The book cover features a large yellow circle on the left side. The background is divided into three main sections: a light blue trapezoidal area at the top, a white trapezoidal area in the middle, and a purple area at the bottom with horizontal stripes. The title is printed in red, bold, sans-serif capital letters with a blue drop shadow, slanted upwards from left to right. The author's name is printed in green, bold, sans-serif capital letters with a blue drop shadow, also slanted upwards from left to right.

# THE DYNAMICS OF WORK

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# THE DYNAMICS OF WORK

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Director

Division of Occupational  
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New York State  
Education Department

Albany, New York



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# PREFACE

*The Dynamics of Work* reflects the new, modern look in business education.

Traditionally, business education was aimed at those few students planning clerical or secretarial careers.

Today, a new concept in business education has become a nationwide movement. This new concept features a general grounding in free enterprise and in the expectations of the workplace. This has become a necessary backgrounding of education in all areas, particularly for those students whose education will end with high school.

*The Dynamics of Work* is in the vanguard of the new generation of business education textbooks aimed at the lower secondary levels, eighth through tenth grades.



# C O N T E N T O R G A N I Z A T I O N

*The Dynamics of Work* has five parts and 27 units.

## **The Business Scene**

PART I explains basic concepts of business and details the role of the working citizen.

Unit 1 acquaints students with the interdependence of the business world. This is done at the simplest possible level, by starting with the basic business transaction. By starting at the simple, personal level, the students are shown the world of free enterprise and business as a threshold through which they enter into and build their futures.

Unit 2 is a general introduction into the world of the wage earner. The working citizen is shown as engaging in the sell-buy cycle of the business transaction reviewed in Unit 1. Students are shown that the individual has resources of value to sell—his or her skills and working time. They are shown how these resources are sold to receive a medium of exchange—money—which is then converted to the goods and services needed for basic support and for the pursuit of pleasure.

Unit 3 presents a process that can be applied to the selection of a career or a job opportunity. The student is advised that the first step is to know yourself. Students are shown how to develop a profile that identifies, honestly, their strengths and weaknesses. These strengths and weaknesses are then related into a preliminary description of the types of situations and experiences that would constitute an interesting, challenging job. Students are introduced to the major reference sources for career and job information, such as the *Dictionary of Occupational Titles* and the *Occupational Outlook Handbook*.

Unit 4 deals with the sequence of activities involved with preparing to apply for a job. Students are advised to obtain Social Security cards. They are shown how to prepare a meaningful job-application resume and how to obtain and retain references. They are also introduced to a variety of job-opening information sources.

Unit 5 covers the sequence of activities and skills involved in the actual process of applying for a job. Areas covered include writing a letter of application for work, making arrangements for a job interview, filling out a job application, and preparing for a job interview. Proper conduct during a



job interview is stressed. The unit concludes with a discussion of follow-up letters and their importance.

Unit 6 discusses working relationships and basic organizational structures in the workplace. Concepts such as authority, responsibility, supervision, and loyalty are presented in simple, personal terms appropriate to the ninth and tenth grade levels. Equal opportunity in hiring and fairness in the workplace are also discussed.

Unit 7 deals with personal budgeting and the use of credit. Emphasis is placed on the nature of credit—its advantages and pitfalls.

Unit 8 takes the student into the world of financial institutions to discuss personal financial planning and the financial services available to working citizens. The major types of insurance are explained. The necessity of planning for future financial security is emphasized.

### **People and Business**

PART II deals with human relations.

Unit 9 covers the interdependencies of modern society. Group relationships are covered at the family, peer, group, organizational, and societal levels.

The elements of self and personality are covered in Unit 10. Topics include beliefs, values, and codes of living. Students are shown that their personal codes change throughout life.

Unit 11 deals with image—the way you present yourself to others. Hygiene, grooming, clothing, and poise are some of the image factors discussed as statements of your personal code.

Unit 12 discusses teamwork. The need to understand others, to be empathetic, is stressed. The meaning of friendship is discussed.

### **The Changing World**

PART III covers problem solving and decision making. Content on group problem solving in business situations extends the potential of the book in a business introduction course.

Unit 13 discusses the meaning of change. Historical and contemporary perspectives illustrate the forces of change that affect the lives of all individuals. The sources of change—external and internal—are presented at the level of their teen-age experience. It is shown that external change can cause



problems, while internal change involves decisions that the individual wants to initiate.

Unit 14 presents a single, integrated process that applies to both problem solving and decision making. The student is shown that the differences between the two models lie entirely in initiation. Problem solving begins with identifying an existing problem. Decision making begins with a statement describing the decision to be made or the goals to be achieved.

Unit 15 illustrates the use of the problem solving/decision making model in situations involving conflict or stress. The student is shown how to use the process approach to analyze and understand the viewpoints of both parties to a dispute. Emphasis is placed on the value of the process approach in communication—as a means of helping each party to see the other's position.

Unit 16 contains additional, more complex situations and roles for the application of problem solving and decision making techniques. Included is a deeper look at management and business decision making. This is aimed at helping the student understand the challenges and opportunities of management and entrepreneurship.

### **The Bigger Picture**

PART IV covers the bigger picture with content on the economic system related to the experience level of ninth and tenth graders.

Unit 17 discusses the concept of business as ideas at work. The motivations and drives that cause people to make choices are shown as factors involved in starting a business. The profit motive, the risk factor, and the various organizational levels of business (sole proprietorships, partnerships, and privately and publicly held corporations) are discussed in terms understandable to ninth and tenth graders.

Unit 18 presents the concept that economics equals all business transactions, all jobs, and all goods and services. In other words, economics is primarily a matter of scale. Demands (needs and wants) are met with goods and services. This unit discusses the different approaches to the job of the economic system: who gets what materials, goods, and services. The three economic approaches are free market, controlled, and combined. It is pointed out that the consumer is the driving force in all but controlled economies.

Unit 19 describes the operation of the economic system—how measurements of the economy produce regulations to cushion the shock of fluctuations in supply and demand conditions and to avoid abuses in the system. Also discussed is the principle that certain resources belong to the



people, and the government regulates these resources as the representative of the people. It is pointed out that government protects the rights of its citizens and assures adequate supplies of critical items.

Unit 20 discusses the role of business as citizen. Businesses provide jobs and income for a community. The community, through local government, provides the services necessary to support business and serve its employees: fire and police protection, schools, recreational facilities, and so forth. Business and its employees, in turn, pay taxes to support government services.

Unit 21 discusses the role and value of labor. A historical perspective is given of the relationships between management and labor, explaining the formation and role of labor unions. Topics covered include job security, working conditions, job benefits, and total compensation (salary and benefits). Also treated are several topics relating to unions: the types of unions, union membership alternatives, union actions (including strikes), company reactions to labor organizations, and worker options.

Unit 22 deals with the role of government in the economy. The student is shown that the government plays several roles: consumer, regulator, producer, allocator of resources, and provider of services. Levels and types of government agencies, and their roles, are covered. Business-government relationships are also discussed. Other topics covered include the multiplier effect of wages in the local economy, the contributions of businesses as taxpayers, and the advantages and disadvantages of business operations within individual communities. The demands of business and the negative effects of businesses within communities are also discussed.

### **The Computer and Your Future**

PART V covers computer literacy with a treatment more current than those in existing works.

Unit 23 is a review of the impact of computers on society and upon the everyday lives of virtually all citizens. Commonly known applications are traced. The development of information needs and the emergence of the computer to meet these needs are covered in a brief historical summary.

Unit 24 covers the role of computers as data processing, management information, and corporate planning tools. The computer is related to the processing and reporting functions of accounting systems. The unit concludes



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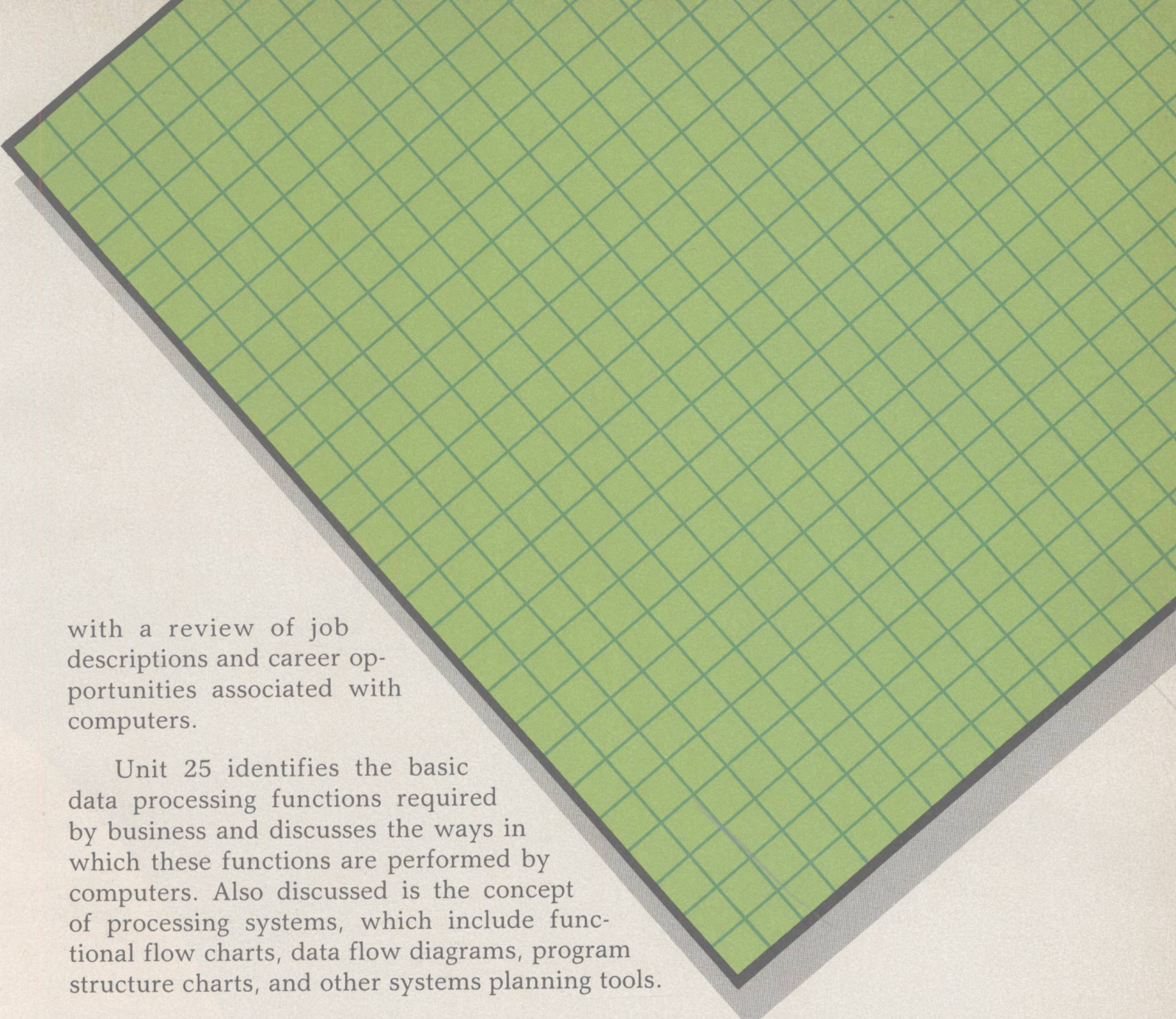
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with a review of job descriptions and career opportunities associated with computers.

Unit 25 identifies the basic data processing functions required by business and discusses the ways in which these functions are performed by computers. Also discussed is the concept of processing systems, which include functional flow charts, data flow diagrams, program structure charts, and other systems planning tools.

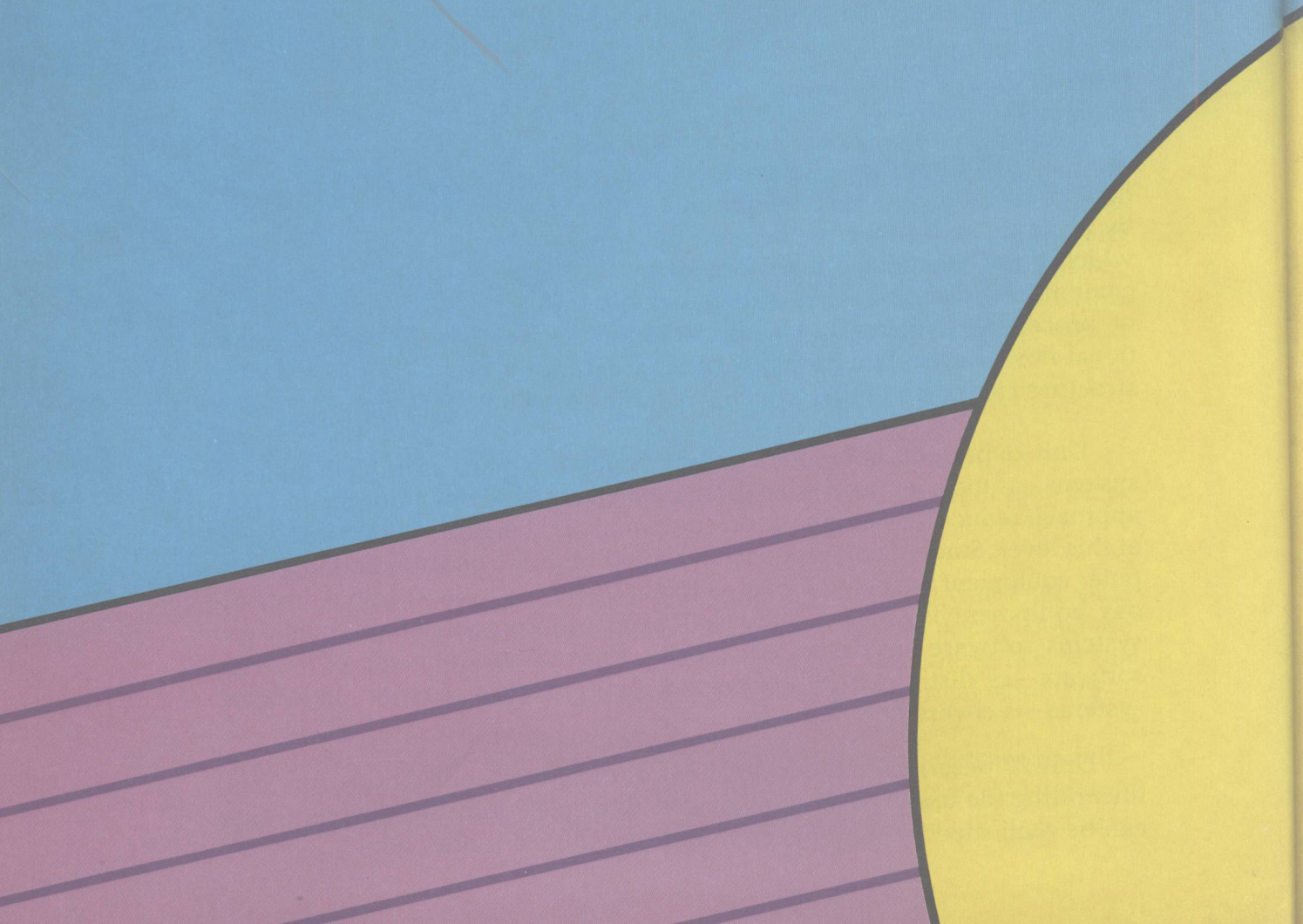
Unit 26 presents computer equipment and programs as implementers of systems—as tools for processing data and delivering needed information. This approach reduces the emphasis on equipment as compared with other books at this level. Student comprehension should improve because items of computer equipment are being shown as tools rather than as focal points. Present-day equipment is shown. The relationships of computer equipment and systems software are described. Finally, the role and purpose of systems software—as distinct from application programs that support individual systems—is covered.

Unit 27 describes the development of computer application programs, illustrating the use of several languages. Examples of BASIC programs that can be replicated by students on microcomputers are presented.

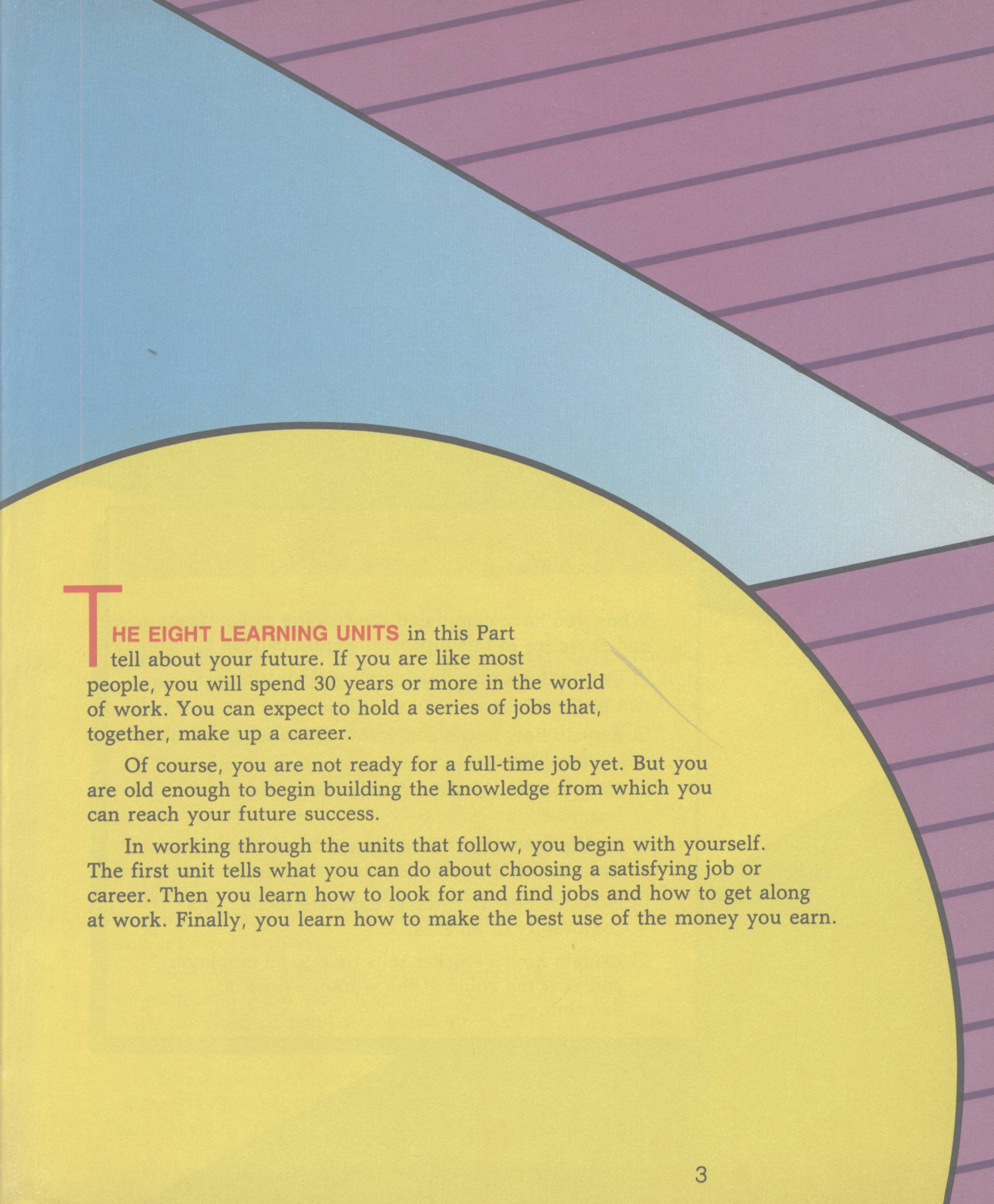




# THE BUSINESS SCENE







**T**HE EIGHT LEARNING UNITS in this Part tell about your future. If you are like most people, you will spend 30 years or more in the world of work. You can expect to hold a series of jobs that, together, make up a career.

Of course, you are not ready for a full-time job yet. But you are old enough to begin building the knowledge from which you can reach your future success.

In working through the units that follow, you begin with yourself. The first unit tells what you can do about choosing a satisfying job or career. Then you learn how to look for and find jobs and how to get along at work. Finally, you learn how to make the best use of the money you earn.



## YOUR LEARNING JOB

When you have completed the reading assignments and exercises in this unit, you should be able to:

- ☐ Define the terms "business" and "business transaction."
- ☐ Explain how needs and wants are satisfied in the world of business.
- ☐ Describe your present role in the world of business.
- ☐ Define the words "investments" and "resources" and explain their importance in business.
- ☐ Describe how businesses circulate money in a community or an area.
- ☐ Explain how a worker sells time to an employer, and how the value of the worker's time is determined.