURITY</td>
<td>FREE</td>
<td>UNEMPLOYMENT INSURANCE</td>
<td>FREE</td>
</tr>
<tr>
<td>HEALTH</td>
<td>HOSPITAL</td>
<td>SURGICAL</td>
<td>MEDICAL</td>
<td>MAJOR MEDICAL</td>
</tr>
<tr>
<td>LIFE</td>
<td>ANNUITY</td>
<td>INDIVIDUAL</td>
<td>BUSINESS</td>
<td>GROUP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ENDOWMENT</td>
</tr>
</tbody>
</table>

THE PROTECTORS
INSURANCE INDICATIONS

Indicate along the line with an "X" how you feel about each of the statements below. Explain your reasoning below each statement.

1. Right-On
   Ripoff
   Automobile insurance should be required in all states for everyone.

2. Yea, Man
   No Way
   It is more important to have life insurance for a father than a mother.

3. You Bet
   No Dice
   Everyone should have major medical insurance for large health expense bills.

4. Terrific
   Trouble
   All employers should have to contribute to the workmen's compensation fund.

5. Positive
   Negative
   Personal liability coverage is a waste of money for most people.
Choose an insurance career title that you believe would best match the personality descriptions.

<table>
<thead>
<tr>
<th>WORKING AS</th>
<th>IS A GOOD JOB FOR A PERSON WHO:</th>
<th>BUT NOT FOR ONE WHO:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CAN COORDINATE ACTIVITIES</td>
<td>WHO CANNOT WORK WITHOUT SUPERVISION: IS UNORGANIZED: WHO ENJOYS SITTING AT HIS DESK ALL DAY.</td>
</tr>
<tr>
<td></td>
<td>BETWEEN TWO GROUPS: HE MUST</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BE PATIENT WITH PEOPLE, SINCE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HE WILL INTERVIEW PEOPLE WITH</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMPLAINTS AND REPRESENTATIVES</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OF COMPANIES TO DETERMINE WHAT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TO DO WITH COMPLAINTS.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WHO CAN RELATE DETAILS: A</td>
<td>WHO DOES NOT LIKE PEOPLE:</td>
</tr>
<tr>
<td></td>
<td>PERSON WHO CAN PERSUADE OTHER</td>
<td>WHO CANNOT WORK ALONE.</td>
</tr>
<tr>
<td></td>
<td>PEOPLE.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LIKES TO BE HIS OWN BOSS:</td>
<td>WANTS TO KNOW JUST WHAT</td>
</tr>
<tr>
<td></td>
<td>ENJOYS MEETING NEW PEOPLE,</td>
<td>HIS SALARY WILL BE: LIKES</td>
</tr>
<tr>
<td></td>
<td>CAN GET STARTED BY HIMSELF:</td>
<td>TO WORK IN AN OFFICE:</td>
</tr>
<tr>
<td></td>
<td>IS WILLING TO WORK LONG HOURS.</td>
<td>NEEDS THE SECURITY OF A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DEFINITE SALARY.</td>
</tr>
<tr>
<td></td>
<td>HAS SPECIAL SKILL AND ABILITY</td>
<td>LACKS SELF-CONFIDENCE:</td>
</tr>
<tr>
<td></td>
<td>IN MATHEMATICS: IS WILLING TO</td>
<td>CANNOT EXPRESS HIMSELF</td>
</tr>
<tr>
<td></td>
<td>WORK INSIDE AN OFFICE.</td>
<td>WELL: HAS A SHORT TERM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OUTLOOK.</td>
</tr>
<tr>
<td></td>
<td>LIKES DETAIL: HAS PATIENCE:</td>
<td>HATES TO BE TIED TO A</td>
</tr>
<tr>
<td></td>
<td>CAN RELATE DIFFERENT PIECES OF</td>
<td>DESK: WOULD RATHER WORK</td>
</tr>
<tr>
<td></td>
<td>KNOWLEDGE.</td>
<td>WITH PEOPLE THAN WITH</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FACTS.</td>
</tr>
</tbody>
</table>
Insurance Investigations

Match the following terms and descriptions:

A. Premium
B. Endowment Life Insurance
C. Personal Liability
D. Workmen's Compensation
E. Beneficiary
F. Insurance
G. Social Security
H. Deductible Clause
I. Policy
J. Insured
K. Property Damage Liability
L. Salary Protection

1. The amount paid for insurance.
2. A common means of sharing risk.
3. A contract between one who buys insurance and the insurance company.
4. Protection from claims resulting from injuries or death to others.
5. Means you agree to pay the first $50.00-$100.00 of damages.
6. Economic protection for you when your car damages the property of others.
7. Person(s) covered by an insurance policy.
8. Type of insurance that provides insurance and a fund of money for the insured himself at the end of a defined period.
9. Insurance that protects workers from economic loss when injured on the job.
10. Government insurance providing, among other benefits, for payments to retired workers and their families.
11. The one named in the policy to receive the insurance benefits.
12. Covers loss of income for periods of illness or injury when insured cannot work.

Find the job that fits this description:

1. This person notifies customers of delinquent accounts and attempts to secure payment, using postal service or telephone.
2. Sells insurance to new and present clients.
5. He decides how to invest the company's premium money so there will be funds available to pay beneficiaries when policies come due.

A. Insurance Actuary
B. Collection Clerk
C. Investment Analyst
D. Claims Adjuster
E. Insurance Agent and Salesman
F. Underwriter

Name the insurance coverage needed in the following situations:

1. Fire destroys building.___________________________
2. Guest dies on visit to motel.___________________________
3. A guest tears suit on your faulty door catch.___________________________
4. Burglar steals all your silver.___________________________
5. Wind blows out your sliding glass door windows.___________________________
6. Guest in motel commits suicide while diving into drained pool.___________________________
7. Waiter drops six plates of hot food on seated restaurant guest.___________________________
8. Jelly-fish stings guest on motel beach.___________________________
9. Roof collapses on your house.___________________________
10. Employee cuts himself in kitchen.___________________________

Identify the job title that you think would best suit the personality described below:

Insurance Agent
Claims Adjuster
Underwriter
Insurance Examiner
Field Representative
Collection Clerk
Policy Checker
Insurance Actuary
Insurance Checker
Insurance Broker

1. I want to be my own boss. I don't mind working odd hours because I have no trouble getting started. I realize my salary may not be the same every month, but my salary will increase as I get more customers. Who am I?

2. I am an analyst, a forecaster and a planner. I have a college education with a strong background in math. I really like working alone and do enjoy making decisions. Who am I?

3. I am a person who is very patient. I listen to complaints from customers and interview representatives of companies to determine what to do with these complaints. Who am I?

4. I like my job. It is full of action — I hurry to the scene of accidents, fires and other disasters involving policy holders. I must be tactful and patient and show good judgment in dealing with many kinds of people in different situations. Who am I?

5. I am a real student. I am a college graduate with a strong background in marketing. I am a person who likes to study business trends, construction cost, transportation systems, and other factors.
Insurance Case Studies

Mr. Jones is a distributor of plastic goods. His warehouse is located in a local industrial park. He carries an extended coverage insurance policy. He has seventeen employees. They have a group medical and accident insurance plan. Mr. Jones pays one-half and each member pays one-half of the premium. Mr. Jones also makes a salary protection policy available to his employees.

1. One of Mr. Jones's employees was burned with hot plastic trying to put out a small fire. What type or types of insurance might be used in this situation?

2. Lightning hit Mr. Jones's building. What insurance would pay for the damages?

3. Jim Johnson, an employee of Mr. Jones, went on vacation last week. On his way home he had an automobile accident. Which insurance will cover his hospital and doctor bills? Is there any other insurance he might use during the time he is off work?

4. Make a list on insurance services that Mr. Jones may need in operating this business.

Bruce Duston is a local property owner in this city. Mr. Duston has a three bedroom home with large pool fenced in his back yard. Mr. Duston has two small children. He works for a large insurance firm in town and makes $50,000 a year. His wife does not work and has no training to be able to work. Mr. Duston owns two cars: one which he uses for business and the other one is a family car.

QUESTION: Suggest five types of insurance that will be the most important for Mr. Duston to have. Explain why you think so.
<table>
<thead>
<tr>
<th>ENTHUSIASTIC</th>
<th>LOYAL</th>
<th>QUIET</th>
<th>TRUSTWORTHY</th>
<th>WATCHFUL</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPENDABLE</td>
<td>HONEST</td>
<td>POPULAR</td>
<td>SWEET</td>
<td>WITTY</td>
</tr>
<tr>
<td>CALM</td>
<td>HEALTHY</td>
<td>OBEDIENT</td>
<td>SECURE</td>
<td>UNSELFISH</td>
</tr>
<tr>
<td>BRIGHT</td>
<td>HAPPY</td>
<td>NEAT</td>
<td>SMART</td>
<td>THOUGHTFUL</td>
</tr>
<tr>
<td>ATTRACTIVE</td>
<td>FRIENDLY</td>
<td>MODEST</td>
<td>RESPECTFUL</td>
<td>TACTFUL</td>
</tr>
</tbody>
</table>
TRANSPORTATION PROBE

Listed below, you will find forty careers in transportation. Each has been placed under the method of transportation in which it can be found. Thirty-six of these are hidden in the transportation puzzle on the next page. When you find them, circle the complete career title. Clue: there are 16 careers across, 14 careers down, and 6 careers diagonally.

Transportation Careers and Methods

Airlines
- Airline Stewardess
- Flight Control Specialist
- Crew Scheduler
- Ramp Attendant
- Cargo Agent
- Reservationist
- Ticket Agent
- Schedules Analyst

Highways
- Routeman
- Dispatch Clerk
- Rate Clerk
- Bus Tracer
- Claims Advisor
- Driver
- Limousine Router
- Operations Director

Railroads
- Conductor
- Stationmaster
- Porter
- Callboy
- Scaler
- Motorman
- Brakeman
- Yardmaster

Waterways
- Traffic Checker
- Longshoreman
- Dock Boss
- Importing Clerk
- Purser
- Steward
- Freight Handler
- Export Manager

Pipeline
- Water Dispatcher
- Dealer Recruiter
- Watermaster
- Meter Reader
- Gager
- Field Supervisor
- Services Assistant
- Pumping Station Operator
TRANSPORTATION THROUGH THE CHANNELS*

Select any one of the following products and prepare a chart showing the kinds of transportation that would be used to get the product from a producer to a wholesaler, a wholesaler to a retailer, and a retailer to the consumer.

<table>
<thead>
<tr>
<th>Kind of Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Records or Tapes</td>
</tr>
<tr>
<td>Frozen Orange Juice</td>
</tr>
<tr>
<td>National Magazines</td>
</tr>
<tr>
<td>Cosmetics/Beauty Aids</td>
</tr>
<tr>
<td>Automobiles or Trucks</td>
</tr>
<tr>
<td>Gasoline, Fuel Oil</td>
</tr>
<tr>
<td>Fuller Brush Items</td>
</tr>
<tr>
<td>Oriental Novelties</td>
</tr>
<tr>
<td>Brazil Coffee</td>
</tr>
<tr>
<td>Air Mail Letter</td>
</tr>
<tr>
<td>Clothing Accessories</td>
</tr>
<tr>
<td>Sports Equipment</td>
</tr>
</tbody>
</table>

*The five methods of transportation are: airlines, highways, pipelines, railroads, and water-
TRANSPORTATION TWIRL

PARTICIPANTS

1 Moderator/Judge
1 Scorekeeper/Timer

Teams

DIRECTIONS:

The purpose of this game activity is to familiarize students with transportation careers and their functions. Develop a roulette wheel with transportation methods similar to the one illustrated on the back of this paper on a sheet of poster-board. It should have 6 spokes, 5 transportation methods, and 1 bonus area. Have each student submit 5-8 questions on an assigned method, such as air, highway, pipeline, etc. These should be assigned so that you will have at least 10 questions for each of the methods. Samples of these have been shown below using a true-false format. If time allows, have students prepare the questions on cards after you have edited them.

Select a student to serve as the moderator/judge and one student to act as the scorekeeper/timer. Divide the rest of the class into two teams and have each of the teams choose a captain. Each team captain will arrange his group in the order in which they will take their turns at the wheel. The moderator will flip a coin to determine which team will begin the game.

The first player of the team winning the toss starts the game by spinning the arrow. If the arrow stops on a transportation method, the moderator will read a question pertaining to a career related to that transportation method. If he answers correctly, his team receives one point. If he does not answer correctly, the first player on the opposite team may answer the question. If the opposing team player is correct, he scores a point for his team and also takes his turn. If the opponent's player is not correct, his team does not earn a point but he still takes his turn. Anytime a player cannot answer a question, the opposing team's next player may answer the question for a point, as well as take his scheduled turn.

Each team player has 10 seconds to give an answer. Only one answer will be accepted. The player receiving the question may not consult with other members of his team. If a player spins the arrow and it rests on the "Bonus" area, his team earns 5 extra points, as well as a chance to spin the arrow again. The game may be played for a class period, for a set time limit, such as 15 minutes, or for a total number of points, 15 points for example.

SAMPLE QUESTIONS

<table>
<thead>
<tr>
<th>AIRLINE</th>
<th>The Airline Stewardess demonstrates safety equipment and explains emergency procedures.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Answer: TRUE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HIGHWAY</th>
<th>Motor dispatchers distribute route assignments to truck drivers.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Answer: TRUE</td>
</tr>
</tbody>
</table>
TRANSPORTATION TWIRL

Airline

Railroad

Water

Bonus

Highway

Pipeline
TRANSPORTATION: GETTING THEM THERE

Have you ever thought about the importance that transportation plays in our lives. The food we buy, the clothes we wear, the cars we drive in, and the water we drink are all transported to us by one method or another. Five methods are used to transport goods and people — aircraft, highways, pipelines, railways, and waterways. These transportation industries offer a wide selection of career opportunities.

Aircraft

Careers in aircraft are very popular today. The airline stewardess, sometimes called a flight attendant, is responsible for greeting the passengers as they board the plane and making them comfortable during the flight. She must also inform them of safety measures, procedures, and equipment. The ramp attendant welcomes the passengers at the gate, checks their tickets, assigns them seats, and provides them with travel information before they board the plane. The ticket agent plans flight routes, computes the ticket costs, makes reservations, issues tickets, and checks baggage. Sometimes, he specializes in doing part of the activities. A reservationist is a specialist in making flight arrangements in advance. Usually, he or she handles requests by telephone.

Technical details of scheduling planes arriving and departing are supervised by the flight control specialist, also called the air traffic controller. He is assisted by the flight dispatcher, who talks to the airline pilots landing or taking off in the planes. The crew scheduler is responsible for assigning pilots, navigators, and stewardesses their flight times. Many other people are employed including the skycap who brings luggage to and from buses or cars. The cargo agent handles freight that is being shipped by air and the airport superintendent or airport manager directs and controls all the activities and personnel.

Highways

Highways include commercial buses, long-distance trucks, and local delivery trucks. Many people earn their living working for a moving van company. The moving van driver is responsible for checking merchandise loaded on the truck and having customers sign the necessary receiving forms, as well as for driving the truck. He is assisted by a moving van helper during the trip, and a moving van loader and packer put the merchandise in the truck.

Many trucking firms haul all kinds of goods cross country as well as short distances. They carry foods, fuel, cars, and materials. The truck driver has a big responsibility and generally receives a very good salary for long-distance driving. A freight handler and packer load his truck.

Most of us have ridden on a bus at one time or another. Aside from the bus driver who takes us where we want to go, there is a baggage man who checks on baggage to and from our destination. The terminal agent sells us our ticket and gives us information, and the terminal manager supervises all the activities. If our bus is late, the bus tracer checks to find out the bus' location and expected time of arrival.

When things are delivered locally by either a transportation company or a company with a transportation department in it, the schedules and routes are the responsibility of the traffic manager or supervisor. The man who actually takes the goods to their destination is known as the deliveryman or roustabout.
Pipelines

Most of us don’t usually think of pipelines as a form of transportation. If you want a drink of water, though, you probably turn on a faucet to get some. A worker who comes to check the amount of water your family has used for the past month is called a meter reader. Water that is distributed in a government-controlled irrigation district is under the direction of a watermaster. He supervises the equal allotment to all people and handles any complaints. In the oil industry, the men who fill and transfer oil are called pumping station operators. New distributors and station operators are solicited by the dealer recruiter.

Railroads

Railroads have helped play a major role in the development of this country as the leading industrial nation in the world. They have been used to transport all kinds of products including cattle, grain, coal, and cars. The people who are responsible for the loading of cars are called yardmen and they are supervised by a yardmaster. The stationmaster directs and controls all activities and personnel in the train station, while the conductor is in charge of everything on the train. The conductor collects tickets from passengers and assists them in any way he can. The porter carries luggage for passengers and provides any special services needed, such as pillows. The brakeman and motorman assist him in running operations within the train in conjunction with the engineer. The station agent sells customers tickets, makes reservations, and plans routes. The callboy notifies employees of their work times and approaching trains.

Waterways

Our waterways are used to move goods long-distances fairly inexpensively. Dock hands are in charge of loading and unloading merchandise from ships, tugboats, tankers, barges, etc. These men are supervised by the dock boss. The importing clerk is responsible for checking arriving merchandise to make sure it is the proper kind, style, amount, etc. The export manager controls all the personnel and activities involved in the shipment of goods out of the country.

The steward on a ship or leisure liner assists passengers with their luggage, as well as provides many special services. The ship, of course, has waiters to serve the meals. A special job opportunity available on a cruise ship is that of a tour guide. The tour guide escorts passengers on special trips when they land in port. The recreation or social director is in charge of coordinating all on board and planned on shore activities for the passengers. The financial matters on the ship are handled by the ship’s purser.
AIRPLANE STEWARDESS

1. Renders variety of personal services conducive to safety and comfort of airline passengers during flight.

2. Greets passengers, verifies tickets, records destinations, and assigns seats.

3. Explains use of safety equipment, such as seat belts, oxygen masks, and life jackets.

4. Serves previously prepared meals and beverages.

5. Observes passengers to detect signs of discomfort, and issues palliatives to relieve them of ailments, such as airsickness and insomnia.

6. Answers questions regarding performance of aircraft, stopovers, and flight schedules.

7. Performs other personal services, such as distributing reading material and pointing out places of interest.

8. Prepares reports showing place of departure and destination, passenger ticket numbers, meal and beverage inventories, palliatives issued, and lost and found articles.

9. May collect money for beverages.

BILL OF LADING CLERK

1. Prepares invoices and bills of lading.

2. Computes amount due from records.

3. Types invoices and bills of lading.

4. May type credit memorandums.

BAGGAGE-AND-MAIL AGENT

1. Supervises and coordinates activities of workers engaged in loading and unloading mail and baggage.

2. Coordinates work schedules in accordance with train schedules to insure the transfer of mail and baggage is completed in allotted time.

3. Assigns duties to workers.

4. Observes workers serving passengers to insure that they are courteous and helpful.

5. Supervises workers sorting, loading and unloading sacks of mail.

6. Notifies station agent when transfer of mail and baggage has been completed in compliance with rules and regulations.
**BAGGAGEMAN**

1. Loads and stores baggage on passenger train or boat.
2. Inspects tags on baggage to ensure that baggage is routed to designated train or ship.
3. Loads baggage in car according to designation recorded on tags, placing baggage to be unloaded last in rear of car.
4. Unloads baggage from train or ship onto trailers at destination.

**BAGGAGEMASTER**

1. Receives and directs stowage of passenger baggage aboard ships and directs removal at destination.
2. Receives baggage and prepares identification tags for forwarding purposes.
3. Forwards baggage.
4. Keeps records of baggage pertaining to location on ship and destination.
5. Directs removal of baggage and answers inquiries concerning baggage.

**BUS TRANSPORTATION MANAGER**

1. Directs motor transportation company to insure economy, safety, effective communications, and efficient utilization of equipment to provide satisfactory passenger service.
2. Recommends revisions in and coordinates schedules, routes, and equipment and driver allocations to improve service and increase revenue.
3. Directs and coordinates dispatching functions and communication system.
4. Handles operators' grievances, administers contract provisions, and recommends contract revisions.
5. Inspects vehicles and physical facilities of terminal to insure compliance with prescribed standards for safety, cleanliness, and appearance.

**CONDUCTOR**

1. Performs a variety of duties on streetcars, subways, and trains.
2. Collects fares or tickets.
3. Issues transfers.
4. Opens and closes doors.
5. Signals operators to stop or proceed.
6. Announces stops.
7. Answers questions of passengers.
8. Preserves order among passengers.

**CRAFT-AND-MOVING ESTIMATOR**

1. Solicits freight or storage business by visiting homes or business establishments to estimate cost of parking, crafting, moving, shipping, and delivering household goods, machinery, or other material.
2. May estimate cubic feet of storage or shipping space required, using comparison chart.

**DISTRICT SALES REPRESENTATIVE**

1. Selects passenger bus depot sites along routes and sets up agreement between company and agent.
2. Inspects depots to insure maintenance of company standards for food and passenger comfort facilities.
3. Collects and audits ticket records and computes agent's commission.
4. Advises agent of bus schedule changes.
5. Investigates accidents and arranges settlements.

**PORTER**

1. Carries baggage for passengers of airlines, railroad, or motorbus.
2. Carries baggage for passengers to baggage room, on to train, bus, taxicab or to private automobile.
3. Calls taxi.
4. Directs persons and provides information.
5. Assists handicapped.

*Redcap performs the same duties of a porter but you find Redcaps working in train stations.*

*Skycap performs the same duties of a porter but you find Skycaps working in airports.*

**RATE CLERK**

1. Calculates fares for taxi or nonscheduled or chartered bus trips from rate tables at request of customers.
2. Interviews customer or reviews written requests to obtain data on proposed trips.
3. Studies maps to select or lay out and measure travel route.

**RAILWAY-EXPRESS AGENT**

1. Supervises and coordinates activities of personnel in railway express office.
2. Dispatches trucks to pick up and deliver merchandise.
3. Prepares payroll.
4. Investigates and processes claims made by shippers.
5. Prepares statistical reports indicating cost per shipment, revenue received, and comparison with previous year's business.

**RESERVATORIST**

1. Obtains travel and hotel accommodations for guests and employees of industrial concern, issues tickets, types itineraries, and compiles reports of transactions.
2. Ascertains rates and obtains confirmation of travel and lodging space.
3. **Issues and validates airline tickets from stock or teleticketer and obtains rail and bus tickets when not kept in stock.**
4. Prepares for passenger travel booklet containing tickets, copy of itinerary, written lodging confirmations, pertinent credit cards, and travel suggestions.

**SCHEDULEMAKER**

1. Prepares schedules for local or long distance transportation systems such as bus or streetcar lines.
2. Studies changing traffic situations and schedules of competing lines.
3. Determines number of vehicles and trips to be run.
4. Assigns vehicle operators to runs.
5. Prepares schedules with attention to times of arrival and departure of vehicles or cars at crosslines or junction points where transfer passengers can be picked up.

**SHIPPING CLERK**

1. Supervises activities of workers engaged in packing and shipping merchandise.
2. Determines methods of wrapping.
3. Assigns duties to workers who select, pack, and wrap items.

4. Determines space requirements and position of load in box cars.

5. Verifies accuracy, completeness and quality of shipments.

**STATION MANAGER**

1. Directs and coordinates activities of workers at airline transport station or terminal point located at airport.

2. Directs routine preparation for flights such as preparation of freight manifests and passenger lists, and issuing of flight authorizations.

3. Supervises transportation agents in transfer of passengers on travel-through passage from other stations within airport to one operated under his supervision.

4. Executes written and oral suggestions of division superintendent and station superintendent.

**STATION MASTER**

1. Supervises and coordinates activities of railroad station employees and authorized departure of trains.

2. Notifies employees of changes in arrival and departure times of trains, boarding track numbers, and other information affecting passengers for announcement over loudspeaker and for posting on callboard.

3. Ascertains that shift workers and train crews report as scheduled and obtains replacements if necessary.

4. Supervises activities of passenger service personnel to insure efficient, courteous service.

5. Authorizes departure of passenger trains after transfer of mail and baggage is completed, delaying departure for arrival of connecting train or on notification of train crew or yard master.

**STEWARD**

1. Attends to comfort of passengers.

2. Carries passengers' baggage to rooms.

3. Serves cold drinks and snacks.

**TERMINAL MANAGER**

1. Supervises and directs activities of trucking concerns and terminal stations.

2. Hires terminal personnel.
3. Insures that loading, unloading, storage, and garage services are available for handling freight originating in or consigned to terminals.

**TICKET AGENT**

1. Sells tickets for transportation agencies, such as airlines, bus companies other than city buses, railroads other than street railways, and steamship lines.

2. Plans route and computes ticket cost, using schedules and rate books.

3. Insures that cabins, seats, or space is available.

4. Answers inquiries regarding airplane, train, bus, or boat schedules and accommodations.

5. May check baggage and direct passenger to designated concourse, pier, or track for loading.

**TICKET SELLER**

1. Sells tickets for travel on ferryboats, street railroads, and buses and for admission to places of entertainment.

2. Depresses key on ticket-dispensing machine that automatically ejects number of tickets requested by patron or tears ticket from roll and hands patron.

3. Accepts money and makes change.

**TRAFFIC AGENT**

1. Contacts industrial and commercial firms to solicit freight business and contacts travel agencies, schools, clubs and other organizations to solicit passenger patronage.

2. Calls on prospective shippers to explain advantages of using company facilities.

3. Quotes tariffs, rates, and train schedules.

4. Explains available routes, load limits, and special equipment available, and other suggestions and method of loading, crating, and handling freight.

5. Calls on travel agents, schools, clubs and other organizations to explain available accommodations offered by company.

**TRAFFIC INSPECTOR**

1. Coordinates scheduled service and investigates service disruptions within assigned territory of transportation system.

2. Observes vehicles along route to insure that service is provided according to schedule.

3. Investigates delays in maintaining schedules, accidents, and complaints, and files written reports.
4. Informs traffic dispatcher of disruption in service, using radiotelephone.

5. Determines need for changes in service, such as additional coaches, changes in route, and revised schedules to increase operating efficiency and improve service.

**TRAFFIC MANAGER**

1. Supervises personnel and directs activities involved in routing, shipping, classification, billing, and recording of merchandise sent out of motor-transportation warehouse.

2. Directs handling of incoming-outgoing shipments and routing of merchandise by truck or mail.

3. Investigates and makes claims to common carriers for lost or damaged merchandise or shortages, corresponds with customers regarding settlement.

4. Supervises keeping of records and moving of shipments according to established warehouse procedures and interstate traffic laws, utilizing knowledge of traffic regulations to solve problems such as whether to charge local rates or special rates for specific shipments.

**TRAFFIC-RATE CLERK**

1. Determines, and distributes to appropriate airlines, revenue resulting from passengers traveling on two or more airlines on a through passage.

2. Computes and records distribution of revenue to each airline according to mileage, class of passage, and type of ticket discount, using tariff schedules.

3. May validate costs arising from liability claims.

**TRANSPORTATION AGENT**

1. Prepares air way, bill of lading on freight from consignors and routes freight on first available flight.

2. Telephones consignees to report arrival of air freight.

3. Obtains flight number, airplane number, and names of crew members from teletyped message of Dispatcher and records data on airplane's flight papers.

4. Records baggage, mail, and freight weights and number of passengers on airplane's papers and teletypes data to flight's destination.

**TRANSPORTATION DIRECTOR**

1. Submits recommendations for development of, and compliance with transportation policies, procedures and programs.

2. Plans, directs and implements vehicle scheduling, allocation, dispatching, licensing, and communication functions in accordance with established policies and objectives to effect economical pooling of vehicle facilities.
3. Directs compilation and issuance of timetables.

4. Conducts continuous analyses of vehicle and driver assignments and analyzes scheduling for possible consolidation.

5. Reviews and revises driver schedules to insure increased efficiency and to lower costs.

**TRANSPORTATION SUPERINTENDENT**

1. Directs operation of automotive equipment department of an establishment.

2. Negotiates with suppliers to purchase automotive equipment such as commercial and passenger vehicles, tractors, trailers, and related materials and supplies for transportation of company's men and materials.

3. Procures state required certificates of title and arranges for registrations and state inspections.

4. Inspects automotive equipment, scheduling needed repair of service work.

5. Supervises operation and maintenance of equipment, storage facilities and repair facilities.

**TRAVEL AGENT**

1. Plans itinerary and schedules travel accommodations.

2. Verifies travel orders to insure authorization.

3. Studies routes and regulations.


5. Aids people to complete travel forms.

**TRAVEL COUNSELOR**

1. Plans trips for members of automobile clubs.

2. Marks suitable roads and possible detours on road map, showing route from point of origin to destination and return.

3. Indicates points of interest, restaurants, hotels or other housing accommodations, and emergency repair services available during trip.

4. Reserves hotel, motel, or resort accommodation by telephone, telegraph or letter.

**TRAVEL GUIDE**

1. Arranges transportation and other accommodations for groups of tourists following planned itinerary.
2. Escorts groups during entire trip within single area or at specified stopping points of tour.

3. Makes reservations on ships, trains, and other modes of transportation.

4. Arranges for other accommodations, such as baggage handling, dining and lodging facilities, and recreational activities.

5. Accompanies tour group and describes points of interest.

6. May assist tourists to plan itinerary, obtain travel certificates, and convert currency into travelers checks or foreign monies.

TRUCK DRIVER

1. Is responsible for load until it is received by shipping clerk.

2. May load and unload truck by hand.

3. May lubricate truck or make minor repairs.
TRANSPORTATION THINKERS

Analyze each of the transportation situations below. Think about the possible choices and then decide what you would do in that particular situation.

1. As an airline stewardess, Marcia was responsible for informing passengers of safety regulations, equipment, and procedures. Just as the airplane was about to take off from the runway, Marcia noticed that one of the passengers had not extinguished his cigarette. When she asked him to please put it out, he barked, “That's a stupid rule. I'm going to finish this cigarette.” If you were Marcia, what would you do?

2. Bob was enthusiastic about his new position as the stationmaster. Now, he was in charge of directing and controlling all personnel and activities in the train station. He wanted to make some changes. The place looked dull and drab, but he only had $200 for improvements in the budget. He knew he could get some good materials with that money, but he would not be able to hire any labor to do the work. Bob decided that he would assign some of the station workers, including the engineboys, yardmaster, and the redcaps, to work half of their hours during the next two weeks on station improvements. It was a slow time of the year, and they could work shorthanded at times. He didn't want to antagonize the workers, but he wanted to improve the image of the station. If you were Bob, how would you persuade the employees that they should work on improving the station's appearance?

3. Charles, the dock boss for United Shipping, was in charge of hiring and firing all of the deck hands who loaded and unloaded freight from the company ships. Last week his export manager had asked him to hire his son to work for the summer months. Charles had talked to the young man several times, but he just would not work like everyone else. He would take two hours for lunch, come in late, and leave early. The other men resented his getting paid for the work he wasn't doing. If you were Charles, how would you handle this situation with your manager's son?
As the ship steward, Sam was charged with making the ship's passengers comfortable. He handled their luggage, tidied their rooms, and performed many little services for them. Two passengers in one of his assigned cabins were fighting and throwing things at 3 A.M. in the morning. People in four other surrounding cabins complained to him that the noise had been going on for two hours, and they could not get any rest. If you were Sam, how would you solve this problem?

Liz served as the ramp attendant for Sky Airlines. She checked the passengers, checked their tickets, assigned them seats, and provided travel information before they boarded the plane. The last passenger for the next flight checked in, and she gave him the final seat available on the plane. The seat in the rear of the plane. The man moaned, "I am not going to sit back there. I want another seat in the front. I have to get off the plane right away for a dinner appointment." Liz knew that he was the president of a large manufacturing company. What would you do?

The Watermaster, Brian Williams, is responsible for supervising and coordinating all activities for the government-controlled irrigation district. As the public relations man, he not only establishes policies for allocating water, but he informs people of changes and handles complaints. Today Mr. Swenson complained that he was not receiving as much water as he should and that his crops were failing. In checking the records, you find that he is actually receiving more than he should. Now, you must lower his amount. How would you explain this to Mr. Swenson?

As the dealer-recruiter for a major oil company, Ken had convinced an independent service station owner to join the company team. To do this, the owner had made changes in his policies and business operation, as well as bought new equipment and materials. In the past year the man's sales had decreased, and the company had decided to drop him. If you were Ken, how would you explain this to the station owner?
8. Thane, the passenger car conductor, supervises and coordinates activities and the train crew. As he was collecting tickets in one car, he saw a man hit a woman across the face. The man hit her again, and she fell to the floor. If you were in Thane’s position, how would you handle this situation?

9. As a baggageman for a bus company, Jack receives and returns baggage to passengers at the bus terminal. According to company policy, he issued a ticket for each piece of baggage that is checked. A nice looking young woman asked Jack to hand her the box behind him. When he asked her for her claim receipt, she said, “The baggageman in Tampa didn’t give me one.” Jack noticed a company tag on the box. What do you think Jack should do?

10. Joyce handled the airline counter during the midnight shift. As the only ticket agent on duty, she had to issue tickets, check bags, plan routes, and compute costs. For some reason, tonight was very busy. One man had asked her to check four different flights to three different cities. Two planes were scheduled to depart in thirty minutes and nine people with bags were in line behind the man. The man now asks her to give him information about three more flights to three other cities. Joyce is concerned about the other people getting on the plane. If you were Joyce, what would you do?

11. Melanie, the export manager of a large shipping company, noticed one of her export clerks accepting a cash payment from a customer and putting the money into her shirt jacket pocket. Melanie was puzzled because the clerk was one of her best workers. How would you handle this situation if you were Melanie?
12. As the bus tracer for a well-known bus company, Sheila checks on buses that were late to determine the reason and the expected time of arrival. Just as she was about to go to lunch, the terminal manager asked her to check on a bus that was twenty minutes late. The bus was often late. She knew it would take her at least fifteen minutes to track it down. She'd miss having lunch with her husband. What should Sheila do?
TRANSPORTATION TRACE

Listed below are four products and the cities in which they are naturally or originally produced. Each of these products must be sent to another producer for processing or converting. Then they must be shipped to a regional wholesaler or distributor. The wholesaler or distributor can then send these goods to a local retailer or marketing service industry. The item might then be delivered to a consumer's home, as in the case of water or home heating fuel oil.

You are given the starting points for each of the products on the attached sheet. Decide where on the map each product will reach its final destination. Next decide where the processor or converter will be located. Then pick a point about 500 miles away for a wholesaler or distributor. If the final destination point represents the consumer, then add another point to represent the retailer or marketing service industry. Trace the transportation paths that would be used to move the goods from the original point to the final destination. Show the various methods of transportation that would be used by using different colored pencils, different kinds of lines, or drawing symbols.

<table>
<thead>
<tr>
<th>ORIGINAL PRODUCT</th>
<th>STARTING POINT</th>
<th>FINISHED PRODUCT</th>
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</thead>
<tbody>
<tr>
<td>Ears of corn</td>
<td>Des Moines, Iowa</td>
<td>Cans of corn</td>
</tr>
<tr>
<td>Crude oil</td>
<td>Galveston, Texas</td>
<td>Home Fuel Oil</td>
</tr>
<tr>
<td>Oranges</td>
<td>Orlando, Florida</td>
<td>Frozen orange juice</td>
</tr>
<tr>
<td>Lobsters</td>
<td>Portland, Maine</td>
<td>Fresh Lobsters</td>
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</tbody>
</table>

After you have traced the transportation routes on the map, select one of the products and list the methods of transportation that would be used in the spaces identified below. Next to each method, write the titles of three careers that would be involved for that mode of transportation.
TRANSPORTATION SITUATIONS

Place a check in the columns to show the types of transportation that best meet the needs of the situations described below. Be prepared to discuss and defend your choices.

<table>
<thead>
<tr>
<th>Situations</th>
<th>Air</th>
<th>Train</th>
<th>Bus</th>
<th>Ship</th>
<th>Auto</th>
<th>Truck</th>
<th>Taxi</th>
<th>Car</th>
<th>Rent</th>
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</thead>
<tbody>
<tr>
<td>1. A family of five in Virginia wants to take a vacation and see all of the tourist attractions around Orlando. They have two weeks to do this.</td>
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<td>2. A newly married couple in California wants to visit Disney World on their honeymoon. They have only a few days.</td>
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<td>3. A St. Louis businessman, pressed for time, must attend a convention in Palm Beach.</td>
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<td>4. A family in Philadelphia wants to visit Orlando. They don't want to drive their car, but they want to take their car with them.</td>
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<td>5. A college student wants to go from Pensacola to Dallas as inexpensively as possible, yet he wishes to see as much of the country as he can. He is in no particular hurry, and he does not own a car.</td>
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<td>6. A St. Petersburg business executive, pressed for time, must attend a meeting in Boston. He desires maximum comfort so that he can work on important papers en route.</td>
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<td>Situations</td>
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<td>Train</td>
<td>Bus</td>
<td>Ship</td>
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<td>7. Two office workers from Baltimore, on a limited budget, wish to spend most of their two-week vacation in Ft. Lauderdale.</td>
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<td>8. A car manufacturer in France wants to send 100 cars to Jacksonville, Florida.</td>
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<td>9. A noted actor needs to make a quick connection between the St. Petersburg and Tampa airports that are only 20 miles apart.</td>
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<td>10. A wholesaler in Jacksonville wants to send twenty boxes of hardware to a retail customer in Gainesville.</td>
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</table>
COMMUNICATIONS CIRCLES

Each of the 25 circles on the next page represents a marketing career in communications. Can you connect twelve of the communications circles with one continuous line to form a cross "X" of 3 publishing, 3 broadcasting, 3 telephone, and 3 telegraph careers? Forty-two of the marketing careers in communications are shown below under the communications industry which employs them to help you. One part of the cross has been drawn to assist you in starting.

Reporter          General Illustrator    Announcer    Chief Operator   Call Messenger
Editor            General Reporter      Commentator  Commercial Representative Manager
Station Manager   Inserter             Continuity Writer Customer Service Engineer Messenger
mist              Managing Editor       Director     Group Supervisor  Receiving Agent
Editor            News Carrier         Disc Jockey  Operator        Sales Service Engineer
pendent           Researcher           Floor Man    Service Assistant Service Rater
Rewriter           Newscaster          Newscaster   Service Observer  Telegrapher
ial Writer         Specialist Reporter  News Director Service Representative  Tracer
Producer          

THE CROSS SHOULD LOOK LIKE THIS!

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COMMUNICATIONS CIRCLES—KEY

Service Rep  Telegrapher  General Reporter  Messenger  Floor Man
Beat Reporter  Service Observer  Unit Supervisor  Service Assistant  Copy Editor
Commentator  Service Rater  Director  Commercial Rep  Newscaster
News Director  Tracer  Group Operator  Operator  Disc Jockey
Editorial Writer  Columnist  City Editor  Announcer  Managing Editor
COMMUNICATIONS CAREERS

The communications industry aids people in exchanging information through sight and/or hearing. Major areas of the industry include telephone/telegraph companies and the mass media.

Most mass media businesses, such as newspapers, radio, and television, provide both communications services as well as promotional business services. In this unit we will discuss those marketing careers in the mass media which are primarily involved in transmitting information, rather than promoting a product, service, or business.

Four major communications businesses and marketing careers available within them include:

**PUBLISHING COMPANIES (NEWSPAPERS, MAGAZINES, BOOKS)**

<table>
<thead>
<tr>
<th>Position</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Beat Reporter</td>
<td>Covers a certain local territory for news in the field, such as police</td>
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<td></td>
<td>headquarters or government offices, for a newspaper</td>
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<tr>
<td>City Editor</td>
<td>Supervises all local reporters and determines what stories should be</td>
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<td></td>
<td>covered</td>
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<tr>
<td>Circulation Manager</td>
<td>Supervises distribution of newspapers and magazines to subscribers and</td>
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<td></td>
<td>dealers</td>
</tr>
<tr>
<td>Columnist</td>
<td>Writes commentary articles on general or specialized topics, rather than</td>
</tr>
<tr>
<td></td>
<td>new stories</td>
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<tr>
<td>Copy Editor</td>
<td>Writes headlines and checks reporters material to correct errors and</td>
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<td></td>
<td>rewrite if necessary</td>
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<tr>
<td>Correspondent</td>
<td>Works away from the home office town and relays stories by phone, cable,</td>
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<tr>
<td></td>
<td>wire, and mail. (Examples: Foreign, State, Washington)</td>
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<tr>
<td>Critic</td>
<td>Attends entertainment functions and reads publications, writes reviews for</td>
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<td></td>
<td>plays, books, television, etc.</td>
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<tr>
<td>Editorial Writer</td>
<td>Prepares short articles of opinion which appear on the editorial page of a</td>
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<tr>
<td></td>
<td>newspaper or magazine</td>
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<tr>
<td>General Illustrator</td>
<td>Sketch or draw pictures for articles, stories, humor, or editorials</td>
</tr>
<tr>
<td>General Reporter</td>
<td>Covers a variety of news as it occurs and tips come into the office</td>
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<tr>
<td>Inserter</td>
<td>Places special sections, circulars, or announcements within newspapers or</td>
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<td>magazines</td>
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<tr>
<td>Managing Editor</td>
<td>Directs all other editors and personnel and has the final say in hiring,</td>
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<tr>
<td></td>
<td>firing, and personnel activities</td>
</tr>
</tbody>
</table>
Researcher  Gathers and checks facts for writers and editors
Rewriter  Takes news facts over the telephone and writes the story for print
Specialist Reporter  Writes for a specific area of knowledge, such as sports or business

**BROADCASTING (RADIO, TELEVISION, FILMS)**

Announcer  Gives information of interest, introduces shows, may act as a moderator interviewing guests
Commentator  Analyzes, interprets, and broadcasts news received from various sources
Continuity Writer  Prepares special announcements, fillers, and news bulletins for the air
Director  Supervises activities of performers and technical workers for a production
Disc Jockey  Hosts a radio music show, provides entertaining chatter, interviews guests, and reads commercials
Floor Man  Holds cue cards for performers, checks props for placement, informs performers on positions and directions
Newsreader  Writes daily news stories and delivers them on the air
News Director  Supervises all broadcasting news workers and activities for a station
Producer  Directs all personnel and activities for a show, selects scripts, handles finances

**TELEPHONE COMPANY**

Chief Operator  Directs all activities of operators, assistants, and group supervisors
Commercial Representative  Contacts business customers to assist them in determining the service and equipment they need
Customer Service Engineer  Sells complex equipment to large business customers and explains its use
Group Supervisor  Oversees a section of operators and assistants for an area of
Operator
Assists customers by making long-distance connections, providing local unlisted numbers, and giving assistance in making calls.

Service Assistant
Trains and develops operators for different areas of service.

Service Observer
Checks with customers to determine the quality of service given to customers.

Service Representative
Handles customer inquiries, recommends and sells the types of service and equipment needed by individual customers.

Unit Supervisor
Trains and directs a group of service representatives.

TELEGRAPH COMPANY

Call Messenger
Telephones addressee and reads the telegram message to him.

Manager
Supervises all personnel and activities in a telegraph office.

Messenger
Delivers telegrams to addressee and collects charges when necessary.

Receiving Agent
Accepts telegraph messages by phone or in person, quotes charges, and may accept money.

Sales-Service Engineer
Works with businesses and agencies in the selection and use of telegraph equipment.

Service Rater
Counts words in a message, determines charges, and makes the cost on the message for billing.

Telegrapher
Transmits and receives messages using the teletype equipment.

Tracer
Follows-up customer inquiries concerning telegraph messages sent.
COMMUNICATIONS CROSSWORD PUZZLE

Twenty-three marketing careers in communications are found in the crossword puzzle on the next page. Read each description below and fill in the communications career explained in the blanks provided.

ACROSS
1. Transmits and receives messages using the teletype equipment.
3. Directs all activities of operators, assistants, and group supervisors.
5. Supervises all personnel and activities in a telegraph office.
7. Analyzes, interprets, and broadcasts news received from various sources.
9. Gathers and checks facts for writers and editors.
10. Works away from the home office town and relays stories by phone, cable, wire, and mail.
14. Covers a certain local territory for news in the field, such as police headquarters or government offices, for a newspaper.
15. Delivers newspapers to subscribers, sells them around town, stocks news vending machines.
16. Holds cue cards for performers, checks props for placement, informs performers on positions and directions.
18. Writes headlines and checks reporters material to correct errors and rewrite if necessary.
19. Handles customer inquiries, recommends and sells the type of service and equipment needed by individual customers.
20. Oversees a section of operators and assistants for an area of service.
21. Contacts business customers to assist them in determining the service and equipment they need.

DOWN
1. Follows-up customer inquiries concerning telegraph messages sent.
2. Covers a variety of news as it occurs and as tips come into the office.
3. Attends entertainment functions and reads publications, writes reviews for plays, books, television, etc.
6. Supervises all broadcasting news workers and activities for a station.

3. Counts words in a message, determines charges, and makes the cost on the message for billing.

11. Directs all personnel and activities for a show, selects scripts, handles finances.

12. Assists customers by making long-distance connections, providing local unlisted numbers, and giving assistance in making calls.

13. Directs all other editors and personnel and has the final say in hiring, firing, and personnel activities.

17. Writes commentary articles on general or specialized topics, rather than news stories.
COMMUNICATIONS CROSSWORD PUZZLE—KEY

TELEGRAPHER  CHIEF OPERATOR
R E R E W
A N I MANAGER
COMMENTATOR T E W
R E S E A R C H E R S
L P D I R
BEAT REPORTER D O P R T
E P O O U C O T A R
O R R O C L
FLOOR MAN C E I N G
T E G A T O R
COPY EDITOR G I N
R I N G A R T A R
R M I S T
SERVICE REPRESENTATIVE
D G R O U P S U P E R V I S O R
T O C O L U M N I S T
COMMERCIAL REPRESENTATIVE
RECREATION DIAL

Using the numbers on the telephone dial, uncode each of the number groups below to reveal some marketing careers in Recreation. Remember, each number represents three letters. For example, "7" could be P, R, or S.

1. 2382623
2. 288722846648438
3. 266546424368
4. 287463776262437
5. 22339
6. 22339627837
7. 225537
8. 227437
9. 2432537
10. 2662377466288363268
11. 393724737
12. 32245489288363268
13. 4653266887925826262437
14. 473367533737
15. 47534227737
16. 78254248924368
RECREATION DIAL — KEY

These marketing careers in recreation should have been revealed:

ADVANCE MAN                         SATRITION GUIDE
PROP MAN                            BOOKING AGENT
RACETRACK STEWARD                   BUSINESS MANAGER
RECREATION DIRECTOR                 CADDY
RECREATION SUPERVISOR               CADDY MASTER
RECREATION SUPERINTENDENT           CALLER
RIDE OPERATOR                       CASHIER
SOCIAL DIRECTOR                     CHECKER
TALENT SCOUT                        CONCESSION ATTENDANT
THEATRE MANAGER                     EXERCISER
THEATRICAL AGENT                    FACILITY ATTENDANT
TICKET BROKER                       GOLF COUNTRY CLUB MANAGER
TICKET SELLER                       GREENSKEEPER
TICKET COLLECTOR                    HANDICAPPER
TOUR GUIDE                          PUBLICITY AGENT
USHER
PROGRAM SELLER
WOULD YOU OR WOULDN'T YOU?

Listed below are thirty-three marketing careers in recreation. Place a 'X' next to those you think you might be interested in having for a career and a 'O' next to those you would not be interested in doing as a career.

<table>
<thead>
<tr>
<th>ADVANCE MAN</th>
<th>PROP MAN</th>
<th>PROP MASTER</th>
<th>RACETRACK STEWARD</th>
<th>RECREATION DIRECTOR</th>
<th>RECREATION SUPERVISOR</th>
<th>RECREATION SUPÉRINTENDENT</th>
<th>RIDE OPERATOR</th>
<th>SOCIAL DIRECTOR</th>
<th>TALENT SCOUT</th>
<th>THEATRE MANAGER</th>
<th>THEATRICAL AGENT</th>
<th>TICKET BROKER</th>
<th>TICKET SELLER</th>
<th>TICKET COLLECTOR</th>
<th>TOUR GUIDE</th>
<th>USHER</th>
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<td>ATTRACTION GUIDE</td>
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</table>

Select the three that you think you would most like to have as a career and tell why you feel this way in the blanks below.

1. 
2. 
3. 

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Participants

5-6 Players (one player serves as the Dealer)

Preparation

The purpose of the Job Hunt card game is to review and reinforce the recreation careers available in Marketing Services and the job functions that each of the career personnel perform. To prepare for the card game, one job title card and one job duty card should be developed for each of the thirty customer service occupations below:

- Advance Man
- Exerciser
- Ride Operator
- Attraction Guide
- Facility Attendant
- Social Director
- Booking Agent
- Golf Club Manager
- Talent Scout
- Business Manager
- Greenskeeper
- Theatre Manager
- Caddy
- Handicapper
- Theatrical Agent
- Caddy Master
- Program Seller
- Ticket Broker
- Caller
- Prop Man
- Ticket Collector
- Cashier
- Prop Master
- Ticket Seller
- Checker
- Racetrack Steward
- Tour Guide
- Concession Attendant
- Recreation Director
- Usher

Two colors of posterboard, cardstock, or construction paper should be used so that the job title cards can be distinguished easily from the job duty cards.

Directions

The dealer gives each player five or six job duty cards, so that all of them have been distributed. He then deals each player two job duty cards. The rest of the job duty cards are placed in the middle of the table to form the job hunt deck.

Each player checks the cards in his hand for possible matches of recreation job titles, and job duty cards and puts them together in his hand. Next, each player should study the other job duty cards to determine which job title cards he needs. A small notepad would be helpful to keep track of job duty and job title cards needed.

The game is begun by the dealer. He places any matched pairs of job duty and job title cards on the table in front of him. If he has laid down a correct match he proceeds with his turn. If he has incorrectly matched a job-duty card and job title card, he loses his turn.

If no match was placed on the table or if cards were correctly matched, the dealer selects any other player and asks him for a needed job title card. If the player asked has that card, he gives the dealer that job title card. The dealer places the matched pair on the table and earns an extra turn. An extra turn is earned for each match obtained by getting a card from another player.

*Developed and reprinted with the permission of Mrs. Eunice Cornelius.
If the player asked does not have the job title card which the dealer requested, he says, "job hunt." The dealer draws the top card from the job hunt deck and places it in his hand. If the job title card he drew matches a job duty card in his hand, he lays the pair on the table in front of him. If he drew the job title card which he requested from the other player to form the match, he receives an extra turn. Otherwise, his play is over.

Whenever a player places a matched pair of cards on the table, he must read the name on the job title card and the description on the job duty card to the other players for their approval. If it should be an incorrect match, the player loses his turn. In addition, he must return the job title card to the bottom of the job hunt deck.

The game continues with the player to the dealer's right and proceeds around the table to the right. Play continues in the order explained above until the job hunt deck of job titles is gone. From this time on, a player's turn ends when he asks another player for a job title card and is told to "job hunt." The first player to get rid of all the cards in his hand wins the game.

Sample Game Cards

<table>
<thead>
<tr>
<th>JOB TITLE</th>
<th>JOB DUTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVANCE MAN</td>
<td>Coordinates and arranges details, such as stage settings and</td>
</tr>
<tr>
<td></td>
<td>programs for a traveling entertainment production.</td>
</tr>
<tr>
<td>CADDY MASTER</td>
<td>Supervises Golf caddies for a golf country club or touring</td>
</tr>
<tr>
<td></td>
<td>golf professionals.</td>
</tr>
<tr>
<td>RIDE OPERATOR</td>
<td>Secures bars or strap and runs amusement equipment.</td>
</tr>
<tr>
<td>THEATRICAL AGENT</td>
<td>Handles bookings and contracts for a number of entertainment</td>
</tr>
<tr>
<td></td>
<td>performers.</td>
</tr>
</tbody>
</table>
RECREATION RUNAROUND

Read each of the job descriptions below and decide which marketing career in recreation is explained. Place the letters of the career title in the appropriate spaces of the runaround puzzle on the next page.

1. Plans, organizes, directs, and controls all personnel and activities for a public recreation department, private clubs, and commercial businesses.

2. Accepts fees for entrance, rents and or sells equipment and supplies and provides customer information for sports facilities, such as golf, country clubs, bowling alleys, ski slopes, and fishing boats.

3. Provides special handling of all business arrangements and details for a performer, including contracts, wardrobe, and travel.

4. Walks horses and dogs before and after a race for people to view or to cool the animal.

5. Coordinates activities of racetrack personnel and negotiates with other racetrack officials and the state racing commission.

6. Directs all activities and personnel for a golf or country club, including the dining room, pro shop, and grounds.

7. Purchases large numbers of theatre tickets and resells them at varying prices depending upon the time and demand.

8. Oversees one area of activities and personnel, such as tennis, indoor games, or swimming for any recreational center, club, or business.

9. Greets customers, directs them to their stations, secures on straps, or bars, and runs the amusement equipment.

10. Coordinates and directs all recreation activities and personnel at a center such as a community recreation area, YMCA, camps, or private resort.

11. Escorts clients to desired places explaining special points of interest; on a trip may check accommodations and other arrangements.

12. Handles a number of performers to secure contracts and bookings for entertainment purposes.

13. Arranges necessary display props on a theater stage for a production or event.

14. Supervises all activities and workers in a movie theatre or playhouse.

15. Announces numbers and letters drawn in a bingo game, records those drawn, and distributes prizes to winners.

16. Represents certain entertainment businesses in securing performers or attractions for the businesses.
Developed and reprinted with the permission of Miss Barbara J. Wilkie.
These marketing careers in recreation should have been named in the puzzle:
Recreation includes leisure activities in which people engage for entertainment or amusement.

**Entertainment** activities are those in which the person is not an active participant; rather, he is a spectator or listener. These would include movies, attractions, concerts, and sports events.

**Amusement** activities involve the individual actively as a participant, such as golf, water skiing, camping, games.

Many businesses are solely concerned with recreation activities for amusement or entertainment, such as country clubs, theaters, and amusement centers. Many other businesses provide recreational activities and facilities to appeal to their customers, such as hotels, motels, transportation companies, and real estate developments.

Some of the marketing careers in recreation include:

- **Advance Man**: Coordinates all arrangement details, such as tickets, programs, state setting, and publicity for a traveling entertainment production.

- **Attraction Guide**: Explains various points of interest for visitors to a special tourist center or event.

- **Booking Agent**: Represents certain entertainment businesses in securing performers or attractions for the businesses.

- **Business Manager**: Provides special handling of all business arrangements and details for a performer, including contracts, wardrobe, and travel, (sometimes called a business agent).

- **Caddy**: Assists a golfer by carrying his equipment, making sure it is in proper condition, advising him on course conditions, and keeping his score.

- **Caddy Master**: Supervisor of golf caddies for a golf country club or professional touring group.

- **Caller**: Announces numbers and letters drawn in a bingo game, records those drawn, and distributes prizes to winners.

- **Cashier**: Handles the exchange of money for entrance fees, bets, winnings, or change in places such as movie theaters, racetracks, and amusement centers.
<table>
<thead>
<tr>
<th>Job Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checker</td>
<td>Examines winner's bingo card to determine its correctness, may provide change and cards to players.</td>
</tr>
<tr>
<td>Concession Attendant</td>
<td>Sells foods, beverages, and novelties at an amusement or entertainment business, including movies, sports events, and concerts.</td>
</tr>
<tr>
<td>Exerciser</td>
<td>Walks horses and dogs before and after a race for people to view or to cool the animal.</td>
</tr>
<tr>
<td>Facility Attendant</td>
<td>Accepts fees for entrance, rents and/or sells equipment and supplies and provides customer information for sports facilities, such as golf/country clubs, bowling alleys, ski slopes, and fishing boats (called a racker in billiard parlor).</td>
</tr>
<tr>
<td>Recreation Superintendent</td>
<td>Plans, organizes, directs, and controls all personnel and activities for a public recreation department, private clubs, and commercial businesses.</td>
</tr>
<tr>
<td>Ride Operator</td>
<td>Greets customers, directs them to their stations, secures on straps or bars, and runs the amusement equipment.</td>
</tr>
<tr>
<td>Social Director</td>
<td>Arranges for other activities than those provided by a club or facility, such as fashion shows, theatre tickets, tours, etc.</td>
</tr>
<tr>
<td>Talent Scout</td>
<td>Travels to various entertainment spots looking to find new performers for theatrical agencies and entertainment producers.</td>
</tr>
<tr>
<td>Theatrical Agent</td>
<td>Handles a number of performers to secure contracts and bookings for entertainment purposes.</td>
</tr>
<tr>
<td>Theatre Manager</td>
<td>Supervises all activities and workers in a movie theatre or playhouse.</td>
</tr>
<tr>
<td>Ticket Broker</td>
<td>Purchases a large number of theatre or performance tickets and resells them at varying prices depending upon the time and demand.</td>
</tr>
<tr>
<td>Ticket Seller</td>
<td>Handles money and tickets to admit customers to an entertainment or amusement business, such as an amusement park, or tourist attraction.</td>
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</tbody>
</table>
Ticket Collector     Takes tickets from customers as they enter an amusement or entertainment area.

Tour Guide         Escorts clients to desired places explaining special points of interest; on a trip may check accommodations and other arrangements.

Usher              Shows patrons to their seats, providing any necessary information and sometimes programs, for such places as concerts, plays, movies, and sports events.

Different kinds of recreation activities and facilities are designed to serve different groups of people. Camps and amusement parks, for example, are primarily designed for young people. Golf and Country Clubs primarily cater to adults. Some recreational businesses such as movie theaters and certain attractions may appeal to all groups of people.
Unscramble the terms below to reveal the ten major categories of business services. The first two students to complete the puzzles will become team captains for a "career investigation in business services."

FEFICO
TNPRIIOO
LSSEA
GBYNIU
KGMRNIEHRERCA
LAAANIIICF
TEANNNMIEOCA
PYMMEETNOL
RYSTEIVC
PM'GTANKIEGMTAAF'ENNMGCNOISTULN
BUSINESS SERVICES: SCRAMBLE—KEY

Unscramble the terms below to reveal the ten major categories of business services. The first two students to complete the puzzles will become team captains for a "career investigation in business services."

FEFICO
TNPRMIOOO
LSSEA
GBYNIU
KGMRTNIEHREERCA
LAANNICF
TEANNMIENCA
PYMMETNOL
RYSTIEVG

OFFICE
PROMOTION
SALES
BUYING
MARKETING RESEARCH
FINANCE
MAINTENANCE
EMPLOYMENT
SECURITY

MARKETING
MANAGEMENT
CONSULTING
MARKETING CAREERS IN BUSINESS SERVICES

There are ten major categories of business services:

Promotion Services—provide special services to help an organization promote its products, its name, and/or its services; examples include advertising agencies, advertising checking service, advertising specialists, sales contests organizers, sales promotion agencies, display designers, display installers, distributing services, and public relations firms.

Sales Services—handle the sale of special or all lines of products for a company or several companies; may conduct special sales such as auctions or business liquidations, and may engage in the sales of businesses; examples include manufacturers' agents and representatives, distributors, business brokers, auctioneers, and liquidators.

Buying Services—places orders for merchandise, arranges for showroom visits by company personnel, and provides such information as sales trends, new styles, new colors, or new models; examples include resident buyers, purchasing services and brokers.

Marketing Research Services—provide information to organizations to guide them in making management decisions and policies; may perform such services as determine consumer preferences, evaluate sales campaigns, identify new markets, determine commercial coverage areas of radio and television stations, and conduct opinion polls; examples include advertising research, market research, motivation research, consumer research, and calculating service.

Marketing Management Consulting Services—study the operations, procedures, policies, and/or organization of a company and recommends ways to improve its effectiveness and efficiency.

Office Services—include a variety of services which either supplement the activities conducted in a company's offices or provide special services which improve the operations and activities of a company's offices; include such examples as secretarial services, addressing services, copying services, delivery service, telephone answering services, and office equipment rentals and leases.

Security Services—help to safeguard the property of a company and provide recommendations on ways by which a company can improve its own security measures; examples include security consulting, shoplifting protection, night surveillance, watch dog security, guard service, and detective services.

Maintenance Services—help to maintain the cleanliness of a company and keep its equipment and/or physical surroundings in good repair; examples include window washing services, janitorial services, linen service, uniform service, renovation services, and equipment maintenance services.

Employment Services—serve as a middleman or broker either for a job applicant or a company in bringing the two together and matching the right person to the right job; may provide persons for permanent, part-time, or temporary employment; examples include employment agencies and employment contractors.

Financial Business Services—provide such services as accounting, bookkeeping, credit investigation, and collection services to companies.
Examples of marketing careers found in each category of business service include:

Marketing Careers Common to All Business Services

Salesperson, Business Services—solicits and sells various types of business services; develops lists of prospects, calls on prospects to explain services available, writes orders, and schedules initiation of services.

Service Representative—calls on clients on a regularly scheduled basis or as needed to determine customer satisfaction with the service and to resolve any complaints which the customer may have.

Owner/Manager—directs all of the activities, operations, and personnel involved in a company which produces and markets a particular type of business service.

Unique Marketing Careers in Business Services

A. Promotion Services

Advertising Agency Manager—directs the activities of an advertising agency including such things as planning advertising campaigns, coordinating the activities of the various departments within the agency, soliciting new accounts, and conducting mailings with agency personnel and clients.

Advertising Assistant—assists in planning advertising programs to promote the sale of a company's products or services.

Advertising-Display Rotator—assembles and rotates advertising displays to different outdoor locations.

Copywriter—obtains information about a product or service and advertising sponsor and prepares the original copy for a printed ad or the written script for radio, television, or other audio advertising means.

Display Designer—creates and plans displays on a drawing board.

Display Man—arranges the merchandise and props into an attractive display as created by the designer.

Display Manager—coordinates activities with other departments in determining merchandise to be displayed and supervises display workers.

Display Technician—prepares and cleans display area and assembles or returns necessary merchandise and props for the display man.

Display Trimmer—adds the back drops, floor covering, and other display accessories indicated by the display man.

Illustrator—creates a picture or design to favorably show a product or service described in the copy of an advertisement.

Layout Man—arranges all the parts of an advertisement into an eyecatching, attractive design.
Proofreader—compares the final copy of an ad, story, article, etc., with the finished printed product to detect and correct any errors.

Public Relations Man—plans and conducts programs to develop goodwill for a business, organization, or institution.

Sales Promoter—plans and coordinates special promotional campaigns using techniques such as samples, contests, stamps, coupons.

Sign Writer—creates by hand or uses a sign printing machine to make display showcards, billboard signs, and other visual promotion aids.

B. Sales Services

Auctioneer—sells products or merchandise to highest bidders at an auction; may plan and conduct the auction sale including the appraisal of the merchandise and assembling it into designated lots according to certain values or classes.

Business Broker—usually specializes in the sale of businesses; solicits owners who desire to sell their businesses and buyers who wish to purchase a business and brings the two together to transact the sale.

Distributor—serves as a sales agent or representative for one or more manufacturers; may sell to other manufacturers, wholesalers, retailers, or to the retail consumer.

Liquidator—arranges for and conducts the sale of certain lines of merchandise which are being sold out or discontinued by a business or may arrange for and conduct a close out sale of a company's entire inventory.

Manufacturer's Representative—sells a manufacturer's goods to wholesalers and retailers for resale to consumers.

Pioneer Salesman—serves the manufacturer by promoting or selling new products, new uses for products, or new selling methods primarily to wholesalers who usually are new customers in a new territory.

Professional Demonstrator—creates buying interest on part of industrial and or ultimate consumers by demonstrating features and qualities of a product.

C. Buying Services

Assembler—buys goods in small lots and resells them in large groups.

Broker—buys goods or services as an agent or wholesaler for resale to wholesalers, retailers, marketing service industries, or consumers.

Buyer—orders merchandise for a retailer or wholesaler for resale to consumer or a retailer.

Distributor—buys goods from a producer and handles sales, service, and promotion to retailers for a certain region of the country.
**Importer**—buys foreign goods for resale to retailers and wholesalers.

**Jobber**—buys merchandise in odd lots (quantities, sizes, etc.), prices and packages them if necessary, and resells to retailers.

**Resident Buyer**—buys apparel, dry goods, general merchandise for retailers or wholesalers from his office located at a central market.

**D. Marketing Research Services**

**Analyst**—studies and interprets the data that is collected.

**Coder**—gathers, sorts, classifies, and tabulates necessary data.

**Director**—coordinates and administers all personnel and policies.

**Economist**—serves as a consultant to the director and research team.

**Editor**—develops and oversees the use of a mailed questionnaire.

**Evaluator**—observes actions of people without talking to them.

**Interviewer**—conducts surveys with a direct, face-to-face contact.

**Investigator**—conducts a continuing survey with a panel group.

**Specialist**—conducts experimental research by testing a scale model.

**Supervisor**—trains and oversees field personnel handling surveys.

**Telephone Surveyor**—obtains the survey information by use of a phone.

**Trainee**—assistant to the supervisor, specialist, or analyst.

**E. Marketing Management Consulting Services**

**Management Consultant**—studies the organization and operation of a given company and recommends changes to increase efficiency; may specialize in such areas as personnel organization, employer motivation, time-and-motion studies.

Personnel Management Consultant
Employee Motivation Consultant
Time-and-Motion Consultant

**Marketing Consultant**—recommends changes in policies and procedures used in merchandising goods and services; aids in determining distribution channels and policies; may specialize in offering consultative services in one of the marketing functions, i.e., promotion, finance.

Promotion Consultant
Sales Consultant
Finance Consultant
F. Financial Business Services

Collector—locates customers to collect installments, overdue accounts, or bad checks.

Collection Agency Manager—may purchase the "accounts due" from a business at a discounted price or serve as the collection agent for the company for a percentage of the dollar amount collected; directs the activities and personnel engaged in collecting past due accounts or bad checks.

Collection Clerk—notifies customers of delinquent accounts and attempts to obtain payment.

Credit Analyst—evaluates paying habits of customers who are delinquent in paying their bills to determine what action a company should take.

Credit Bureau Manager—directs the activities and personnel engaged in credit investigations and recommends a credit status of individuals, and provides the credit reports to company personnel.

Credit Clerk—verifies credit references and information given on a credit application; may determine or recommend credit limits.

Credit and Collection Manager—directs the activities and personnel engaged in credit investigations and collections.

Credit Investigator—checks past history and current status of persons and businesses applying for credit; evaluates his findings and submits a report to his client or credit authorizer of the company.
BUSINESS SERVICES TWIRL

PARTICIPANTS
1 Moderator Judge  2 Teams  1 Scorekeeper Timer

PREPARATION:
The purpose of this game activity is to familiarize students with marketing careers in business services. Select a student to serve as a moderator judge and one student to serve as the scorekeeper and timer. Divide the rest of the class into two teams and have each of the teams choose a captain. Each team captain will arrange his group in the order in which they will take their turns at the wheel. The moderator will flip a coin to determine which team will begin the game.

DIRECTIONS:
The roulette wheel shown on the game board depicts many of the marketing careers found in business services. The first player of the team winning the toss starts the game by spinning the arrow. The student must give one job duty of the career on which the arrow lands, and identify the category of business service in which it is found. If he answers correctly, his team receives one point. If he does not answer correctly, the first player in the opposite team may answer the question. If the opposing team player is correct, he scores a point for his team and also takes his turn. If the opponent is not correct, his team does not earn a point but he still takes his turn.

Each team has 10 seconds to give his answer. If he does not answer within the time period, a buzzer sounds and the opposing player may give his answer. If a player spins the arrow and it rests on the "Bonus" area, his team earns 5 extra points and spins the arrow again. The game may be played for a given time period, 45 minutes, or for a given number of points, 20.
BUSINESS SERVICES CAREER SEARCH

Forty of the marketing careers found in business services are included in the puzzle below. As a hint, there are 28 careers across and 12 careers down. Circle each title when you locate it.

ADVERTISING AGENCY MANAGER
DEMONSTRATOR KAMAT CDOT UVW CAP
VENT CAME SULCOM V AEASTURAM
ELASTIC BAK MJUCINTERVIEW WERT
REIDENTBUYER ALSTUR WASDDDCCX
TOSYTVABECONSULTANT OLI JIIO
ILEPMPROOF READERMNISUTTRTLH
SAVOKECONOMIST CATA SUAHO ECLT
IEBROSTNAPQ RSTERAICTOR CLES
SWLTESPAMTRUMOASEN MOSUTECK
GLEECOPYWRITERRESGGRRMOORTB
DARRSNECMT CREDIT ANALYST STRKIL
ILLUSTRATOR TUSMANESOPCEKNOY
SALESPROMOTER MANDISPLAY MANP
PUBLICRELATIONS MANIT SUP EC O
LAYOUTMAN DEAM ELQUVSAMES ECLU
AUVWXSTUVDISTRIBUT OR LAMTEQ
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ROYASEDDISPLAY DESIGN GERTUMOKL
DANERMANAGER TUSEEMATEAMSUNP
TELEPHONESURVEYORRAMJOBBERJ
ANALYSTADDISPLAYTRIMMERACE S P
TRAIN E MAPMEMWXLIQUIDAT OR P Y
OPEDITINVESTIGATORMOUS DAME
REPRESENTATIVESETTASBUYERTD
AVETSUPNAVBUSINESS BROKER M AS
BUSINESS SERVICES CAREER SEARCH—KEY
Forty of the marketing careers found in business services are included in the puzzle below. As a hint, there are 28 careers across and 12 careers down. Circle each title when you locate it.

<table>
<thead>
<tr>
<th>ADVERTISING AGENCY MANAGER</th>
<th>USB</th>
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<tbody>
<tr>
<td>DEMONSTRATOR</td>
<td>KAMAT</td>
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<td>RCMAEDISPLAY DESIGNER TUVOKL</td>
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<tr>
<td>TINERMANAGER TUSEMAT EAV SUNEPS</td>
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<tr>
<td>TELEPHONE SURVEYOR PRAY TOBEB</td>
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<tr>
<td>ANALYSTIC SPALY TRIMMERACES</td>
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<tr>
<td>TRAINED MA SPET MNY LIQUIDATOR P</td>
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<tr>
<td>CREDIT INVESTIGATOR TUS DAVE</td>
<td></td>
</tr>
<tr>
<td>REPRESENTATIVE SETTASBUDERTD</td>
<td></td>
</tr>
<tr>
<td>AVETSUPAN BUSINESSPROPERTAS</td>
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</tr>
<tr>
<td>F</td>
<td>C</td>
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<td>------</td>
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</tr>
</tbody>
</table>
| Buying | Display Designer | Illustrator | Security | Credit Bureau Manager | Collector | Advertising
| Auctioneer | Telephone Surveyor | Consulting | Credit Clerk | Manufacturer's Representative | Employment | Agency Manager
| Credit Analyst | Professional Demonstrator | FREE | Promotion | Assembler | Copywriter | Financial
| Salesperson | Financial | Service Representative | Advertising | Maintenance | Resident Buyer | Professional
| Marketing Research | Importer | Liquidator | Professional Demonstrator | Business Broker | Office | Broker
|                  |            |            |            |                    |        |     |
PROMOTION

SELLING

BUYING

MARKETING RESEARCH

MARKETING MANAGEMENT CONSULTING

OFFICE

SECURITY

EMPLOYMENT

MAINTENANCE

FINANCIAL
MEETING THE NEED IN BUSINESS SERVICES

Examples of ten different business needs are given below. For each of the needs described, you are to determine the category of business service which could fulfill that need and list it under the first column. In the second and third columns, identify two marketing careers which might be involved in providing that particular service. For the purpose of this assignment, you are not to identify the three common marketing careers in the first six categories.

<table>
<thead>
<tr>
<th>NEED</th>
<th>SERVICE CATEGORY</th>
<th>MARKETING CAREERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The owner of Jill's Children's Shop is not skilled in display, but recognizes the need for attractive window and interior displays which are changed on a regular basis.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Joe manufactures surfboards. He does not have a sales force of his own, but needs to have his line sold to appropriate wholesalers and retailers.</td>
<td></td>
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</tr>
<tr>
<td>3. Jim plans to open a small gift shop featuring unique gift items from all over the world. He needs help in selecting and obtaining his inventory of merchandise.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Jane has just completed running a special month-long sales promotion for her hobby shop. She is anxious to have a complete evaluation made of the campaign's effectiveness so that she might make future campaigns more successful. She doesn't have the time or the staff resources to do the study herself.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Bill, the owner of Bill's Radio and Television Repair, wants to extend credit to his customers, but because he is a 'one man show,' he doesn't want the responsibility of determining the credit risk of his customers, sending them a monthly bill, or collecting current and past due accounts.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

313
6. The "Rough and Ready" jeans factory opens in six months. The Board of Directors must determine how the jeans should be distributed. None of the Board's members has had experience in marketing, and the factory personnel are only skilled in manufacturing.

7. Brown's Department Store is experiencing serious losses from shoplifting. Something must be done to control it.

8. The Twilight Sopper Club does a large volume of business. The manager wants to upgrade the image of his business by adding tablecloths, but he doesn't want to supply his own.

9. Dr. Ralph Brantley is a popular medical doctor in town. He is interested in subscribing to an answering service to handle all of his calls on the weekends and at night.

10. Honest Joe Jones plans to run for mayor of the city. He plans to set up a temporary office for his campaign and needs the services of several secretaries and receptionists.
Listed below are twenty marketing careers in personal services. Can you find them in the puzzle on the next page? They can be found across, down, and diagonally. Seven of them are written backwards.

<table>
<thead>
<tr>
<th>Butler</th>
<th>Kennel Operator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bodyguard</td>
<td>Lady Attendant</td>
</tr>
<tr>
<td>Carwasher</td>
<td>Marina Attendant</td>
</tr>
<tr>
<td>Cemetery Director</td>
<td>Memorial Agent</td>
</tr>
<tr>
<td>Cemetery Worker</td>
<td>Meter Reader</td>
</tr>
<tr>
<td>Fumigator</td>
<td>Parking Lot Attendant</td>
</tr>
<tr>
<td>Funeral Attendant</td>
<td>Pest Control Operator</td>
</tr>
<tr>
<td>Funeral Chauffeur</td>
<td>Rental Agent</td>
</tr>
<tr>
<td>Funeral Director</td>
<td>Service Advisor</td>
</tr>
<tr>
<td>Groundskeeper</td>
<td>Service Station Attendant</td>
</tr>
</tbody>
</table>
PERSONAL SERVICES SEARCH — KEY

FUNERAL CHAUFFEUR BODYGUARD

U I O Y B T G H U T H K L J G D S A E R T

N I O I K C M K T O R C K M I O T

E G H E A C D G H U I O E R T Y U I K E I A M J N


A Q W D E A F G H J K I O P E R T Y U E U E I E R G

L S D E L R L I R O T A G I M U F W E T I N I O A

D Z S D S E S A D R T U I O P I U E E R A U O L

I N J A K L I T U O I W E R G H I O R I A U W A

R A S D W E F M E T E R R E A D E R I Y O T L K I

E N E R R M S A D I E I U E R H G E J W I T K L R

C I U H A Y A T T E N D A N T I N I O E E S D O

T Q S D C E R C V C S K D I O P W T E R N N M N M


R O S I V D A E C I V R E S N G C L V E Z A Y Z M

W E D S F T G H U I I O P E R T I A E R W N O P I

R Q W E R T Y U I O P A S D F G H G J K L T Z X C

E O I R O T C E R I D Y R E T E M E C I O P W E R


T S E R V I C E S T A T I O N A T T E N D A N T I


B W E D F T R O T A R E PO L O R T N O C T S E P


P A R K I N G L O T A T T E N D A N T R E S E R O
"PERSONAL SERVICES PLEASE"

Using the numbers on the telephone dial, uncode each of the number groups below to reveal some marketing careers in personal services. Remember, each number represents three letters. For example, "6" could be M, N, or O.

1. 2686837 : 288363268 C_ T_ A_ E_ D_ 
2. 4768637533737 R_ N_ K_ P_ 
3. 288537 B_ L_ 
4. 7378423 7828466 S_ V_ T_ E_ D_ 
5. 7378423 2384767 E_ V_ A_ R 
6. 627462 288363268 M_ R_ T_ A_ 
7. 7378 2668765 67372867 E_ C_ O_ A_ 
8: 736825 24368 R_ N_ A_ T 
9. 4363725 6262437 G_ N_ L_ M_ G_ 
10. 63837 732337 E_ E_ E_ E_ 
11. 264625 277478268 A_ M_ L_ S_ T_ T 
12. 63837 2432537 M_ T_ C_ K_ 
“PERSONAL SERVICES PLEASE” — KEY

Using the numbers on the telephone dial, uncode each of the number groups below to reveal some marketing careers in personal services. Remember, each number represents three letters. For example, “6” could be M, N, or O.

1. 2686837 288363268 COUNTER ATTENDANT
2. 4768637533737 GROUNDSKEEPER
3. 288537 BUTLER
4. 7378423 7828466 288363268 SERVICE STATION ATTENDANT
5. 7378423 2384767 SERVICE ADVISOR
6. 627462 288363268 MARINA ATTENDANT
7. 7378 2668765 67372865 PEST CONTROL OPERATOR
8. 736825 24368 RENTAL AGENT
9. 4363725 6262437 GENERAL MANAGER
10. 63837 732337 METER READER
11. 264625 277478268 ANIMAL ASSISTANT
12. 63837 2432537 METER CHECKER
PERSONAL SERVICES
PLEASING THE PEOPLE

Personal service businesses are those which provide special services which are unique to the individual consumer's needs.

Personal service businesses which provide marketing career opportunities can generally be grouped into the following areas:

**Personal Care**—dry cleaning, diaper service, beauty salons.

**Automotive Services**—parking lot, service station, repair shops, car washes.

**Home Maintenance**—interior decorating, domestic service, pool care, lawn service, pest control.

**Marine Services**—fuel service, boat repair, dry dock storage.

**Burial Service**—cemeteries, funeral homes.

**Pet Care**—boarding kennels, grooming shops, training schools.

**Protection**—security services, detective agencies, bodyguard services.

**Rental Agencies**—equipment supply, storage space, trailers/truck leasing.

**Utility Companies**—electricity, gas, water.

Three classifications of careers are found in personal service businesses:

a. Careers which actually produce the service
b. Careers which promote and sell the service
c. Careers which operate and manage the personal service business itself

The marketing careers found in all personal service businesses include those which **promote** and **market** the personal services as well as those which operate and manage the personal service businesses. In those personal service businesses, which specialize in one of the marketing functions, such as storage companies, marketing careers may also be found in actually providing the service itself.

Examples of marketing careers found in each category of personal services are:

**MARKETING CAREERS COMMON TO ALL PERSONAL SERVICES**

**Owner/Manager**
Directs and controls all activities, operations, and personnel involved in a business which produces and markets a special personal service.

**Sales Agents**
Assists the customer in selecting the service to suit his needs and handles the sales transaction; is sometimes called an attendant and may actually perform some service.
Service Advisor

Gives the customer specific information concerning the service, rates, etc.; sometimes combined in small businesses with another job.

Some marketing careers which are found only within particular personal service businesses include:

**MARKETING CAREERS UNIQUE TO PERSONAL SERVICES**

**Automotive Services**

- **Car Washer**
  Closes inside and/or outside of an automobile usually at an automatic washing unit; may also pump gasoline and write sales tickets.

- **Cashier**
  Totals bill and calculates tax, handles the closing of the service transaction at parking lots, auto repair shops, and car washes.

- **Parking Lot Attendant**
  Gives customer claim check, parks the car or directs customer to a spot.

- **Service Station Attendant**
  Assists motorists by filling gas tanks, washing windows, and checking oil.

**Burial Services**

- **Cemetery Director**
  Supervises all workers and activities for burial preparation and grounds maintenance at a cemetery.

- **Cemetery Worker**
  Prepares graves for burial and maintains cemetery grounds.

- **Funeral Attendant**
  Performs many tasks including movement of casket, escorting mourners, and assisting the director.

- **Funeral Chauffeur**
  Transports body from death place to mortuary to cemetery.

- **Funeral Director**
  Supervises all activities and personnel for burial preparation and services.

- **Groundskeeper**
  Maintains the grounds and monuments of a cemetery.

- **Lady Attendant**
  Prepares female bodies for funeral services and burial.

- **Memorial Agent**
  Handles arrangements and coordination of burial activities and personnel.

- **Memorial Counselor**
  Assists clients in selecting plots, and crypts, grave coverings, markers, and service details.

**Home Maintenance**
Butler
Greets guests, escorts them to sitting area, serves refreshments, and provides services as they are requested.

Fumigator
Treats a home infested with termites or other household pests.

Interior Decorator
Reviews house or apartment and makes recommendations on colors, furniture, drapes, and accessories; secures the necessary personnel to handle the work and supervises all activities.

Lawnman
Cares for the maintenance and appearance of lawns, shrubs, trees and related outdoor grounds areas for personal residences.

Pest Control Operator
Sprays inside and outside of homes to prevent bugs, termites, and pests.

Pool Serviceman
Inspects, cleans, adjusts, and repairs swimming pools, decks, and related equipment or materials.

Marina Services
Marina Attendant
Assists customer in obtaining gas, oil, and water, loads boat into dry dock storage or boat slips.

Personal Care Services
Counter Attendant
Handles sales transactions, writing orders, obtaining and receiving merchandise.

Deliveryman
Transports merchandise which has been serviced or rented to and from customers, such as laundry, dry cleaning, and baby diapers.

Pet Care
Groomer
Cleans and improves the personal appearance of pets, usually dogs.

Pet Assistant
Feeds and exercises pets who are being boarded, cleans cages and pets, may pick up and deliver animals.

Trainer
Teaches animals to obey on command and instructs owners in proper techniques of working with their pets.

Protection
Bodyguard
Escorts client, watches for dangerous situations and persons, inspects lodging, transportation, and recreation settings.
<table>
<thead>
<tr>
<th><strong>Rental Agencies</strong></th>
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<tbody>
<tr>
<td><strong>Packer</strong></td>
<td>Prepares goods which are going to be stored by customer in a warehouse and places it in the proper storage area.</td>
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</table>

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<thead>
<tr>
<th><strong>Utility Companies</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Meter Checker</strong></td>
<td>Inspects meters to determine accuracy of readings and proper functioning.</td>
</tr>
<tr>
<td><strong>Meter Reader</strong></td>
<td>Checks utility meters, usually monthly, to determine amounts used by customer.</td>
</tr>
</tbody>
</table>
PERSONAL SERVICES SPIRAL

Read each of the job descriptions in personal services below and decide which marketing career is explained. Write that title in the blanks on the spiral puzzle on the next page.

JOB DESCRIPTIONS

1. Cleans inside and/or outside of an automobile, usually at an automatic washing unit; may also pump gasoline and write sales tickets.

2. Greets guests, escorts them to sitting area, serves refreshments, and provides services as they are requested.

3. Transports body from death place to mortuary to cemetery.

4. Directs and controls all employees and activities for a business which boards animals.

5. Handles transactions for leased merchandise and gives information about its use.

6. Assists customer in obtaining gas, oil, and water; loads boat into dry dock storage or boat slips.

7. Assists motorists by filling gas tanks, washing windows, checking oil and water.

8. Treats a home infested with termites or other household pests.

9. Supervises all workers and activities for burial preparation and grounds maintenance at a cemetery.

10. Gives customer information concerning the repair or improvement of merchandise.

11. Inspects meters to determine accuracy of readings and proper functioning.

12. Sprays inside and outside of homes to prevent bugs, termites and pests.
PERSONAL SERVICES SITUATIONS

In each of the situations below, people with marketing careers in personal services are faced with decisions to make. Show how you feel by placing an "X" along the line to indicate your response.

1. If you were a funeral director how would you treat a funeral attendant who made jokes while escorting mourners to the funeral service?
   
   Boot 'Em Out Burt  Second Chance Stan

2. As a marina manager, you notice that your marina attendant has put boats in the wrong slips for the third time this week. How would you react to his mistakes?
   
   Hard-Hearted Harry  Spongy. Soft Sally

3. A funeral chauffeur observed the Lady Attendant slipping a diamond ring from the deceased's finger into her pocket. How would you react?
   
   Tell-All Timothy  Closed Mouth Clyde

4. The meter checker turned in his reports on incorrect readings made by meter reader #11. When the meter reader found out about the report, he swore at the meter checker and slammed his fist on the desk. How would you react as the meter checker?
   
   Disgusted Dennis  Laugh-It-Off Luke

5. The service station operator fired the night service station attendant because a customer had waited ten minutes to get gasoline while he talked on the phone. How do you feel about the operator's action?
   
   Real Ripoff Randy  Right-On Richard
CLASSIFIED PERSONAL SERVICE CAREERS

Review the classified sections of newspaper and find job openings for ten marketing careers in personal services. Clip the ads and glue them in the first column. In the second column name the career and business involved. In the third column, identify at least one consumer situation that the marketing career person would handle for the advertising business.

<table>
<thead>
<tr>
<th>NEWSPAPER WANT ADS</th>
<th>CAREER AND BUSINESS</th>
<th>CONSUMER SITUATIONS</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Look within yourself. See what you need and want.

Then pick out the job that matches your needs and wants.

Different people want different things from a career and job. Look at this list and pick the things you need and want.

- Opportunity to advance
- Security
- Challenge and excitement
- Satisfaction of seeing results of your work
- Good pay
- Flexible work schedule
- Selection of work
- Surrounded by

Most people need and want everything we've listed above. How much each wants will vary from person to person.

Is there a job in the lodging food industry that will satisfy your ambitions?

To find out let's take a closer look at the industry.
LODGING AND FOOD CAREERS

Lodging businesses provide sleeping and resting accommodations to their guests. Lodging businesses include hotels, motels, and resorts. Many of them also provide food services. The food service industry provides customers with the convenience of prepared food and beverages. Types of food service businesses include restaurants, cafeterias, fast food operations, and catering firms. Together the food and lodging businesses are often called the hospitality industry.

In our mobile society, the demand for lodging and food services has increased tremendously throughout the nation. With Florida's many recreational and tourist industries drawing millions of tourists every year, the food and lodging services have become the leader in providing career opportunities. Some of the marketing careers available in food and lodging include:

<table>
<thead>
<tr>
<th>MARKETING CAREER</th>
<th>JOB DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Manager</td>
<td>Aids the restaurant manager in operating the business</td>
</tr>
<tr>
<td>Bell Captain</td>
<td>Organizes and supervises the activities of bellmen</td>
</tr>
<tr>
<td>Bellman</td>
<td>Provides special services for guests including baggage handling</td>
</tr>
<tr>
<td>Busboy</td>
<td>Clears and sets tables, aids waiters waitresses</td>
</tr>
<tr>
<td>Cashier</td>
<td>Handles payment of bills, cashing of checks, and making daily reports</td>
</tr>
<tr>
<td>Caterer</td>
<td>Plans, directs, and controls personnel and activities in the preparation and serving of food prepared and delivered to a client</td>
</tr>
<tr>
<td>Checker</td>
<td>Totals food items on cafeteria tray and places slip on customer's tray</td>
</tr>
<tr>
<td>Convention Coordinator</td>
<td>Organizes and oversees program and facilities activities for a meeting; assists guests in handling meeting details</td>
</tr>
<tr>
<td>Counter Girl</td>
<td>Serves food customers at quick-service seating</td>
</tr>
<tr>
<td>Doorman</td>
<td>Greets guests at the door, has baggage and automobile taken care of for customers</td>
</tr>
<tr>
<td>Elevator Operator</td>
<td>Runs the elevator for hotel guests and provides them information</td>
</tr>
<tr>
<td>Executive Assistant</td>
<td>Aids the innkeeper in supervising personnel and activities in a hotel motel</td>
</tr>
<tr>
<td>Executive Housekeeper</td>
<td>Inspects rooms and public areas for cleanliness and order and supervises housekeepers</td>
</tr>
<tr>
<td>Front Desk Supervisor</td>
<td>Coordinates all front desk activities and workers in a hotel motel</td>
</tr>
<tr>
<td>Position</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Head Waiter</td>
<td>Oversees all dining room activities and serving personnel</td>
</tr>
<tr>
<td>Hostess Host</td>
<td>Greets customers as they enter a dining area and escorts them to their table</td>
</tr>
<tr>
<td>Innkeeper</td>
<td>Directs and controls all lodging activities and personnel</td>
</tr>
<tr>
<td>Maitre d'</td>
<td>Supervises all food preparation and serving personnel</td>
</tr>
<tr>
<td>Night Manager</td>
<td>Supervises closing of day's books and arranging the following morning check-outs</td>
</tr>
<tr>
<td>Parking Attendant</td>
<td>Parks, secures, and returns a guest's automobile and gives him a claim check</td>
</tr>
<tr>
<td>Purchasing Steward</td>
<td>Purchases foodstuffs, equipment, and supplies for a food service business</td>
</tr>
<tr>
<td>Purchasing Manager</td>
<td>Directs all buying activities for a food lodging chain</td>
</tr>
<tr>
<td>Recreation Coordinator</td>
<td>Plans, organizes, and supervises leisure activities for lodging guests</td>
</tr>
<tr>
<td>Reservation Clerk</td>
<td>Receives and handles advance room requests and arrangements</td>
</tr>
<tr>
<td>Restaurant Manager</td>
<td>Directs and coordinates all food service workers and activities</td>
</tr>
<tr>
<td>Room Clerk</td>
<td>Assists guests in selecting and registering for their rooms</td>
</tr>
<tr>
<td>Sales Manager</td>
<td>Supervises all personal selling and promotional personnel and activities for a hotel</td>
</tr>
<tr>
<td>Service Superintendent</td>
<td>Coordinates all public area activities and workers including baggage handlers, doormen, elevator operators, and maintenance personnel</td>
</tr>
<tr>
<td>Server</td>
<td>Takes order and serves food to cafeteria customers</td>
</tr>
<tr>
<td>Waiter Waitress</td>
<td>Answers questions concerning food, writes and places orders, and serves the customers</td>
</tr>
</tbody>
</table>
There are many different and interesting job opportunities in lodging and food. Many of these are listed below but first you must unscramble the letters to find out what they are.

1. KEINPNERE
2. TECEIVUEX NATTISSAS
3. LEBL PACNATI
4. LASMNEL
5. CISVEER RPSUTEDTNEIENN
6. TOFRN KEDS LERCK
7. HRCESIA
8. TNRRSVEEAOI RELCK
9. STIHN AGMNEAR
10. RIENOECEA ORODITANOR
11. RPAGNSICUH DEWTSAR
12. CXVEETIEU UKOEEREPHES
13. LEASS MRNEGAA
14. YOBUBS
15. AHDE ATEITW
16. URTOCEN RILG
17. RAERTI
18. TESWRIAAS
19. SÖHTSEES
20. TRUNASATE EMAAGNR
21. VONCENIONT DOCORNITOAAR
22. D'TAIMER

*Developed and reprinted with the permission of Mr. William R. Muscatello.*
LODGING/FOOD SERVICES SCRAMBLE* — KEY

There are many different and interesting job opportunities in lodging and food. Many of these are listed below but first you must unscramble the letters to find out what they are.

1. KEINPNERE  
   INNKEEPER

2. TECEIVUEX NATTISSAS  
   EXECUTIVE ASSISTANT

3. LEBL PACNAI  
   BELL CAPTAIN

4. LABMNEL  
   BELLMAN

5. CISVEER RPSUTEDTNEIENN  
   SERVICE SUPERINTENDENT

6. TOFRN KEDS LERCK  
   FRONT DESK CLERK

7. HRCESIA  
   CASHIER

8. TNRSSVEEACI RELCK  
   RESERVATION CLERK

9. GTIHN AGMNEAR  
   NIGHT MANAGER

10. RIENODECTA CORODITANOR  
    RECREATION COORDINATOR

11. RPAGNISCUHU DEWTSAR  
    PURCHASING STEWARD

12. CSEXETIEU UKOEERPHES  
    EXECUTIVE HOUSEKEEPER

13. LEASS MRNEGAA  
    SALES MANAGER

14. YOBUBS  
    BUSBOY

15. AHDE AREITW  
    HEAD WAITER

16. URTCOEN RILG  
    COUNTER GIRL

17. RAEWTI  
    WAITER

18. TESWRIAS  
    WAITRESS

19. SOHTSES  
    HOSTESS

20. TRUNASATE EMAAGNR  
    RESTAURANT MANAGER

21. VONCENIONT DOOCRINTOAR  
    CONVENTION COORDINATOR

22. D'TAIVER  
    MAITRE D'

*Developed and reprinted with the permission of Mr. William R. Muscarella.
<table>
<thead>
<tr>
<th>Hotel</th>
<th>Convention Coordinator</th>
<th>Service Superintendent</th>
<th>Executive Housekeeper</th>
<th>Front Desk Supervisor</th>
<th>Cashier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bellman</td>
<td>Room Clerk</td>
<td>Free</td>
<td>Elevator Operator</td>
<td>Parking Attendant</td>
<td>cashier</td>
</tr>
<tr>
<td>Innkeeper</td>
<td>Housekeeper</td>
<td>Waiter</td>
<td>Checker</td>
<td>Cashier</td>
<td></td>
</tr>
<tr>
<td>Mailman</td>
<td>Hostess</td>
<td>Assistant Manager</td>
<td>Porter</td>
<td>Busboy</td>
<td></td>
</tr>
</tbody>
</table>
LODGING FOOD SERVICES PUZZLE

Read each of the job descriptions below and decide which marketing career in Lodging Food Services is explained. Write that career title in the appropriate numbered blanks of the puzzle on the following page.

JOB DESCRIPTIONS

1. Directs and coordinates all food service workers and activities.
2. Answers questions concerning food, writes and places orders, and serves the customers.
3. Purchases foodstuffs, equipment, and supplies for a food service business.
4. Supervises closing of day’s books and arranging the following morning check-outs.
5. Supervises all personal selling and promotional personnel and activities for a hotel.
6. Provides special services for guests including baggage handling.
7. Plans, directs, and controls personnel and activities in the preparation and serving of food prepared and delivered to a client.
8. Runs the elevator for hotel guests and provides them information.
9. Greets guests at the door, has baggage and automobile taken care of for customers.
10. Clears and sets tables, adds waiters waitresses.
11. Takes order and serves food to cafeteria customers.
12. Organizes and oversees program and facilities activities for a meeting, assists guests in handling meeting details.
13. Oversees all dining room activities and serving personnel.
14. Coordinates all front desk activities and workers in a hotel motel.
15. Directs and controls all lodging activities and personnel.
16. Receives and handles advance room requests and arrangements.
17. Supervises all food preparation and serving personnel.
18. Handles payment of bills, cashing of checks, and making daily reports.
19. Totals food items on cafeteria tray, and places slip on customer’s tray.
20. Greets customers as they enter a dining area and escorts them to their table.
21. Organizes and supervises the activities of bellmen.
LODGING: FOOD SERVICES PUZZLE
LODGING/FOOD SERVICES PUZZLE—KEY

1. RESTAURANT MANAGER
2. WAITRESSES

3. PURCHASING
4. NIGHT MANAGER

5. SALES MANAGER
6. BELL CAPTAIN
7. CATERER
8. ELEVATOR OPERATOR
9. DOORMAN

10. BUSBOY
11. USHER
12. CONVENTION COORDINATOR
13. HOSTESS
14. FRONT DESK SUPERVISOR
15. INNKEEPER
16. RESERVATION CLERK
17. CASHIER
18. CHECKER
19. HAITRE
20. HOST
21. CONVENTION COORDINATOR
CAREER LADDERS IN FOOD AND LODGING

Personnel may begin and advance in the food and lodging industries in various ways. The career levels of the marketing careers below suggest several progression avenues:

**Management Specialist**

<table>
<thead>
<tr>
<th>Caterer</th>
<th>Service Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restaurant Manager</td>
<td>innkeeper</td>
</tr>
<tr>
<td>Assistant Manager</td>
<td>Executive Assistant</td>
</tr>
<tr>
<td>Purchasing Steward</td>
<td>Sales Manager</td>
</tr>
<tr>
<td>Front Desk Supervisor</td>
<td>Night Manager</td>
</tr>
</tbody>
</table>

**Advanced Career**

<table>
<thead>
<tr>
<th>Convention Coordinator</th>
<th>Bell Captain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Housekeeper</td>
<td>Head Waiter</td>
</tr>
<tr>
<td>Purchasing Steward</td>
<td>Recreation Coordinator</td>
</tr>
<tr>
<td>Room Clerk</td>
<td>Reservation Clerk</td>
</tr>
</tbody>
</table>

**Host Hostess**

<table>
<thead>
<tr>
<th>Busboy</th>
<th>Checker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bellman</td>
<td>Cashier</td>
</tr>
<tr>
<td>Counter Girl</td>
<td>Server</td>
</tr>
<tr>
<td>Doorman</td>
<td>Elevator Operator</td>
</tr>
<tr>
<td>Parking Attendant</td>
<td>Valet, Matress</td>
</tr>
</tbody>
</table>
D.E. can help you get to the top in any of these JOBS. From high school to COLLEGE.

You can get there with a degree or without it!!

You fill in the blanks to the TOP JOBS.
LODGING/FOOD BRAINTEASER

You are going to develop a chart of lodging food service personnel. The chart has 36 squares. You have twelve career titles to place in the squares. One has been placed in the left top corner and one in the bottom right corner.

Arrange the other ten careers on the chart, so that each row, across, down, and diagonally, has two lodging food careers in it. In addition, the careers must be in the two columns which correspond to its career level. For example, a job entry career must be placed in the fifth and sixth columns.

Cut out each of the marketing career circles below and arrange them in the correct order so that two circles will be in each row—across, down, and diagonally, and four careers will be charted for each of the three career levels.

*Developed and reprinted with the permission of Miss Barbara A. Wright.
### Lodging/Food Brain Teaser - Key

<table>
<thead>
<tr>
<th>Job Entry</th>
<th>Management/Specialist</th>
<th>Advanced Career</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restaurant Manager</td>
<td>Bell Captain</td>
<td>Inn Keeper</td>
</tr>
<tr>
<td>Mail Clerk</td>
<td>Room Clerk</td>
<td>Service Superintendent</td>
</tr>
<tr>
<td>Waitress</td>
<td>Busboy</td>
<td>Reservation Clerk</td>
</tr>
<tr>
<td>Bellman</td>
<td>Doorman</td>
<td>Head Waiter</td>
</tr>
</tbody>
</table>

Careers within career levels do not have to be in circles shown.
FOLLOW THE SUCCESS PATH.
SHADE IN THOSE AREAS THAT RELATE TO A HOTEL SERVICE.
SERVICES IN THE HOTEL/RESTAURANT

Many lodging businesses provide numerous services to their customers in providing them with room accommodations. Some of these include:

- Entertainment
- Room Service
- Laundry/Cleaning
- Limousine Service
- Playground
- Sports Facilities
- Beauty/Barber Shops
- Swimming Pool
- Telephone/Messages
- Baby Sitters
- Television/Radio
- Vending Machines
- Take-out Service
- Child’s Menu

Can you think of some other services provided by hotels/restaurants?

Recreational facilities can have a great effect on the hotel and restaurant’s success. Some which could help business are:

1. Helicopter rides
2. Boats to rent on beach
3. Rafts and lounge chairs
4. Horse back rides
5. Hot dog-stand and snack bar
6. Bicycles to rent
7. Underwater diving gear
8. Pin-bail machines
9. Dance land for dancing
10. Shuffle board
11. Carpet golf green
12. Pool
13. Steam bath facilities
14. Child-care center
15. Pet facilities
16. Water skiing facilities
17. Vending machines
18. Tennis court
19. Life guard
20. Movies and floor shows
TRAVELERS MUST KNOW THE SERVICES THEY WANT AT OUR HOTEL-MOTEL!

Put an X by the services you see in our Motel:

Desk Clerk
Rooms
Guest Parking
Guest Rooms
Pool
Sun Deck

Transportation Services
Beach
Mail Service
Busboy
Baby Sitter Service
Good Food
Beach Facilities
1. Which of the following is a desirable tourist service at a motel:
   a. Car rental service  c. Watch repair service
   b. Insurance sales   d. Gift shop

2. Which of the following is the most desirable service for a motel:
   a. Steam-baths  c. Restaurant facility
   b. Carpet golf   d. Baby sitting service

3. Which motel occupation would you choose if you were most interested in working with the motel guests on a frequent basis:
   a. Executive housekeeper  c. Motel manager
   b. Maintenance engineer  d. Recreational director

4. What would be the best way to promote your motel:
   a. Word of mouth  c. Brochures
   b. Telephone  d. Service stations

5. Which of the following factors would you consider in deciding which recreational services to offer:
   a. Location  c. Cost
   b. Average age of customers  d. All of the above
   e. Only a and c

TRUE OR FALSE

1. _____ All motels have recreational facilities.

2. _____ Recreational facilities must be planned to operate properly.

3. _____ Recreation and tourism are important to the operation of a motel.

4. _____ The local Chamber of Commerce can usually be of no help to motels.

5. _____ Tourism is one of the largest businesses in Florida.

6. In order to finance the buying of land from a real estate service, a company planning to build a hotel should use the services of a__________________.

7. A hotel that wants to protect itself from loss by fire, theft, or law suit should use the service of__________________.

8. A person who needs to borrow money to go on a vacation can use the services of a__________________.
BUILDING A MODEL MOTEL

This unusual project idea provides ample opportunity for the students to design and construct a scale model motel of their own choice. The basic method of construction is identical regardless of the type of building selected.

The basic design is drawn on paper. From this drawing measurements are taken of the four sides of the house and these dimensions are transferred to cardboard. Windows are completely cut out while the doors are cut only on the top and one side (the bottom side is one end of the cardboard and the cut side of door provides the hinge.) The four walls are placed on top of a piece of cardboard and with masking tape, they are held in position. The roof is likewise constructed of cardboard and also held in place with masking tape. Coat the entire wall and roof surfaces of house with thin coat of rubber cement. Cut to length, as required, strips of cedar or birch bark. Coat the inner side of these strips with rubber cement and permit to dry. When dry, place on sides and roof of motel.

On the piece of cardboard on which the motel sits, be sure to put a pool on the grounds and include any other recreational facilities you and the class agree on.

**Tools**

1. Knife  
2. Ruler  
3. Scissors  
4. Pencil  
5. 1/2" brush

**Materials and Supplies**

1. Cedar or birch bark  
2. Twigs  
3. Celophane  
4. Flat toothpicks  
5. Rubber cement  
6. Masking tape  
7. Cardboard  
8. Fine sandpaper  
9. Duco cement
Activities in the Hotel/Restaurant

MOTEL ROOMS*

Instructions: Using the chart below, do the following:

1. Color all single rooms yellow.
2. Color all double rooms green.
3. Color all family rooms blue.
4. Place an X on the box which will show that the following rooms are occupied: 101, 202, 304, 103, 305, 301, 204, 105, 203, 205.
5. In the space below, write the numbers of the rooms that are empty and can be assigned to incoming guests:

<table>
<thead>
<tr>
<th>Single Room Numbers</th>
<th>Double Room Numbers</th>
<th>Family Room Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>DR</th>
<th>FR</th>
<th>SR</th>
<th>SR</th>
<th>FR</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>102</td>
<td>103</td>
<td>104</td>
<td>105</td>
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</tbody>
</table>

SR = Single Room
DR = Double Room
FR = Family Room

If you had a motel, what services would you provide to your guests?

1. __________________________ 4. __________________________
2. __________________________ 5. __________________________
3. __________________________ 6. __________________________

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**RESERVATION CONTROL CHART**

Name of Hotel ___________________________________________  Month __________________________

<table>
<thead>
<tr>
<th>Room Number</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
</tr>
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<tr>
<td>000 (S)</td>
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<tr>
<td>100 (D)</td>
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<td>101 (S)</td>
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<td>102 (S)</td>
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<td>200 (D)</td>
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<tr>
<td>201 (S)</td>
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<td>202 (S)</td>
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<td>203 (S)</td>
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<tr>
<td>300 (D)</td>
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<tr>
<td>301 (D)</td>
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</tr>
<tr>
<td>302 (D)</td>
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<td></td>
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</tr>
</tbody>
</table>

D = Double  
S = Single

**Problems**

0. Example: Mr. Jones requests reservations for single room for July 8, 9, 10.
1. Mr. Burns requests reservations for a double room for July 3, 4, 5, 6, 7, 8.
2. Mr. Brunet requests reservations for a double room for July 1, 2, 3, 4.
3. Miss Able requests reservations for a single room for July 6, 7, 8, 9, 10, 11.
4. Mr. Karns requests reservations for a single room for July 9, 10, 11, 12, 13.
5. Mrs. Moon requests reservations for a single room for July 4, 5, 6.
6. Mr. Gill requests reservations for a double room for July 1, 2, 3, 4, 5, 6.
7. Miss Hope requests reservations for a single room for July 10, 11.
8. Mrs. Potter requests reservations for a double room for July 13, 14.
9. Mr. Webb requests reservations for a single room for July 1, 2, 3, 4, 5, 6.
10. Mrs. Noble requests reservations for a double room for July 8, 9, 10, 11, 12.

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FOOD SERVICE CLASSIFICATION

A. Restaurant: Guest seated and served by waiter.

B. Fast Food Service: Limited menu, has take-out service.

C. Cafeteria: Varies Menu, choose your own meal.

Classify each food service business below using an "A", "B", or "C"

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>McDonald's</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Morrison's</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Red Lobster</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Sandwich Shop</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Burger King</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Sambo's</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Kentucky Fried Chicken</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Pizza Hut</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Maryland Fried Chicken</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Davis &amp; others</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Frisch's Big Boy</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>The Imperial House</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Stand n' Snack</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>The Hungry Fisherman</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Top-of-the-World</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Polynesian Palace</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Howard Johnson's</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Donut Shop</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Pancake House</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Dairy Queen</td>
<td></td>
</tr>
</tbody>
</table>

Which food establishments would you choose for each of these meals?

Breakfast

Lunch

Dinner

What services do the various food service businesses provide to customers?
1. Write each of the components in the channels of distribution in the correct order to show the most frequently used channel for goods.

2. Read each of the marketing descriptions below and decide which term is explained. Place that marketing term in the correct blanks of the puzzle on the next page.

   1. acts as a middleman in distributing goods between the producer and the retailer
   2. may be a manufacturer, converter, or an extractor (mining or agriculture)
   3. sells goods directly to the individual consumer; may buy goods directly from the manufacturer or producer, from a wholesaler, or from a special agent
   4. one who purchases goods and services for use, not for resale
   5. involves the gathering of information so that marketing managers can make sound decisions and solve marketing problems
   6. supplies a business with the necessary materials needed for its use or resale to another business or consumers
   7. includes all the activities involved in acquiring and distributing goods and services for processing, business use, or personal consumption
   8. are possibilities of financial loss to people or property by unforeseen or uncontrollable factors
   9. provides the time and space necessary to house merchandise until it is needed for industrial purposes or distribution to consumers
   10. deals with funds necessary for business operations and customer purchases
   11. the process of assisting or persuading a customer to make a wise buying decision through personal contact or sales promotion materials
   12. buy from and sell to manufacturers, wholesalers, and retailers, as well as to consumers
   13. serves as a coordinator for all marketing activities
   14. provides the service of physically moving property and people from one location to another
   15. involves setting values or limits for the goods and services as well as the inspection and labeling to check conformity.
3. Ten categories of service industries are shown in the boxes below. Decide which example fits each category and place its letter in the blank to the right of the category.

A. Hamburger Stand
B. Resort Cabin
C. Dry Cleaners
D. Marketing Consultants
E. Amusement Center
F. Realty Agency
G. Commercial Bank
H. Homeowner’s Protection
I. Commuter Line
J. Telephone Company

1. Real Estate
2. Finance
3. Insurance
4. Transportation
5. Communication
6. Recreation
7. Business
8. Personal
9. Lodging
10. Food Services

4. Read each service situation below and decide which marketing activity is primarily involved. Write the activity in the blank provided.

1. Jason tallied the results of the customer survey which had been conducted with the hotel’s guests.
2. Hazel checked all the salads on the line to be sure they had the proper amount in the bowls.
3. Nelson ordered one thousand lease forms for his real estate agency’s rental department.
4. Duncan created a magazine ad for the company’s new appliance repair client.
5. Marcus drove the delivery truck to the business’ receiving door to unload.
6. Sam stacked the boxes of deposit and withdrawal slips on the storeroom shelves.
7. Albert reviewed the policy application in deciding whether to issue the homeowner’s insurance policy.
8. Clara examined the loan application before approving the automobile loan for the applicant.

9. Eric explained to the golfer the advantage of buying a club membership instead of paying separate greens fees each time.

10. Fran called all the operators together to inform them on new telephone regulations and policies.

   1. ____________________________       6. ____________________________
   2. ____________________________       7. ____________________________
   3. ____________________________       8. ____________________________
   4. ____________________________       9. ____________________________
   5. ____________________________       10. ____________________________
THE MARKETING SERVICES SURVEY

1. Identify each of the five major components in the most frequently used channel of distribution by drawing a picture of each and labeling each in the blank provided. Be sure they are in the correct order to show the flow of goods and services.

2. For each of the descriptions below, identify the correct marketing term and write the term in the appropriate blank.

   1. acts as a middleman in distributing goods between the producer and the retailer.
   2. may be a manufacturer, converter, or an extractor (mining or agriculture).
   3. sells goods directly to the individual consumer, may buy goods directly from the manufacturer or producer, from a wholesaler, or from a special agent.
   4. one who purchases goods and services for use, not for resale.
   5. involves the gathering of information so that marketing managers can make sound decisions and solve marketing problems.
   6. supplies a business with the necessary materials needed for its use or resale to another business or consumers.
   7. includes all the activities involved in acquiring and distributing goods and services for processing, business use, or personal consumption.
   8. are possibilities of financial loss to people or property by unforeseen or uncontrollable factors.
   9. provides the time and space necessary to house merchandise until it is needed for industrial purposes or distribution to consumers.
   10. deals with funds necessary for business operations and customer purchases.
   11. the process of assisting or persuading a customer to make a wise buying decision through personal contact or sales promotion materials.
12. buy from and sell to manufacturers, wholesalers, and retailers, as well as to consumers.

13. serves as a coordinator for all marketing activities.

14. provides the service of physically moving property and people from one location to another.

15. involves setting values or limits for the goods and services, as well as the inspection and labeling to check conformity.

3. In the left column are ten categories of service industries and in the right column are ten examples of service business. Match each example to its category by placing the letter of the example in the blank to the left of its category.

1. Real Estate
2. Finance
3. Insurance
4. Transportation
5. Communication
6. Recreation
7. Business
8. Personal
9. Lodging
10. Food Services

A. Restaurant
B. Boarding House
C. Beauty Salon
D. Advertising Agency
E. Movie Theatre
F. Land Developer
G. Credit Union
H. Auto Protection Company
I. Car Rental Agency
J. Telegraph Company

4. Read each service situation below and decide which marketing activity is involved. Write that activity in the blank provided.

1. Barbara called policyholders on the telephone to assess the service provided by the company's agents.

2. Greg checked the mortgage to be certain all necessary legal terms and descriptions were included.

3. Emma ordered one hundred dozen hangers for her dry-cleaning business.
4. Harper suggested to the customer that he let Harper fertilize the lawn the next time he cut it.

5. Paul selected the best way to send the game machines to branch funland centers.

6. Ike unpacked the boxes of mustard and arranged the jars on the storeroom shelves.

7. Kim estimated the chances of a fire destroying the motel units.

8. Quinn calculated the commissions due the insurance salesmen for the policies sold.

9. Stan developed a colorful brochure for the airline's special vacation packages.

10. William called a meeting of all bank tellers to explain procedures for working at the new drive-in windows.
THE REAL ESTATE SCENE

1. Listed below are five categories of real estate businesses. Identify three marketing careers which can be found in each of them in the blanks provided.

<table>
<thead>
<tr>
<th>Agencies</th>
<th>Investors</th>
<th>Operations</th>
<th>Construction</th>
<th>Government</th>
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</thead>
<tbody>
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</tbody>
</table>

2. Study each of the real estate activities below and decide which real estate career is described. Write the title in the blanks provided.

   a. Marcia showed her clients three houses her agency had listed for sale.

   b. Olivia checked all the county records to see if any claims existed against the land.

   c. Tim bought several pieces of land and resold them in a month for quick profits.

   d. Van bought some vacant acreage, built forty homes, and sold them at a profit.

   e. Jill inspected the houses on Florida Avenue and determined the taxes due on them.

   f. George collected the rents from the tenants in the apartment complex.

   g. Delia prepared the papers for the closing of the building construction loan.

   h. Art persuaded five property owners to rent their property for billboard sites.

   i. Sam rechecked his figures for the bid he was making on constructing the office building.

   j. Charlotte directed that no commercial or industrial businesses could be housed in the Lakeside Estates area.
3. Read each of the following real estate situations and predict which real estate business and careers would best handle the situation. Place your answers in the spaces given.

a. Margaret planned to sell her lot herself, but she needed to know its value.

<table>
<thead>
<tr>
<th>CAREER</th>
<th>BUSINESS</th>
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<tbody>
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</table>

b. Harvey found some property he had decided to buy from the owner, but he wanted to be sure there were no unsettled claims against it.

<table>
<thead>
<tr>
<th>CAREER</th>
<th>BUSINESS</th>
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</table>

c. Dorothy wanted to have a house built on the riverfront lot she had purchased.

<table>
<thead>
<tr>
<th>CAREER</th>
<th>BUSINESS</th>
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</table>

d. Earl wanted to know if he could build a warehouse in a certain section of the city.

<table>
<thead>
<tr>
<th>CAREER</th>
<th>BUSINESS</th>
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</thead>
<tbody>
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</tbody>
</table>
THE REAL ESTATE SURVEY

1. Listed below are five categories of real estate businesses. Identify three marketing careers which can be found in each of them in the blanks provided.

<table>
<thead>
<tr>
<th>Agencies</th>
<th>Investors</th>
<th>Operations</th>
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</tbody>
</table>

2. Study each of the real estate activities below and decide which real estate career is described. Write the title in the blanks provided.

a. James collected the rents from the tenants in the apartment complex.
   ______________________ / ______________________

b. Karen prepared the papers for the closing of the building construction loan.
   ______________________ / ______________________

c. Ted persuaded five property owners to rent their property for billboard sites.
   ______________________ / ______________________

d. Jake rechecked his figures for the bid he was making on constructing the office building.
   ______________________

e. Jeanette directed that no commercial or industrial businesses could be housed in the Lakeside Estates area.
   ______________________ / ______________________

f. Marie showed her clients three houses her agency had listed for sale.
   ______________________

g. Heather checked all the county records to see if any claims existed against the land.
   ______________________ / ______________________

h. Tony bought several pieces of land and resold them in a month for quick profits.
   ______________________ / ______________________
i. John bought some vacant acreage, built forty homes, and sold them at a profit.

j. Sue inspected the houses on Florida Avenue and determined the taxes due on them.

3. Read each of the following real estate situations and predict which real estate business and careers would best handle the situation. Place your answers in the spaces given.

a. Jack wanted to know if he could build a warehouse in a certain section of the city.
   
   CAREER
   
   BUSINESS

b. Earnie wanted to have a house built on the riverfront lot she had purchased.
   
   CAREER
   
   BUSINESS

c. Harold found some property he had decided to buy from the owner, but he wanted to be sure there were no unsettled claims against it.
   
   CAREER
   
   BUSINESS

d. Hazel planned to sell her lot herself, but she needed to know its value.
   
   CAREER
   
   BUSINESS
THE FINANCIAL SCENE

1. Each of the boxes below contains a kind of business. See if you can identify three of the financial careers available in the businesses. Write the career titles in the blanks provided.

   Commercial Bank
   ____________________________
   ____________________________
   ____________________________
   ____________________________

   Finance Company
   ____________________________
   ____________________________
   ____________________________
   ____________________________

   Stock Exchange
   ____________________________
   ____________________________
   ____________________________
   ____________________________

   Credit Card Company
   ____________________________
   ____________________________
   ____________________________
   ____________________________

2. Study each job description below. Place the appropriate career title in the blanks provided to the left of the description.

   1. Approves loans for applicants of a finance company.
   2. Represents securities brokers on stock exchange floor.
   3. Handles bank receipts and pays out money for checking, savings, and loans.
   4. Okays amounts of credit purchases by customers in a retail store.
   5. Assists clients in the buying, selling, or trading of stocks.
6. Controls and organizes all activities with a bank.

7. Reviews credit information and application with loan applicant.

8. Receives, examines, and delivers securities deposited for safekeeping.

9. Assists shareholders in credit union transactions.

10. Oversees all credit accounts for a credit card company.

3. Described below are a consumer and a business financial situation. If you were in each situation, which financial personnel and business would need to be involved to handle the situation? Write your answers in the blanks given.

Consumer: Darren Trap plans to spend this summer traveling around the country, but he does not want to carry all that cash around with him. He is concerned that his personal checks will not be accepted everywhere. What career personnel and business would you recommend for Darren Trap?

Business: American Auto Repair needs $1000 to pay for a new shipment of parts. The owner has good credit and does not want to pay high interest rates. What business and career employees would you suggest for the owner?
THE FINANCIAL SURVEY

1. Listed below are five types of service businesses that are financial institutions. Underneath each of them, name three financial careers which could be found within that business.

<table>
<thead>
<tr>
<th>Commercial Bank</th>
<th>Finance Company</th>
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<table>
<thead>
<tr>
<th>Stock Exchange</th>
<th>Credit Card Company</th>
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<td>1.</td>
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<tr>
<th>Credit Union</th>
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<td>3.</td>
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</tbody>
</table>

2. Read each of the job descriptions below and place the right career title in the blanks provided.

1. Examines, evaluates, and approves credit applications for a bank loan.
2. Checks credit information on a loan application to a finance company.
3. Directs all monetary programs and transactions within a bank.
4. Receives, examines, and delivers securities deposited for safekeeping.
5. Reviews credit information and application with loan applicant.
6. Controls and organizes all activities within a bank.
7. Assists clients in the buying, selling, or trading of stocks.
8. Okays amounts of credit purchases by customers in a retail store.
9. Handles bank receipts and pays out money for checking, savings, and loans.
3. Described below are a consumer and a business financial situation. If you were in each situation, which financial career personnel and business would you need to handle the situation? Give your answers on the lines shown.

Consumer: Nelson Banks plans to spend this summer traveling around the western part of Europe. He does not want to carry a lot of cash with him and he's not quite sure if he has enough on hand. He expects a large dividend check from his stocks when he gets back. What business and marketing career personnel would you see if you were Nelson?

Business: ___________________________ Careers: ___________________________

Business: The store needs $1000 to pay for a new shipment of merchandise. The owner and the business have a good credit rating. The owner asks you for a suggestion. What financial business and career personnel would you recommend?

Business: ___________________________ Careers: ___________________________
THE INSURANCE SCENE

1. Study each of the marketing career titles below and place an "I" in the blank to the left of the twelve which are careers in insurance.

- Telephone Surveyor
- Marine Insurance Specialist
- Sales Agent
- Display Manager
- Field Representative
- Ad Layout Man
- Underwriter
- Independent Agent
- Insurance Broker
- Sales Promotion Director
- Policy Writer
- Merchandise Manager
- Claims Adjuster
- Real Estate Salesman
- Premium Rate Clerk
- Importer-Exporter
- Salvor Agent
- Airline Stewardess
- Claims Analyst
- Insurance Coordinator

2. Listed in the two columns below are twelve marketing careers in risk. Underneath these career titles are ten job descriptions. Place the letter of the career title in the blank to the left of its correct job description.

a. Branch Manager
b. Field Representative
c. Insurance Broker
d. Claims Adjuster
e. Underwriter
f. Insurance Coordinator
g. Insurance Sales Agent
h. Independent Agent
i. Policy Writer
j. Premium Clerk
k. Claims Analyst
l. Salvor Agent

1. studies risk information, decides if risk is to be accepted, and oversees policy issuance and premium calculations
2. represents the client in purchasing insurance from the company which best meets that customer's needs
3. sells insurance as an agent for several companies
4. sells policies and services customers for one company
5. trains, advises, and inspects agents
6. supervises and coordinates all activities for the company in that office or territory
7. sells or disposes of the damaged property after claims
8. checks property damages to see if the losses are covered and determines the amount of the reimbursement to insured
9. checks life and health losses for payment
10. studies policy and risk factors to determine the correct classifications and calculates the premium
3. Described below are two situations—one consumer and one business—for you to study and recommend necessary insurance coverages. In handling the situations, certain insurance career personnel could be involved. Study the situations and relate five coverages and five careers for each of the situations in the spaces provided.

**Consumer Situation**

Mark Stevens is a young married man with a wife and two small children. He and his wife have just bought a home and they own two cars. Mark works for a large wholesaler that offers all health coverages at reduced group rates, but no life insurance. His company contributes to all social insurance state and federal plans. What coverages would you suggest for Mark and his family? What careers would be involved?

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<th>CAREERS</th>
<th>COVERAGES</th>
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</table>

**Business Situation**

Beinda Davis is the owner and manager of a large restaurant that has eighteen employees and grosses $600,000 a year. Beinda does not know a great deal about insurance and wants to be sure that she is covered if anything happens to her customers, employees, and property. She also wants to provide for her children in case she should die and leave the business without a manager since she is a widow. What coverages would you recommend to her? What careers could be involved? Remember only one sales representative would be included.

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<tr>
<th>CAREERS</th>
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</tbody>
</table>
THE INSURANCE SURVEY

1. Listed below are twenty careers in marketing. Circle the twelve careers which are found in the field of insurance.

- Claims Analyst
- Display Trimmer
- Salvor Agent
- Ad Illustrator
- Insurance Sales Agent
- Fashion Model
- Public Relations Director
- Field Representative
- Booking Agent
- Premium Rate Clerk
- Produce Clerk
- Insurance Broker
- Claims Adjuster
- Research Interviewer
- Underwriter
- Insurance Examiner
- Independent Agent
- Warehouseman
- Policy Checker
- Insurance Coordinator

2. Listed in the two columns below are twelve marketing careers in insurance. Underneath these career titles are ten job descriptions. Place the letter of the career title in the blank to the left of its correct job description.

a. Branch Manager
b. Field Representative
c. Insurance Broker
d. Claims Adjuster
e. Underwriter
f. Insurance Coordinator
g. Insurance Sales Agent
h. Independent Agent
i. Policy Writer
j. Premium Clerk
k. Claims Analyst
l. Salvor Agent

1. supervises and coordinates all activities for the company in that office or territory
2. trains, advises, and inspects agents
3. sells insurance as an agent for several companies
4. represents the client in purchasing insurance from the company which best meets that customer's needs
5. studies risk information, decides if risk is to be accepted, and oversees policy issuance and premium calculations
6. studies needs of the customer and issues policy
7. studies policy and risk factors to determine the correct classifications and calculates the premium
8. sells policies and services customers for one company
9. checks life and health losses for payment
10. sells or disposes of the damaged property after claims

3609
372
3. Described below are two situations—one consumer and one business—for you to study and recommend necessary insurance coverages. In handling the situations, certain insurance career personnel could be involved. Study the situations and relate five coverages and five careers for each of the situations in the spaces provided.

**CONSUMER SITUATION**

David Thompson is a young bachelor who works for a small real estate agency of ten people. His boss contributes to government social insurance plans, but there are no other group benefits. David earns enough to take care of small medical bills, but he's concerned about large medical expenses and time lost from work. His folks are getting older and he wants to make sure they are taken care of if anything were to happen to him; he wants to safely invest in the future a little now for retirement. He rents an apartment and owns a car. What coverages should David have? What careers would be involved?

<table>
<thead>
<tr>
<th>CAREERS</th>
<th>COVERAGES</th>
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**BUSINESS SITUATION**

Roger Whittaker is a doctor who also owns a motel of 50 rooms with a small restaurant. Dr. Whittaker wants to be sure he is covered if anything happens to his patients, motel or restaurant guests, employees, and property. He wants to protect his property investment in case anything should happen to him and his partner assumes the entire medical practice. He contributes to social insurance government plans, and he also wants to provide some health plan for big expenses to his employees. What coverages would you recommend and what careers would be involved?

<table>
<thead>
<tr>
<th>CAREERS</th>
<th>COVERAGES</th>
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</tbody>
</table>
THE TRANSPORTATION SCENE

1. Listed below are the five methods of transportation. Next to each method are two boxes. Identify two careers for each method by writing the career titles in the two to the right of each of the transportation methods.

<table>
<thead>
<tr>
<th>TRANSPORTATION METHOD</th>
<th>CAREER</th>
<th>CAREER</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIRLINES</td>
<td></td>
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<tr>
<td>HIGHWAYS</td>
<td></td>
<td></td>
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<tr>
<td>PIPELINES</td>
<td></td>
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<tr>
<td>RAILWAYS</td>
<td></td>
<td></td>
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<tr>
<td>WATERWAYS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. For each of the ten job descriptions below, give the correct job title and name the transportation method in which that career is found.

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<thead>
<tr>
<th>CAREER</th>
<th>INDUSTRY</th>
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<tr>
<td>10.</td>
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</tbody>
</table>

1. Supervises workers in the water pipeline industry.
2. Checks passengers' tickets as they board the train.
3. Loads and unloads luggage and boxes from buses.
4. Coordinates activities for goods going out of the country.
5. Greets passengers as they board the aircraft.
6. Locates new personnel and places for oil stations.
7. Supervises activities with a train station.
8. Checks on location of buses in transit.
9. Handles coordination of ship's activities for Captain.
10. Inspects tickets and assigns seats before passengers board a plane.

3. Study each of the business and consumer situations below and decide which transportation business would best handle the situation. Name two careers that would be directly dealt with by the consumer or businessman.

<table>
<thead>
<tr>
<th>BUSINESS</th>
<th>CAREERS</th>
<th>CAREERS</th>
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<tbody>
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</tbody>
</table>
1. Western Wholesale Co., in Tampa, wants to ship an order of toys to a retail customer 190 miles away.

2. Charles Johnson needs to go to Portland, Oregon, from Orlando, Florida, for a four day business trip.

3. Margaret Johnson has just arrived at the Dallas, Texas airport. She plans to spend three to four days visiting six sets of relatives within a thirty mile radius while she’s there.

4. Mr. and Mrs. Swindell are an elderly retired couple who plan to travel from Miami, Florida to Dayton, Ohio to visit their married son for a month while Mr. Swindell recovers from an illness. Mrs. Swindell is afraid to fly.

5. Juan Perez is a coffee grower in Brazil who wants to ship coffee beans to a coffee manufacturer in Jacksonville, Florida.
The Transportation Survey

1. Next to each of the transportation methods below, name two careers that are found in each.

<table>
<thead>
<tr>
<th>Career</th>
<th>Industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Airlines</td>
<td></td>
</tr>
<tr>
<td>Waterways</td>
<td></td>
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<tr>
<td>Railroads</td>
<td></td>
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<tr>
<td>Highways</td>
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<tr>
<td>Pipeline</td>
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</tbody>
</table>

2. For each of the ten job descriptions below, give the correct job title and name the transportation method in which that career is found.

<table>
<thead>
<tr>
<th>Career</th>
<th>Industry</th>
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</tbody>
</table>

1. Supervises workers in the water pipeline industry.
2. Inspects tickets and assigns seats before passengers board a plane.
3. Checks passengers' tickets as they board the train.
4. Handles coordination of ship's activities for Captain.
5. Loads and unloads luggage and boxes from buses.
6. Checks on location of buses in transit.
7. Coordinates activities for goods going out of the country.
8. Supervises activities with a train station.
9. Greets passengers as they board the aircraft.
10. Supervises daily personnel and plans for all stations.
3. Study each of the business and consumer situations below and decide which transportation business would best handle the situation. Name two careers that would be directly dealt with by the consumer or businessman.

<table>
<thead>
<tr>
<th>BUSINESS</th>
<th>CAREERS</th>
<th>CAREERS</th>
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</thead>
<tbody>
<tr>
<td>1. __________</td>
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<tr>
<td>5. __________</td>
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</tr>
</tbody>
</table>

1. Industrial Distributor, Inc., in Tampa, wants to ship an order of toys to a retail customer 190 miles away.

2. Max Rayburn needs to go to San Francisco, California, from Orlando, Florida, for a four day business trip.

3. Peggy Uker has just arrived at the Phoenix, Arizona, airport. She plans to spend three to four days visiting six sets of relatives within a thirty mile radius while she’s there.

4. Mr. and Mrs. Thomas are an elderly retired couple who plan to travel from Miami, Florida to Dayton, Ohio, to visit their married son for a month while Mr. Thomas recovers from an illness. Mrs. Thomas is afraid to fly.

5. Pedro Casavale is a sugar producer in South America who wants to send sugar cane to a sugar manufacturer in Savannah, Georgia.
THE COMMUNICATIONS SCENE

1. Unscramble each of the marketing careers below and match them to the communications businesses in which they are employed by placing the business' letter in the blanks to the left of the career.

   1. POREAROT
   2. RECRAT
   3. POCYREOTID
   4. NANONUPEC
   5. MOCTEMTATOR
   6. TOLCIUSNM
   7. WERTRIER
   8. SEMSENREG
   9. CEVSIERPER
   10. ROOFLNAM

   A. Telephone Company
   B. Telegraph Company
   C. Publishing Industry
   D. Broadcasting Industry

2. Study each of the communications descriptions below and decide which marketing career it explained. Write that career's letter in the box below that description. One box is given for each letter in the title.

   a. Delivers a telegram to the address and collects any due charges
   b. Covers news stories for a certain local newspaper territory
   c. Analyzes, interprets, and broadcasts news from various sources
   d. Sells telephone equipment and service to individual customers and handles bill inquiries
   e. Works away from the home office area and reports stories by phone, cable, wire, and mail
i. Transmits and receives messages using teletype messages

j. Directs all activities of operators, service assistants, and group supervisors

h. Delivers newspapers to customers, dealers, and vending machines

l. Writes daily newspaper stories and delivers them on the air

j. Directs all editors and personnel for a newspaper or magazine

3. Study each of the situations below and decide which communications businesses and marketing careers should handle each situation. Write the business and career on the lines given.

<table>
<thead>
<tr>
<th>BUSINESS</th>
<th>CAREERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
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<tr>
<td>b.</td>
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<tr>
<td>c.</td>
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<tr>
<td>d.</td>
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</tr>
</tbody>
</table>

a. Emma moved to a new town and wanted to be sure her mother could reach her at her apartment should her father get sick again.

b. Young Manufacturing Company sent a wire to a wholesaler in Jacksonville, but the wholesaler did not receive it. The company wants to know why not.

c. The trial at the courthouse needs to be covered for the morning edition.

d. Lynda organized all her stories and viewed the film clip before going on the air.
THE COMMUNICATIONS SURVEY

1. Match each of the marketing careers below to the communications business in which it can be found by drawing a line from the career to the business.

   Operator
   Tracer
   Copy Editor
   Announcer
   Commentator
   Columnist
   Rewriter
   Messenger
   Service Rep
   Floor Man

   a. Telephone Company
   b. Telegraph Company
   c. Publishing Industry
   d. Broadcasting Industry

2. Study each communications activity below and decide which marketing career is involved. Place the career title in the correct number blank.

   a. Delivers a telegram to the addressee and collects any due charges.
   b. Writes news stories for a certain local newspaper territory.
   c. Analyzes, interprets, and broadcasts news from various sources.
   d. Sells telephone equipment and service to individual customers and handles bill inquiries.
   e. Works away from home office area and relays stories by phone, cable, wire, and mail.
g. Directs all activities of operators, service assistants, and group supervisors.

n. Delivers newspapers to customers, dealers, and vending machines.

i. Writes daily news stories and delivers them on the air.

j. Directs all editors and personnel for a newspaper or magazine.

3. Study each of the situations below and decide which communications business and marketing career should handle each situation. Write the business and career on the lines given.

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

a. Debbie was chaired for a call to Arizona but did not know anyone at that number.

b. Milton sent a telegram to his girlfriend, but found out she did not receive it. He wants to know what happened to it.

c. A story was needed for the evening edition on the results of the city council budget meeting.

d. Gary arranged the order of his stories and watched the film clip before he went on the air.
THE RECREATION SCENE

1. Listed below are twenty-four marketing careers. Circle the fifteen which can be found in recreation.

   Booking Agent
   Ticket Collector
   Tour Guide
   Comptroller
   Theatrical Agent
   Securities Broker
   Bowling Attendant
   Airline Stewardess
   Station Master
   Usher
   Telephone Operator
   Talent Scout
   Prop Master
   Title Searcher
   Business Manager
   Underwriter
   Golf Club Manager
   Innkeeper
   Ticket Broker
   Caddy Master
   Loan Officer
   Recreation Director
   Ride Operator
   Amusement Cashier

2. Twelve marketing job descriptions in recreation are given below. Write the correct career title for each description in the spaces below the description.

   a. Coordinates all arrangement details, such as tickets, programs, stage settings, and publicity for a traveling entertainment production.

   b. Represents certain entertainment businesses in securing performers or attractions for the businesses.

   c. Supervisor of golf caddies for a golf country club or professional touring group.

   d. Arranges necessary display props on a theater stage for a production or event.
e. Analyzes past performances of athletes and racing animals to assign weights and arrange competition.

f. Directs all activities and personnel for a golf or country club, including the dining room, pro shop, and grounds.

g. Walks horses and dogs before and after a race for people to view or to cool the animal.

h. Coordinates activities of racetrack personnel and negotiates with other racetrack officials and the state racing commission.

i. Coordinates and directs all recreation activities and personnel at a center, such as a community recreation area, YMCA, camps, or private resort.

j. Handles a number of performers to secure contracts and bookings for entertainment purposes.

k. Buys large quantities of theatre tickets and resells them at varying prices.

l. Escorts clients to desired places explaining special points of interest; on a trip may check accommodations and other arrangements.
Sun City is an adult community of people fifty years of age and over in Florida. As a community planner, you have been asked to suggest at least five recreational businesses that the community should have. Name ten marketing career opportunities which could be found in those businesses.

<table>
<thead>
<tr>
<th>BUSINESSES</th>
<th>RECREATION MARKETING CAREERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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</tbody>
</table>
THE RECREATION SURVEY

1. Twenty-four marketing careers are named below. Place an "R" in the blanks next to the fifteen which are found in recreation.

   ____  Booking Agent     ____  Prop Master
   ____  Ticket Collector   ____  Title Searcher
   ____  Tour Guide         ____  Business Manager
   ____  Comptroller        ____  Underwriter
   ____  Theatrical Agent   ____  Golf Club Manager
   ____  Securities Broker  ____  Innkeeper
   ____  Bowling Attendant  ____  Ticket Broker
   ____  Airline Stewardess ____  Caddy Master
   ____  Station Master     ____  Loan Officer
   ____  Usher              ____  Recreation Director
   ____  Telephone Operator ____  Ride Operator
   ____  Talent Scout       ____  Amusement Cashier

2. Read each of the job descriptions below and write the job title of the marketing career in recreation in the blanks next to the description.

   a. Coordinates all arrangement details, such as tickets, programs, stage setting, and publicity for a traveling entertainment production.
   b. Represents certain entertainment businesses in securing performers or attractions for the businesses.
   c. Supervisor of golf caddies for a golf country club or professional touring group.
   d. Arranges necessary display props on a theater stage for a production or event.
   e. Analyses past performances of athletes and racing animals to assign weights and arrange competition.
   f. Directs all activities and personnel for a golf or country club, including the dining room, pro shop, and grounds.
g. Walks horses and dogs before and after a race for people to view or to cool the animal.

h. Coordinates activities of racetrack personnel and negotiates with other racetrack officials and the state racing commission.

i. Coordinates and directs all recreation activities and personnel at a center, such as a community recreation area, YMCA, camps, or private resort.

j. Handles a number of performers to secure contracts and bookings for entertainment purposes.

k. Buys theatre and performance tickets in large quantities and resells them at varying prices.

l. Escorts clients to desired places explaining special points of interest; on a trip may check accommodations and other arrangements.

3. Sunny City is an adult community of people fifty years of age and over in Florida. As a community planner, you have been asked to suggest at least five recreational businesses that the community should have. Name ten marketing career opportunities which could be found in those businesses.

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<thead>
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</table>
BUSINESS SERVICES SCENE

1. Match the marketing careers to the appropriate business service category by placing the letter in the blank space provided. Some marketing careers may be found in more than one business service category.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Promotion</td>
<td>Liquidator</td>
</tr>
<tr>
<td>b. Buying</td>
<td>Tabulator</td>
</tr>
<tr>
<td>c. Sales</td>
<td>Copywriter</td>
</tr>
<tr>
<td>d. Financial</td>
<td>Credit Investigator</td>
</tr>
<tr>
<td>e. Marketing Research</td>
<td>Importer</td>
</tr>
<tr>
<td>f. Marketing Management Consulting</td>
<td>Business Broker</td>
</tr>
<tr>
<td>g. Security</td>
<td>Collection Clerk</td>
</tr>
<tr>
<td>h. Maintenance</td>
<td>Employee Motivation Consultant</td>
</tr>
<tr>
<td>i. Employment</td>
<td>Advertising Agency Manager</td>
</tr>
<tr>
<td>j. Office</td>
<td>Owner/Manager</td>
</tr>
</tbody>
</table>

2. Identify at least two marketing careers which may be found in each of the business service categories given below:

<table>
<thead>
<tr>
<th>Category</th>
<th>Career</th>
<th>Career</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sales</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Security</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. In each of the situations given below, determine the type of business service which would meet the need described and identify two marketing careers which would be involved in providing that service.

a. Bill’s Lumberyard has suffered several serious losses of lumber and building materials from robberies committed during the night.

b. Bob Jones is in poor health and has decided to sell out his entire inventory and close his business.

c. Jane’s Dress Shop is planning a special sale. The owner has over 1,000 invitations to address to her best customers but the office staff is too small to handle this need.

d. Helen Wolfson plans to open her new health spa next month, but isn’t sure how she should advertise the event.

e. Burt just opened a sporting goods store, but his staff is too small to keep the solid glass front cleaned properly.
BUSINESS SERVICE SURVEY

1. Match the marketing career to its appropriate business category by placing the letter in the blank space provided. Some marketing careers may be found in more than one category.

<table>
<thead>
<tr>
<th>Careers</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Auctioneer</td>
<td>Office</td>
</tr>
<tr>
<td>b. Display Designer</td>
<td>Maintenance</td>
</tr>
<tr>
<td>c. Credit Clerk</td>
<td>Security</td>
</tr>
<tr>
<td>d. Time and Motion Consultant</td>
<td>Employment</td>
</tr>
<tr>
<td>e. Resident Buyer</td>
<td>Promotion</td>
</tr>
<tr>
<td>f. Salesperson</td>
<td>Sales</td>
</tr>
<tr>
<td>g. Professional Demonstrator</td>
<td>Financial</td>
</tr>
<tr>
<td>h. Importer</td>
<td>Buying</td>
</tr>
<tr>
<td>i. Owner manager</td>
<td>Marketing Management Consulting</td>
</tr>
<tr>
<td>j. Coder</td>
<td>Marketing Research</td>
</tr>
</tbody>
</table>

2. Identify at least two marketing careers which may be found in each of the business service categories given below:

<table>
<thead>
<tr>
<th>Category</th>
<th>Career</th>
<th>Career</th>
</tr>
</thead>
<tbody>
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<td></td>
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<tr>
<td>Employment</td>
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</tbody>
</table>
3. In each of the situations given below determine the type of business service which would meet the need described, and identify two marketing careers which would be involved in providing that service.

a. Joe's Garage received a bad check from one of its customers, Mr. Worthless Jones, and has been unable to collect the amount of the bill.
   Business Careers

b. The Rainbow Shirt factory has an employee morale problem and has not yet been able to motivate their employees to do a good job.
   Business Careers

c. The First National Bank is interested in developing a wider array of services for young people, but the bank needs to know where the young people live, what radio stations they listen to most frequently, and what types of services they would prefer.
   Business Careers

d. The tax certification auction sale will be held in two months. The county tax collector needs to hire two or three extra secretaries to handle the clerical work during a two week period prior to and after the sale.
   Business Careers

e. Jim wants to open a hobby shop, but is unfamiliar with the latest merchandise on the market. He cannot afford to go to the market and will probably purchase in limited quantities.
   Business Careers
THE PERSONAL SERVICES SCENE

1. Listed below are twenty careers in marketing. Circle those ten that are found in personal service businesses.

   - Funeral Director
   - Loan Officer
   - Car Washer
   - Booking Agent
   - Furnisher
   - Telephone Operator
   - Marina Manager
   - Convention Rep.
   - Copywriter
   - Kennel Operator
   - Underwriter
   - Rental Agent
   - Title Searcher
   - Cemetery Director
   - Airline Stewardess
   - Meter Checker
   - Maitre d'
   - Service Advisor
   - Credit Collector
   - Service Station Attendant

2. Review each of the personal service job descriptions and decide which marketing career is explained. Place the career title in the correct numbered blank.

   1. ____________
   2. ____________
   3. ____________
   4. ____________
   5. ____________
   6. ____________
   7. ____________
   8. ____________
   9. ____________
   10. ____________

   **JOB DESCRIPTIONS**

   1. Assists motorists by filling gas tanks, washing windows, checking oil and water.
   2. Handles transactions for leased merchandise and gives information about its use.
   3. Checks utility meters, usually monthly, to determine amounts used by customer.
   4. Gives customer information concerning the repair or improvement of merchandise.
5. Supervises all activities and personnel for burial preparation and services.

6. Supervises all workers and activities for burial preparation and grounds maintenance at a cemetery.

7. Assists customer in obtaining gas, oil, and water; loads boat into dry dock storage or boat slips.

8. Greets guests, escorts them to sitting area, serves refreshments, and provides services as they are requested.

9. Maintains the grounds and monuments of a cemetery.

10. Directs and controls all employees and activities for a business which boards animals.

3. Study each of the consumer situations below and decide which personal service business and marketing career would best handle the situation.

   **BUSINESS**  
   **CAREER**

   a. 
   b. 
   c. 
   d. 
   e. 

a. Byron was out fishing and realized he needed gas and oil for his boat.

b. Clarice received her electric bill and felt sure a mistake had been made on the reading, because she had been gone for three weeks that month.

c. Peggy wants to prevent bugs and other pests from coming into her new home.

d. Ted needs a spreader for fertilizer, but he does not want to buy one.

e. Doug looked at his fuel gauge and decided he needed gasoline for his automobile.
THE PERSONAL SERVICES SURVEY

1. Study each of the marketing careers below and place a "P" in the spaces next to those ten which can be found in personal service businesses.

- Trust Officer
- Kennel Operator
- Stock Broker
- Meter Reader
- Ad Illustrator
- Rental Agent
- Ramp Attendant
- Theatrical Agent
- Funeral Director
- Marina Attendant
- Claims Adjuster
- Service Station Attendant
- Telegrapher
- Bodyguard
- Head Waiter
- Memorial Agent
- Fumigator
- Innkeeper
- Cemetery Worker
- Display Trimmer

2. Read each personal service job description below and decide which marketing career is explained. Write that career title in the blank to the left of the description.

a. Transports body from death place to mortuary to cemetery.

b. Directs and controls all employees and activities for a business which boards animals.

c. Handles transactions for leased merchandise and gives information about its use.

d. Assists customer in obtaining gas, oil, and water; loads boat into dry dock storage or boat slips.

e. Assists motorists by filling gas tanks, washing windows, checking oil and water.

f. Treats a home infested with termites or other household pests.

g. Supervises all workers and activities for burial preparation and grounds maintenance at a cemetery.

h. Gives customer information concerning the repair or improvement of merchandise.
i. Inspects meters to determine accuracy of readings and proper functioning.

j. Sprays inside and outside of homes to prevent bugs, termites, and pests.

Recommend the personal service business and marketing career which should be consulted for each consumer situation below. Place the answers in the blanks provided.

<table>
<thead>
<tr>
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<tbody>
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<td>a.</td>
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<td>d.</td>
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<tr>
<td>e.</td>
<td></td>
</tr>
</tbody>
</table>

a. Eddie discovered that his house was infested with termites.
b. Gina needs someone to take care of her dog while she is away on a business trip.
c. Ken was upset about the amount of his electricity bill and wanted it verified.
d. Dot wanted her boat stored out of the water during the winter.
e. Ralph needed assistance in escorting his elderly mother to the funeral service of his father.
THE LODGING/FOOD SCENE

1. Match each marketing career title to its correct description by writing the career title from the list below in the blanks provided.

<table>
<thead>
<tr>
<th>Career Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bellman</td>
<td>Directs all hotel personnel and activities.</td>
</tr>
<tr>
<td>Waitress</td>
<td>Inspects rooms for order and cleanliness.</td>
</tr>
<tr>
<td>Front Desk Clerk</td>
<td>Assists guests in choosing and registering for rooms.</td>
</tr>
<tr>
<td>Reservation Clerk</td>
<td>Greets guests entering the dining area.</td>
</tr>
<tr>
<td>Innkeeper</td>
<td>Receives payment from guests for bills.</td>
</tr>
<tr>
<td>Executive Housekeeper</td>
<td>Supervises restaurant activities and workers.</td>
</tr>
<tr>
<td>Busboy</td>
<td>Receives advance room requests.</td>
</tr>
<tr>
<td>Cashier</td>
<td>Assists guests with baggage to their rooms.</td>
</tr>
<tr>
<td>Hostess</td>
<td>Serves food and beverages to patrons.</td>
</tr>
<tr>
<td>Restaurant Manager</td>
<td>Brings clean silverware and linens to table.</td>
</tr>
</tbody>
</table>

2. Complete the career diagrams below from entry to management levels with the careers given below the diagrams.

<table>
<thead>
<tr>
<th>LODGING</th>
<th>FOOD</th>
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<tbody>
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<td><strong>1.</strong></td>
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<td><strong>5.</strong></td>
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**MANAGER**

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<td><strong>3.</strong></td>
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**ADVANCED**

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<th>FOOD</th>
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<td><strong>1.</strong></td>
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<td><strong>2.</strong></td>
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<td><strong>3.</strong></td>
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</table>

**ENTRY**

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<tr>
<th>LODGING</th>
<th>FOOD</th>
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<tbody>
<tr>
<td><strong>1.</strong></td>
<td></td>
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</table>

| **2.**  |      |
| **3.**  |      |
| **4.**  |      |
| **5.**  |      |
3. Select the best response to each of the following questions and circle the answer.

1. If you are dissatisfied with the service you receive from a waitress, you would complain to the
   a. Busboy
   b. Restaurant Manager
   c. Cook
   d. Purchasing Steward

2. If you want your luggage taken to your room, you would need a
   a. Cashier
   b. Maid
   c. Superintendent of Services
   d. Bellman

3. If your advance room request was not confirmed, you would contact the
   a. Executive Housekeeper
   b. Bell Captain
   c. Cashier
   d. Reservation Clerk

4. If you want to have a three-day sales meeting at a large hotel, you would contact the
   a. Front Desk Clerk
   b. Convention Coordinator
   c. Executive Housekeeper
   d. Superintendent of Services

5. If you wanted to have a certain table reserved, you would talk to the
   a. Maitre d'
   b. Cashier
   c. Busboy
   d. Reservation Clerk

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1. Match the following jobs to their related activities by placing the letter of the job title in the blank to the left of its description.

   A. BELLMAN   F. CASHIER
   B. EXECUTIVE HOUSEKEEPER  G. RESERVATION CLERK
   C. WAITRESS   H. HOSTESS
   D. BUSBOY   I. INNKEEPER
   E. FRONT DESK CLERK   J. RESTAURANT MANAGER

   1. Supervises restaurant workers and activities.
   2. Receives advance room requests.
   3. Assists guests with baggage to their rooms.
   4. Serves food and beverages to patrons.
   5. Brings clean silverware and linens to table.
   6. Directs all hotel personnel and activities.
   7. Inspects rooms for order and cleanliness.
   8. Assists guests in choosing and registering for rooms.
   9. Greets guests entering the dining room.
   10. Receives payment from guests for bills.

2. Fill in the diagrams using the job titles given below, from job entry at the bottom to the managerial specialization level at the top.

   BELL CAPTAIN  BUSBOY
   SUPERINTENDENT OF SERVICE  WAITRESS
   BELLMAN  MAITRE D'
   FRONT DESK CLERK  HEAD WAITER
   INNKEEPER  RESTAURANT MANAGER
3. Study each of the food and lodging situations below and decide which marketing career personnel would best handle the situation. Write the title in the blank provided.

1. Your club is having a conference at a hotel and you want to request certain room arrangements.

2. As the executive housekeeper for a hotel chain, you discover many of the linens have become worn and need to be replaced. Who would you contact?

3. You enter a hotel and want to know if they have a room with two beds and color television.

4. While you are eating dinner, you remember you have to make an important phone call and need change.

5. You called this afternoon and asked to be seated in the Garden Dining Room near the fountain. Instead you have been seated in the main dining room.
SPECIAL RESOURCES
AUDIO-VISUAL RESOURCES


“Ad-ventures,” 16 mm color film, ASSOCIATED BUSINESS PUBLICATIONS, 205 East 42nd Street, New York, New York 10003.

“Art Careers In Advertising,” filmstrip, EDUCATIONAL DIMENSIONS CORPORATION, P.O. Box 488, Great Neck, New York 11022.


“Air Travel,” color filmstrip series, COLONIAL FILMS, INC., Box 22857, Ft. Lauderdale, Florida 33315.

“American Occupations,” cassette tape series, JASPER EWING AND SONS, 610 North State Street, Jackson, Mississippi 39205.

“Banking in Action,” 16 mm color film, FLORIDA BANKERS ASSOCIATION, through your local bank.

“Bread,” 16 mm color film, FLORIDA BANKERS ASSOCIATION, through your local bank.

“Business of Keeping Promises,” color sound filmstrip, AUDIO-VISUAL ASSOCIATES,


“Career Calling,” 16 mm color film, JIM HANDY CORPORATION, 2821 East Grand Boulevard, Detroit, Michigan.


“Career Game,” color sound filmstrip, career cards kit, IMPERIAL FILMS, INC., 332 South Michigan Avenue, Chicago, Illinois 60604.

“Careers in Broadcast News,” 16 mm color film, UNIVERSITY OF IOWA, Cedar Falls, Iowa 50613.

“Careers in Business Administration,” color sound filmstrip, PATHESCOPE EDUCATIONAL FILMS, INC., 71 Weyman Avenue, New Rochelle, New York 10802.

“Careers in Fashion,” 35 mm slide series, FAIRCHILD VISUALS, Dept. O.K., 7 East Twelfth Street, New York, New York 10003.

"Careers in Fashion Design," filmstrip; EDUCATIONAL DIMENSIONS CORPORATION, P.O. Box 488, Great Neck, New York 11022.

"Careers in Filmmaking," filmstrip. EDUCATIONAL DIMENSIONS CORPORATION, P.O. Box 488, Great Neck, New York 11022.

"Careers in Food Merchandising," 35 mm slide series, FAIRCHILD VISUALS, Dept. O.K., 7 East Twelfth Street, New York, New York 10003.

"Careers in Food Service," color sound filmstrip, PATHESCOPE EDUCATIONAL FILMS, INC., 71 Weyman Avenue, New Rochelle, New York 10802.

"Careers in Home Furnishings," 35 mm slide series, FAIRCHILD VISUALS, Dept. O.K., 7 East Twelfth Street, New York, New York 10003.

"Careers In Illustration," filmstrip, EDUCATIONAL DIMENSIONS CORPORATION, P.O. Box 488, Great Neck, New York 11022.

"Careers in Insurance," color sound filmstrip, AMERICAN INSURANCE INSTITUTE.


"Careers in Sales," 16 mm color film. UNIVERSITY OF SOUTH CAROLINA, Division Educational Services, Columbia, South Carolina 29208.

"Careers in Service Stations," 35 mm slide series, FAIRCHILD VISUALS, Dept. O.K., 7 East Twelfth Street, New York, New York 10003.


"Careers in Television," filmstrip. EDUCATIONAL DIMENSIONS CORPORATION, P.O. Box 488, Great Neck, New York 11022.


"Careers in Transportation," 16 mm color film. UNIVERSITY OF SOUTH CAROLINA, Division Educational Services, Columbia, South Carolina 29208.

"Careers—Sales," 16 mm color film. FLORIDA STATE UNIVERSITY, Tallahassee, Florida.


"Credit." 16 mm color film, MODERN TALKING PICTURES FILM SERVICE, New Hyde Park, New York 11040.

"Discovery." color sound filmstrip series, SCHOLASTIC BOOK SERVICES, Richmond Hill, Ontario, Canada.

"For Some Must Watch." 16 mm color film, BUSINESS EDUCATION FILMS, 5113 16th Avenue, Brooklyn, New York 11204.

"Fruits of a Lifetime." 16 mm color film, UNION PACIFIC RAILROAD, 1416 Dodge Street, Omaha, Nebraska.

"General Insurance Careers." 16 mm color film, UNIVERSITY OF UTAH, Educational Media Center, Salt Lake City, Utah 84110.

"How to Succeed Without Really Flying." 16 mm color film, FEDERAL AVIATION COMMISSION, P.O. Box 25082, Oklahoma City, Oklahoma 73125.

"Imperial Interview Tapes." cassette tape series, JASPER EWING AND SONS, 610 North State Street, Jackson, Mississippi 39205.

"Is a Career in Banking For You?" 16 mm color film, A.I.M.S. INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028.

"Is a Career in Business Administration For You?" 16 mm color film, A.I.M.S. INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028.

"Is a Career in Finance, Insurance, or Real Estate For You?" 16 mm color film, A.I.M.S. INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028.

"Is a Career In Management For You?" 16 mm color film, A.I.M.S. INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028.

"Is a Career in Radio or Television For You?" 16 mm color film, A.I.M.S. INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028.

"Is a Career in the Apparel Industry For You?" 16 mm color film, A.I.M.S. INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028.

"Is a Career in the Hotel or Motel Business For You?" 16 mm color film, A.I.M.S. INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028.

"Is A Career in the Restaurant Business For You?" 16 mm color film, A.I.M.S. INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028.

"Is a Railroad Career For You?" 16 mm color film, A.I.M.S. INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028.
"Is a Sales Career For You?" 16 mm color film, A.I.M.S. INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028.

"Insurance Careers," color sound filmstrip, INSTITUTE OF INSURANCE.

"Job Opportunities in Hotels and Motels." 16 mm color film, UNIVERSITY OF COLORADO, Fort Collins, Colorado 80521.


"Just a Teller," filmstrip, LEARNING ARTS, P.O. Box 917, Wichita, Kansas 67201.


"Modern Innkeepers," 16 mm color film (20 minutes), AMERICAN HOTEL AND MOTEL ASSOCIATION, 888 Seventh Avenue, New York, New York 10019.

"Occupations In Supermarkets," slide series, FAIRCHILD VISUALS, Dept. O.K., 7 East Twelfth Street, New York, New York 10003.

"Opportunities in Sales and Merchandising," 16 mm color film, UNIVERSITY OF COLORADO, Fort Collins, Colorado 80521.

"Selling As A Career," color sound filmstrip, UNIVERSAL EDUCATION AND VISUAL ARTS, 221 Park Avenue, South, New York, New York 10003.

"Step into Banking," 16 mm color film, FLORIDA BANKERS ASSOCIATION, through your local bank.

"The Big Bird Story," 16 mm color film, TRANSWORLD AIRLINES, 605 Third Avenue, New York, New York 10016.

"The Littlest Giant," 16 mm color film, MODERN TALKING PICTURE SERVICE.


"The Voice of Your Business," 16 mm color film, BELL SYSTEM, Local Telephone Company, Your City, Your State.

402
"The World Of Marketing & Distribution," 35 mm slide series, CAREER WORLD, INC., 1560 Vesta Drive, Harrisburg, Pennsylvania 17117.


"Tommy Looks at Careers—Trucking," 16 mm color film, UNIVERSITY OF WYOMING, Laramie, Wyoming.


"Understanding Wholesaling," 35 mm slides, OHIO DISTRIBUTIVE EDUCATION MATERIALS LAB, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210.

"What Do You Want?" 16 mm color film, ASSOCIATION-STERLING FILMS, 866 Third Avenue, New York, New York 10022.

"Where Do I Go From Here?" 16 mm color film, NATIONAL RESTAURANT ASSOCIATION, 1530 North Lake Shore Drive, Chicago, Illinois 60610.

"Why Work At All?" filmstrip, GUIDANCE ASSOCIATES, Pleasantville, New York 10570.

"Writing Careers in Advertising," filmstrip, EDUCATIONAL DIMENSIONS CORPORATION, P.O. Box 488, Great Neck, New York 11022.

"Your Future in Retailing," 35 mm slide set, OHIO DISTRIBUTIVE EDUCATION MATERIALS LAB, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210.

"Your Town," 16 mm color film, FLORIDA BANKERS ASSOCIATION, through your local bank.
### CLASSROOM PRODUCTIONS*

**Careers Unlimited Cassette Tapes**

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<thead>
<tr>
<th>Unit Number</th>
<th>Tape Number</th>
<th>Career Title</th>
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<tbody>
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<td>601-1</td>
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<td>601-3</td>
<td>Hotel-Motel</td>
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<td>Restaurant</td>
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<td>Advertising</td>
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<td>Recreation</td>
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**CLASSROOM PRODUCTIONS**
851 College Parkway at McGregor Boulevard
Ft. Myers, Florida 33901

### IMPERIAL FILMS COMPANY

**Career Development Cassette Tapes**

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<thead>
<tr>
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<td>Realtor</td>
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<td>Reporter</td>
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<td>Salesman</td>
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<tr>
<td>Cost Analyst</td>
<td>Stewardess</td>
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<tr>
<td>Driver or Routeman</td>
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<tr>
<td>Editor</td>
<td>Theatrical Agent</td>
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<td>Fashion Model</td>
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### American Occupations

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<td>COMMERCIAL ARTISTS</td>
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<td>ECONOMISTS</td>
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<td>NEWSPAPER REPORTER</td>
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### Imperial Interview Tapes

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<td>LOCAL TRUCK DRIVER</td>
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<td>GROCERY STORE CLERK</td>
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<tr>
<td>LAUNDROY ROUTEMAN</td>
<td>VG748</td>
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*JASPER EWING AND SONS*

610 North State Street
Jackson, Mississippi 39205
TECHNICAL WRITERS 4536
MODELS 4540
RECREATION WORKER 4542
MANAGERIAL OCCUPATIONS 4544
INDUSTRIAL TRAFFIC MANAGER/PURCHASING AGENT 4545
CASHIERS 4547
SHIPPING—RECEIVING CLERK 4548
AUTO PARTS COUNTER MAN 4550
AUTO SALESMAN AUTO SERVICE ADVISOR 4551
INSURANCE AGENT—BROKER/MANUFACTURER’S SALESMAN 4552

LOCAL BUSDRIVER/TAXI DRIVERS 4571
APPLIANCE SERVICEMEN 4574
PETROLEUM OCCUPATIONS 4586
STEWARDESS 4588
AIRPLANE DISPATCHER 4589
AIR TRAFFIC CONTROLLER 4590
RADIO-TV ANNOUNCER 4591
CONDUCTOR 4592
BRAKEMAN 4593
TELLER 4596
HOTEL CLERK/HOTEL MANAGER 4597

*JASPER EWING AND SONS
610 North State Street
Jackson, Mississippi 39205

MACMILLAN LIBRARY SERVICES*

Careertapes

Personnel Manager
Telephone Operator
Writer
Bus Driver
Rent-a-Car Agent
Airline Flight Officer
Urban Planner
Purchasing Agent
Materials Handler
Travel Agent
Hotel Manager
Chauffeur
Funeral Director
Dry Cleaning Worker
Food Service Manager
Building Inspector
Farm Produce Wholesaler
Retail Sales Clerk
Quality Control Inspector
Credit Manager
Food Franchise Worker
Advertising Account Executive

MACMILLAN LIBRARY SERVICES
248B Brown Street
Riverside, New Jersey 08075

FAIRCHILD PUBLICATIONS*
35 mm Color Slide Career Series

"Careers in Food Merchandising"
"Careers in Service Stations"
"Careers in Home Furnishings"
"Careers in Fashion"

FAIRCHILD VISUALS
Department O.K.
7 East Twelfth Street
New York, New York 10003
RESOURCE PUBLICATIONS


*Banking: A Career For Today & Tomorrow*, booklet, AMERICAN BANKERS ASSOCIATION, Banking Education Committee, 90 Park Avenue, New York, New York 10016.

*Broadcast Management*, by Qual and Martin: HASTINGS HOUSE PUBLISHERS, INC., 10 East 40th Street, New York, New York 10016.

*A Business Of Your Own*, booklet, SOHIO OIL COMPANY, INC., Cleveland, Ohio.

*Career Information: Marketing and Distributive Occupations*, AMERICAN VOCATIONAL ASSOCIATION, 115 16th Street, N.W., Washington, D.C.


*Career Opportunities In Service*, booklet, FORD MOTOR COMPANY, Service Training Programs Department, Garrison Plaza East, 19855 Outer Drive, Dearborn, Michigan 48124.

*Career Opportunities Series*, NEW YORK LIFE INSURANCE COMPANY.*


*Careers Briefs*, CAREERS PUBLICATIONS, INC.*

*Careers in Communications*, pamphlet, Southern Bell Telephone Company, Your local telephone employment office.


*Careers & Opportunities In Retailing*, paperback, NATIONAL RETAIL MERCHANTS ASSOCIATION, Personnel Division, 100 West 31st Street, New York, New York 10001.


*Careers For Youth In The Food Industry*, pamphlet, NATIONAL RESTAURANT ASSOCIATION, 1530 North Lake Shore Drive, Chicago, Illinois 60610.


*Consider A Career In Public Relations*, CHRONICLE GUIDANCE PUBLICATIONS, INC.*

Discovery: Career Log, SCHOLASTIC BOOK SERVICE, Richmond Hill, Ontario.

Distribution and Distributive Careers, by Grandfield and Gold, FAIRCHILD PUBLICATIONS, 7 East 12th Street, New York, New York 10003.

The Encyclopedia Of Careers & Vocational Guidance, by Hopke; J.G. FERGUSON PUBLISHING COMPANY, 6 North Michigan Avenue, Chicago, Illinois 60602.

Finding Your Job, booklets, FINNEY COMPANY

Going Places in Oil, booklet, AMERICAN PETROLEUM INSTITUTE, 1271 Avenue of the Americas, New York, New York 10020.

Guide To Filmmaking, by Pincus; NEW AMERICAN LIBRARY, 1301 Avenue of the Americas, New York, New York 10019.

Handbook Of Job Facts, SCIENCE RESEARCH ASSOCIATES (SRA).

Hello World!-Business Services, FIELD EDUCATIONAL PUBLICATIONS, Atlanta, Georgia.

Hello World!-Food & Lodging Services, FIELD EDUCATIONAL PUBLICATIONS, Atlanta, Georgia.

Hello World!-Marketing, FIELD EDUCATIONAL PUBLICATIONS, Atlanta, Georgia.

Job Scene, Comic Series, FLORIDA STATE EMPLOYMENT OFFICE, Tallahassee, Florida.


Marketing Careers In The Jet Age, CHRONICLE GUIDANCE PUBLICATIONS, INC.

Marketing Research For The High School Student, CHRONICLE GUIDANCE PUBLICATIONS, INC.


The New Look In Service Stations (Automobile Service Station Attendant), CHRONICLE GUIDANCE PUBLICATIONS, INC.

Occupational Awareness Mini-Briefs, OCCUPATIONAL AWARENESS, Box 5098, Los Angeles, California.

Occupational Briefs, CHRONICLE GUIDANCE PUBLICATIONS, INC.

Occupational Briefs, SCIENCE RESEARCH ASSOCIATES

Occupational Guidance, booklets, FINNEY COMPANY

Occupational Guide, series, CALIFORNIA DEPARTMENT OF EMPLOYMENT
Occupational Manuals, series, GREGG/McGRAW HILL*


Occupations And Careers, by Feingold and Swerdloff; WEBSTER/McGRAW-HILL PUBLISHING COMPANY*

On The Road With The Truckers, CHRONICLE GUIDANCE PUBLICATIONS, INC.*

Opportunities In The Trucking Industry, AMERICAN TRUCKING ASSOCIATION, 1616 P Street, N.W., Washington, D.C. 20036.

Opportunities With Texaco, booklet, TEXACO OIL COMPANY, INC., P.O. Box 52332, Houston, Texas 77052.

Opportunity In Retailing, booklet, NATIONAL RETAIL MERCHANTS ASSOCIATION, Personnel Division, 100 West 31st Street, New York, New York 10001.

Popeye and Careers, Comic books, KING FEATURES, INC.*

Project Loom Units, FLORIDA STATE UNIVERSITY, 415 North Monroe Street, Room 223, Tallahassee, Florida 32301.

This Business Of Food Service, CHRONICLE GUIDANCE PUBLICATIONS, INC.*


What Job For Me? book series, WEBSTER/McGRAW-HILL PUBLISHING COMPANY*

Widening Occupational Roles Work Briefs, SCIENCE RESEARCH ASSOCIATES*


Your Career In The Hotel-Motel Industry, booklet, EDUCATIONAL INSTITUTE OF THE AMERICAN HOTEL-MOTEL ASSOCIATION, Kellogg Center, East Lansing, Michigan 48823.


Your Job In Distribution, by Beaumont and Langan, GREGG/McGRAW-HILL PUBLISHING COMPANY*

*See succeeding pages for specific titles and/or addresses of resources.
## GAMES RECOMMENDED

### COMMERCIAL GAMES

<table>
<thead>
<tr>
<th>Game</th>
<th>Publisher's Name</th>
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<tr>
<td>Auctioneer</td>
<td>Ideal Company</td>
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<tr>
<td>Boss</td>
<td>Ideal Company</td>
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<tr>
<td>Billionaire</td>
<td>Parker Brothers</td>
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<tr>
<td>Careers</td>
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<td>Dealers' Choice</td>
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<td>Dig</td>
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<td>Masterpiece</td>
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<td>Monopoly</td>
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<td>Probe</td>
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<td>Quibic</td>
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<td>Touring</td>
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<td>Concentration</td>
<td>Milton Bradley</td>
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<td>Easy Money</td>
<td>Milton Bradley</td>
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<td>Happiness</td>
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<td>Hollywood Square</td>
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<td>Jeopardy</td>
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<td>Who, What, Where</td>
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<td>Lottery</td>
<td>Selchow &amp; Righter</td>
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<td>RSVP</td>
<td>Selchow &amp; Righter</td>
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<td>Scrabble</td>
<td>Selchow &amp; Righter</td>
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<td>Bazaar</td>
<td>3-M Company</td>
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<td>High Bill</td>
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<td>Venture</td>
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<td>Stock Market</td>
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<td>Shopping Center</td>
<td>Creative Playthings</td>
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<td>Money Card</td>
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<td>Ad Lib</td>
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<td>Junior Executive</td>
<td>Whitman</td>
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<td>Park and Shop</td>
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*Games listed are highly recommended by classroom teachers who have used them with their Pre-Vocational Distributive Education students in the middle grades 6-9.*
CALIFORNIA DEPARTMENT OF EMPLOYMENT

Occupational Guides

Title of Publication

Administrative Services Manager
Claims Adjuster
Contract Administrator
Credit & Collection Manager
Display Man
Display Man, General Merchandise
Food Clerk
Grocery Checker
Grocery Product Salesman
Hotel Manager
Management Trainee
Model
Purchasing Agent
Quality Control Manager
Real Estate Salesman
Retail Store Manager
Sales Clerk
Salesman, Building Materials
Salesperson
Salesperson, Cosmetics
Salesperson, Hardware
Salesperson, Home Furnishings
Shipping and Receiving Clerk
Sign Painter
Stock Clerk
Retail Buyer
Traffic Rate Clerk

California Dept. of Employment
800 Capitol Mall
Sacramento, Calif. 95814
Career Briefs

Advertising-Space Salesman
Advertising Workers
Bank Careers
Bank Teller
Buyer
Cashier
Credit Manager
Department Manager (Retail Trade)
Department Store Receiving, and Related Occupations
Display Man
Drugstore Salesperson
Food Service Supervisor
Grocery Checker
Hotel Managers
House-to-House Salesman
Insurance Clerks
Junior Executives
Managers, General
Materials Handler
Proofreader
Public Relations Man

Purchasing Agent
Radio-TV Broadcast-Time Salesman
Real Estate Appraiser
Real Estate Salesman
Restaurant Hostess
Restaurant Manager
Room Clerk
Sales Clerk
Salesman, Automobile
Salesman, Grocery Product
Salesman, Hardware
Sales (Marketing) Manager
Salesperson (Retail)
Sales Promotion Manager
Securities Salesman
Stock Clerk
Supermarket Manager
Vending Machine Routeman
Waiter-Waitress
Wholesale Salesman

413
<table>
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<th>Number</th>
<th>Title</th>
<th>Number</th>
<th>Title</th>
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<tbody>
<tr>
<td>251</td>
<td>Acrobat (&amp; Aerialist)</td>
<td>172</td>
<td>Public Relations Man</td>
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<tr>
<td>205</td>
<td>Actor (&amp; Actress)</td>
<td>167</td>
<td>Purchasing Agent</td>
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<td>Announcer (Radio &amp; Television)</td>
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<td>Radio &amp; TV Broadcasting Industry</td>
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<td>95</td>
<td>Buyer</td>
<td>360</td>
<td>Radio &amp; TV Production Occupations</td>
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<td>Credit Analyst (Banking)</td>
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<td>Radio &amp; TV Time Salesman</td>
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<td>266</td>
<td>Credit Manager</td>
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<td>Railroad Transportation Industry</td>
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<td>375</td>
<td>Department Store Occupations</td>
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<td>Recreation Leader (Director)</td>
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<td>Disc Jockey</td>
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<td>Restaurant Manager</td>
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<td>249</td>
<td>Employment Supervisor</td>
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<td>358</td>
<td>Executive Housekeeper</td>
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<td>Salesman, Automobile</td>
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<td>23</td>
<td>Fashion Designer</td>
<td>8</td>
<td>Salesman, General (Ret &amp; Whole Trade)</td>
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<td>269</td>
<td>Floral Designer</td>
<td>136</td>
<td>Salesman, House-to-House (Direct Sell)</td>
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<td>196</td>
<td>Gas Distribution Occupations</td>
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<td>Salesman, Manufacturers'</td>
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<td>Insurance Industry, Careers in the</td>
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<td>Salesman, Real Estate</td>
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NOTE: These marketing oriented briefs may be ordered separately at a considerable savings over ordering the entire set.

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Moravia, New York 13118
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*FINNEY COMPANY*

Minneapolis, Minnesota 55426
### Occupational Manuals and Projects in Marketing

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*GREGG/MCGRAW-HILL PUBLISHING COMPANY
World Headquarters
330 West 42nd Street
New York, New York 10036
(or contact the regional office serving your area)
Guidance Centre*

TITLE OF THE CAREER PUBLICATION

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Careers in Food Products Distribution

Grocery Store Operation and Supermarket Management—Careers

Retail Selling as a Career

Career as a Merchandise Buyer in Retailing

Merchandising as a Career

Careers in Hardware Retailing

Careers in Furniture Stores and Furniture Store Management

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SALES CLERK
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SHOULD YOU BE A BANKER?
SHOULD YOU BE A NEWS REPORTER?
SHOULD YOU BE A PURCHASING AGENT?
SHOULD YOU BE A SALESMAN?
SHOULD YOU BE A TRAFFIC MANAGER?
SHOULD YOU GO INTO ADVERTISING?
SHOULD YOU GO INTO BUSINESS FOR YOURSELF?
SHOULD YOU GO INTO THE CONSTRUCTION BUSINESS?
SHOULD YOU GO INTO FOOD RETAILING?
SHOULD YOU GO INTO PERSONNEL WORK?
SHOULD YOU GO INTO PUBLIC RELATIONS?
SHOULD YOU GO INTO RETAILING?
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New York, New York 10010
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Actuary
Advertising Copy Writer
Advertising Manager
Announcer, Radio & TV
Appraiser, General
Automotive Parts Counterman
Automobile Salesman
Bank Officer
Business Manager
Business Proprietor
Cashier
Credit Analyst
Dispatcher
Display Man
Economist
Florist
Food Market Checker
Funeral Director
Illustrator
Insurance Salesman

Interior Designer
Jeweler
Marketing Analyst
Model
Newspaper Reporter
Personnel Manager
Public Relations Worker
Purchasing Agent
Real Estate Salesman
Retail Salesman
Wholesale Salesman
Securities Salesman
Service Station Attendant
Shipping/Receiving Clerk
Sign Painter
Stock Clerk
Technical Writer
Traffic Manager
Truck Driver, Heavy
Truck Driver, Light
Warehouseman

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Patricia Rudolph

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J. Noel Deutscher

YOUR FUTURE IN TRAFFIC MANAGEMENT
Robert Heine

YOUR FUTURE IN THE TRUCKING INDUSTRY
Gerald Eskow

YOUR FUTURE IN THE FASHION WORLD
Members of the Fashion Group, Inc.
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**Job Family Series**
- Jobs in Art
- Clerical Work
- Outdoor Work
- Performing Arts

**Job Experience Kits**
- Motel Manager
- Salesman
- Truck Driver

*SCIENCE RESEARCH ASSOCIATES (SRA)*
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Chicago, Illinois  60611
### Widening Occupational Roles Work Briefs
(Grades 6-9)

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<td>Salesmen</td>
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<td>Drycleaning Workers</td>
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<td>Editorial Assistants</td>
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<td>Shipping Clerks</td>
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<td>Stock Clerks</td>
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<td>Florists</td>
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<td>Travel Agents</td>
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<tr>
<td>130</td>
<td>Food Store Workers</td>
<td>191</td>
<td>Truck Drivers, Long-Distance</td>
</tr>
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</table>
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137  Funeral Directors
139  Furriers

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321  Writers, Technical

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