

GLENCOE

Introduction to Business

introbus.glencoe.com

Web site includes:

- **Virtual Business®
Simulation**
- **Homework Hints**
- **Career Tips**

In partnership with

BusinessWeek

Glencoe: Building the Future of Business

GLENCOE

Introduction to Business

introbus.glencoe.com

Web site includes:

- Virtual Business® Simulation
- Homework Hints
- Career Tips

In partnership with

BusinessWeek

Glencoe: Your *Real* Business Choice

Betty J. Brown

Ball State University

John E. Clow

National Council of Economic Education, New York, NY

Professor Emeritus, State University of New York, College at Oneonta



Glencoe

New York, New York

Columbus, Ohio

Chicago, Illinois

Peoria, Illinois

Woodland Hills, California

ABOUT THE AUTHORS

Dr. Betty J. Brown is a Professor of Business Information Systems Management, and Coordinator of the Business and Marketing Education Program at Ball State University, Muncie, Indiana. Prior to that she taught teacher education and office systems at The University of Tennessee, Knoxville. In addition to teaching at the secondary and postsecondary levels, she has written articles and conducted workshops on the teaching of business, and economic education. Dr. Brown has served as National President for Delta Pi Epsilon, national graduate honor society in business education, and as BSU Chapter President for Beta Gamma Sigma, honor society for collegiate schools of business. She was honored as outstanding business educator by the Indiana Business Education Association in 1997.

John E. Clow is the Director of the Leatherstocking Center for Economic Education and Professor Emeritus of Business Education at the State University of New York, College at Oneonta. He has held professorial positions at a number of universities in Illinois and Iowa. He has been the Director of a number of national projects in personal finance and consumer economics for the National Council on Economic Education. He has held several college and university administrative positions, including president of Berkeley College in New York City. Dr. Clow has taught at the middle, high school, and college levels and has to his credit numerous speeches and publications in the areas of business and economic education.



Glencoe

The McGraw-Hill Companies

Copyright © 2006 by The McGraw-Hill Companies, Inc. All rights reserved. Previously copyrighted in 1987, 1982 by Houghton-Mifflin Company. Except as permitted under the United States Copyright Act, no part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without prior written permission of the publisher.

Printed in the United States of America.

Send all inquiries to:
Glencoe/McGraw-Hill
21600 Oxnard Street, Suite 500
Woodland Hills, CA 91367

ISBN 0-07-861877-0

3 4 5 6 7 8 9 027 08 07 06 05

Understanding the Unit

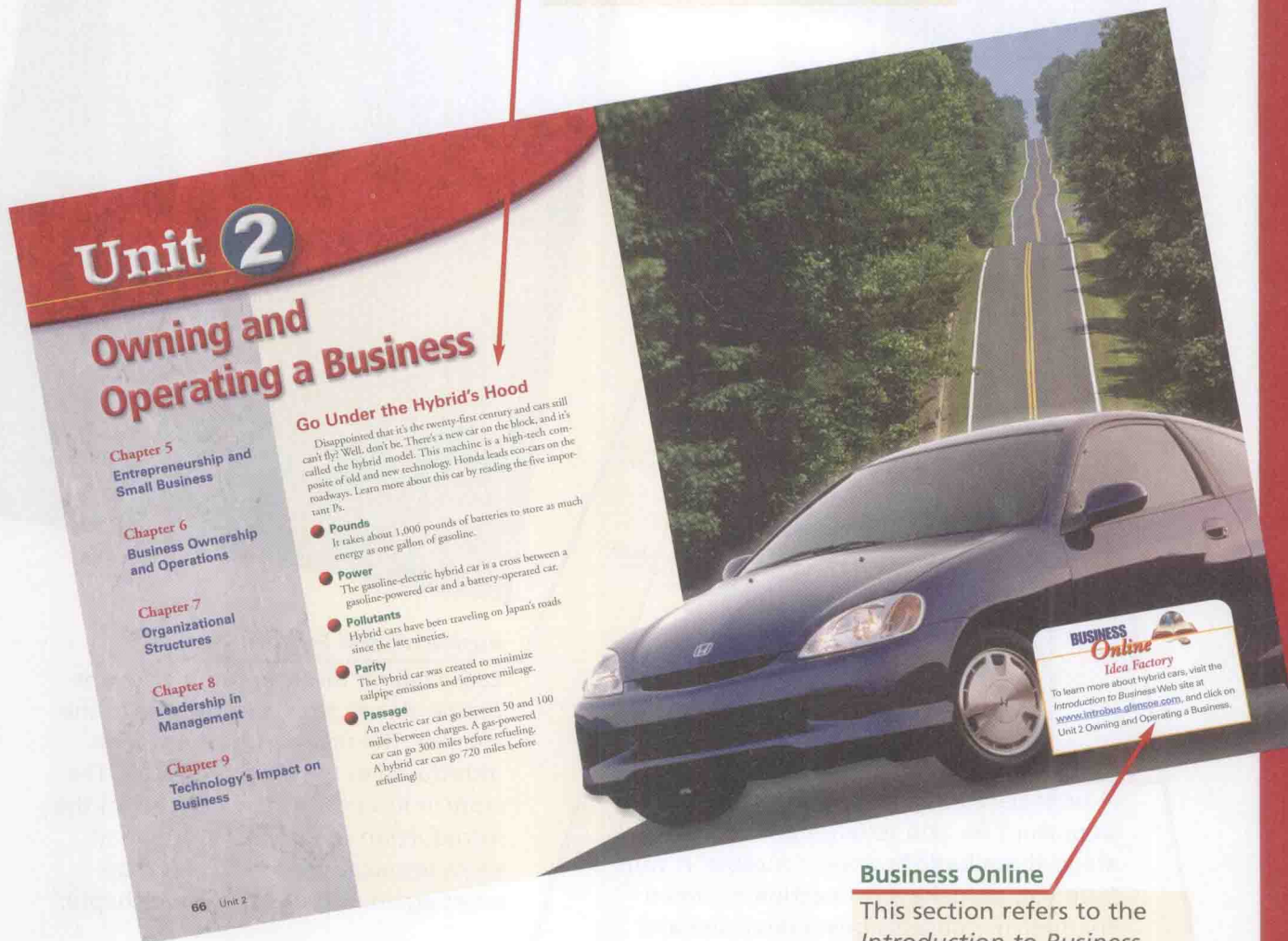
Unit Structure

Introduction to Business is divided into 11 units, each beginning with a unit opener. The unit opener utilizes trivia to engage you in an introductory account of topics to come in the following chapters.

To the Student

Introduction

The unit overview offers a real-world squib, with accompanying factoids about concepts covered in the unit. It introduces the concepts that will be explored, acting as a preview for what is to follow.



Business Online

This section refers to the *Introduction to Business* Web site, which is created specifically for the book. At www.introbus.glencoe.com you will find more about the unit opener's topic as it refers to the concepts in the following chapters.

Chapter Structure

The chapter opener gives you a brief introduction to the new material that will be covered in the chapter. Each chapter begins with a list of the skills and knowledge you can expect to have mastered once you have completed the chapter. Photographs expand and reinforce the business and economic concepts presented in each chapter.

Learning Objectives

These direct your reading as you progress through the chapter. Use these as a tool for test review.

Chapter 5 Entrepreneurship and Small Business

Learning Objectives

After completing this chapter, you'll be able to:

1. Describe an entrepreneurship and a small business.
2. List the advantages and disadvantages of a small business.
3. Recognize the advantages and disadvantages of a small business.
4. Explain why small businesses may fail.

Why It's Important

Entrepreneurships and small businesses bring vital energy and innovation to the economy. The risks involved energize entrepreneurs and small business owners to become successful.

Key Words

entrepreneurship
virtual business
or dot-com company
entrepreneur
risk taker
profit
small business

68

Why It's Important

A brief paragraph explains why it is important for you to learn and understand these basic business concepts. It will help you to make a connection between the specific concepts being discussed and how they fit into the larger picture.

Key Words

This is a list of the key words that are introduced throughout the chapter. Key words are printed in boldface and highlighted the first time that they are introduced and defined within the text.

BusinessWeek Feature Story Paint by Numbers



Gamblin Artists Colors Paints in Popular Hues. Martha and Robert Gamblin's work hangs in some of the world's top art museums. But don't bother looking for their names on gallery walls.

The Gamblins toil behind the scenes, manufacturing some of the world's finest oil paints. Each year, Gamblin Artists Colors in Portland, Ore., ships more than 500,000 tubes and cans of paint to some 150 colors to artists and supply stores worldwide. Leading painters such as David Hockney and Chuck Close swear by them. "They make colors other companies just don't," says Wolf Kahn, a West Branch, Va., landscape painter whose work is on display in museums nationwide.

Source: Excerpted with permission from "Paint by Numbers," *Fortune*, November 6, 2006.

An Extension Activity

Color is a science. Researchers have studied everything from how color affects brain activity to energy consumption. Study your classroom. Find out if the colors are "brain compatible."

BUSINESS Online

The Full Story

To learn more about Gamblin Artists Colors, visit the Introduction to Business Web site at www.introbus.glencoe.com, and click on BusinessWeek Feature Story, Chapter 5.

BusinessWeek Feature Story

Each chapter incorporates a different *BusinessWeek* story that applies to the chapter. The first part of the story is introduced in the chapter opener. The story in its entirety may be read on the *Introduction to Business* Web site at www.introbus.glencoe.com. It reappears again at the end of each chapter.

Extension Activity

After reading the *BusinessWeek* Feature Story, you're presented with a real-world situation. You'll be called on to apply common sense and business knowledge. Each activity is different.

Introduction to Business Features

Each chapter contains a selection of the features you'll read about on the following pages. Each varies in length and focus. They help you understand the practical and real-world application of the concepts that you master throughout this book. While they vary in content, they all show a realistic and creative approach to business. Each feature ends with a question that asks you to expand on what you learned with critical and creative thinking.

Consider This...

You'll find this in the margin in particular chapters. Each highlights real-world companies or situations in the business world. Topics may encompass technology, community development, international business development, business's influence on the environment, contemporary business culture, sociological and environmental influences on business, economic development, and so on. The Analyze question at the end will allow you to tackle a business problem using your own unique critical- and creative-thinking skills.

Technology Toolkit

You'll find this in the margin in particular chapters. It informs you about a specific aspect of a technology gadget used in the business world. It expands the scope of technology to illustrate its impact on culture, language, ethnic heritage, political philosophy, social and economic systems, shared history, multinational economic unions, international trade, competition of resources, job specialization, and environmental factors. The Critical Thinking question in each feature asks you to analyze, interpret, and apply a concept in the feature.



Business Building Blocks

You'll find this feature in various chapters. This presents important skills that are necessary for success in school and on the job. Each feature focuses on communication, math, or analytical skills. First the topic is introduced and then you

Math

have an activity to practice the skill.

Usually the adjoining box includes tips or a how-to list. Often it is important to read the material in this box before completing the Practice.



Working Lifestyle

What are you doing at 10 A.M.?

This career profile appears in different chapters. Each chapter features a different person, one person representing an occupation from 1 of the 16 career clusters outlined by the U.S. Department of Education. The narrative is based upon what each person does on the job at 10 A.M. in the morning.

The "Salary" gives you the average income of an occupation profiled as well as the salary range. "Outlook for This Career" offers a few words about the particular position's future. The final question, "Connecting Careers Activity," focuses on recent developments in business and asks you to speculate how these might affect the career in an ever-changing world.

CAREER PATH



You Make the Call

You'll find this in a variety of chapters in this book.

This is a short feature, which poses an ethical quandary. You're asked a few follow-up questions about how to react to the situation. This takes into account many of the concepts you'll learn in the unit and its chapters. Often this is about weighing personal gain versus social responsibility.



Writing for Business

Portfolio Activity

You'll find this in a variety of chapters. This new, interdisciplinary skills feature asks you to plot and write your own original story. Creativity is highly encouraged in research and writing. The first paragraph introduces you to the subject and offers directions. It's important to carefully read this paragraph. Then you'll "Pick a Path."

This is your chance to select which story you want to pursue. Each is a little different, but only choose one. "The Setting" gives you the place of the story; "Rising Action"

offers specific events you'll need to take into account; and the two-step process is how to work your way to a climax, or conclusion (which you control).

Lastly, the "Conclusion" will ask you to evaluate your story by completing a specific language arts task in order to give your story structure and shape. This feature integrates and applies reading comprehension, written communication, application of business vocabulary, and the decision-making process.

Understanding the Features

Visual Narratives

To the Student

Real-World Application

In every chapter you'll find a real-world photo essay on a company, a person, or contemporary issue. Each is a four-part photo essay, which falls at the top, right-hand corner of every page between the chapter opener and chapter review. This is a visual way of studying the concepts that are addressed in the chapter.

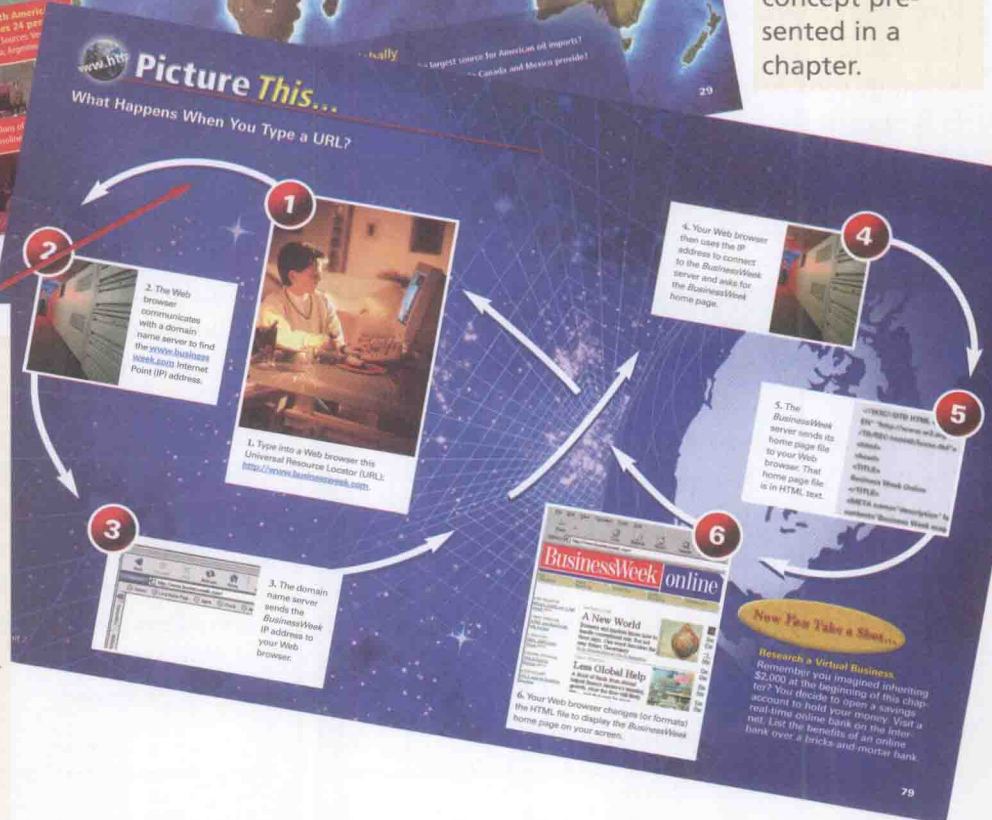


Global Economy

This narrative uses a map and squibs to expound on a concept presented in a chapter.

Picture This...

There are seven of these visual narratives in the book. Each describes a particular technological process. People often take for granted how things work without really breaking down and understanding the construction. This gives you a deeper understanding of the world around you.



Consider This...

Blood Is Thicker Than Oil	22
Manufacturing Products	90
The Friendly Asian Markets	152
Limits on Competition	164
Columbia Lighthouse for the Blind	250
A Home Run Career Decision	322
Credit on Your eWallet	408
Financial Flexibility	438
Online Bill-Paying	474
Spending Your Windfall Wisely	516



Listen to Your Ring, Watch Your Watch	8
Web-Spun Tunes	52
It's a Digital World	72
Online Whiffs of Wonder	200
Pushing the Limits	214
Dr. R2D2?	286
Reading Your Palm	302
E-Résumés	336
How Smart Is Your Card?	422
Your Eyes Say It All	476



Writing for Business

Portfolio Activity

Building on a Sacred Site	56
On Being Your Own Boss	76
Assess and Reorganize	106
Designing Function or Form	134
Analyzing Sci-Fi	288
Seeing the Big Environmental Picture	378
A Specialized Plan	488
News Reporting and Writing	538
Constructing Your Opinion on HMOs	570

Business Building Blocks



Analysis

Distinguishing Between Relevant and Irrelevant Information	218
Interpreting Points of View	254
Customer Service	392
Predicting Consequences	536

Math

Interpreting Line Graphs	26
Understanding Interest	178
Determining Averages	458
Reading Stock Market Quotations	502

Communication

Developing Teamwork	102
Making a Group Succeed	120
Developing Listening Skills	362
Locating and Verifying Information	412

You Make the Call

Dealing With Different Economic Systems	38
Going Solo or Partnering Up?	88
Ghostwrite	116
Home Equity	182
A Great Balancing Act	238
The Qualified Volunteer	272
Portable Phones, Portable Privacy	304
A Little Garnishment on That?	426
Collection Protection	442
Risking Someone Else's Future	492
One Person's Junk Is Another Person's...	520
Risky Business?	550

Working Lifestyle

Curing Children—Eric Lau, Pediatrician	12
A Heritage of Life—Tom Wall, Farmer	42
The Fast-Paced Circle—Sunny Kim, Applications Specialist	92
Piecing Together Footage—Wing Ko, Video Editor	130
A Celebration of Urban Design—Brian Shea, Urban Designer	168
Reaching Goals—Gerardo Villalobos, Real Estate Broker	204
Helping Patients Cope—Maya Bhaumik, Psychologist	240
A Patient Account—Jon Louvar, Accounting Supervisor	276
The Sweet Life—Kate Jansen, Pastry Chef	326
Houses That Help the World—Lilia Abron, Engineer	358
Searching for Blight—Paul Stanfield, Quality Assurance	374
Four-Car Carrier—José Guzman, Truck Driver	388
An English Teacher Sets the Stage—Susanna Barkataki, Teacher	460
In Stock—Thomas Zuttermeister, Stock Broker	506
Creative Construction—Don Otto, Construction Manager	556
Settling Medical Disputes—Helen Walthier, Attorney	566

Visual Narratives

Real-World Application

Engineering Solutions	285
Weaving a Network	301
The Write Business	321
An Illustrative Visionary	335
How Are You Swayed?	357
Guide to Better Living	373
The Truth About French Fries	387
Before You Say Yes, Compute It!	407
Road Trip to Marfa	421
Identity Crisis: Protect Yourself	437
The Striving Artists	457
Where Does That Check Go?	473
How Long Is a CD's Life?	487
Typical Day on the Floor	501
Hunting for a Home	515
Beware of the Combinations	535
Tidal Wave in an Apartment	551
Inside the ER	565
What the Public Wants	7
How the Hearth Saved You Money	21
Eras That Changed the Economy	37
Off the Beaten Path	51
The Biz Behind Bozart	71
Caution: Low-Flying Fish	87
The Unmanagement Style of Gore	101
Leading the Pack	115
A Stake in Steak	129
Cultural Cuisine	149
Government in Your Daily Life	163
How Banks Create Money	177
Beyond Street-Skaters	199
Bathed in Blue	213
Hunter Heads	235
Headhunters	235
Digging for Knowledge	249
A Solid Foundation	271

BusinessWeek Seminar

Careers

Discovering Business Careers	190
Using Resources to Find the Right People	262
Investigating Business Schools	576

Small Business

Discovering Small Business	140
Using Credit to Start a Small Business	448

Technology

Discovering Technology in Marketing	226
Applying Technology to New Business Ideas	312
Tracking Investments on the Internet	526

Global Business

What Is Today's Chinese Business Trend?	62
Career Options in a Global Economy	348
Understanding OPEC	398

Global Economy

Demand for Oil	28
A Brief History of Money	184
Worldwide Advertising	220
A Day on the Town	464

Picture This...

What Happens When You Type a URL?	78
How Do You Get a Passport?	256
Why Do They Call It a Cell Phone?	292
Getting Ink on Paper	342
Where Do Those Coupons Go?	364
How a Magnetic Strip is Read	428
What Happens During a Crash Test?	542

Review Structure

Each major concept in each chapter ends with a section called Fast Review. The section assessment is a brief version of the Chapter Review found at the end of the chapter. This gives you an opportunity to review the major concepts just covered. Activities and questions help you review important business and economic terms and concepts.

Summary

1. An entrepreneur recognizes a business opportunity and organizes, manages, and assumes the risks of a business venture. Small businesses are vital to our economy. They employ more than half of all workers in the United States, and they're the main source of new jobs.
2. Entrepreneurs show expertise, may work from home, and gain the profit from their own work. On the other hand, entrepreneurs have to take total responsibility for the business, work long hours, and endure financial risks when they decide to start the business.
3. The advantages of running a small business include being your own boss, providing great personal service, and easy formation. A small business owner faces potential problems if he or she doesn't adapt to change and possibly lacks the managerial skills needed to successfully run the business.
4. Small businesses often fail because the owners start with little money, freely extend credit, have little business experience, don't keep adequate records, don't plan for the ups and downs of business, and haven't mastered time management.

Using Business Key Words

Use these business terms correctly in the following sentences.

- entrepreneurship
- entrepreneur
- virtual business or dot-com company
- risk taker
- small business
- profit

Using Business Key Words

This activity will call on your recollection of the vocabulary words introduced throughout the chapter. You'll be asked to complete the sentences or match the key word to its definition.

1. A(n) _____ is a person who recognizes an opportunity and who organizes, manages, and assumes the risks of a business enterprise, with the intent of increasing the value of the business.
2. A person who likes to take chances is a(n) _____.
3. A(n) _____ is a business that operates on the Internet.
4. The money that is left over after a business has paid all the costs of producing its goods and services is called _____.
5. An independently owned business serving a limited geographic area is called a(n) _____.
6. A business started by someone who accepted the risk of starting and running a business is a(n) _____.

Review What You Learned

This exercise requires recall of information found in the text.

Understanding Business Concepts

This section asks you to apply the concepts and skills learned in the chapter.

Viewing and Representing

This section asks you to use your visual literacy skills to deconstruct an image, which relates to business and economics. The photograph may be metaphorical or straightforward. Use the concepts you have learned in a chapter to complete this activity.

Summary

This reinforces the Learning Objectives that were introduced in the chapter opener. Each Learning Objective is summarized point by point in this small section. You may use this as a study tool to remind yourself of major concepts in the chapter. This is a list of the main ideas of the chapter for quick review and recall.

Critical Thinking

These questions offer you the chance to show your application and more in-depth understanding of the concepts in the chapter. You'll be asked to interpret, analyze, compare, or make judgments based on ideas from the chapter.

Chapter 5 Review

Review What You Learned

7. What do all people who start a new business do?
8. What is an entrepreneurship?
9. What is a virtual business sometimes called?
10. How does the Small Business Association (SBA) define a small business?
11. What is profit?
12. Name the advantages and disadvantages of entrepreneurship.
13. Why may an entrepreneurship fail?
14. How do small businesses help the U.S. economy?
15. Why is it important for a small business owner to be aware of consumer trends?

Understanding Business Concepts

16. Why do you think it is important that entrepreneurs be take-charge, self-directed people?
17. Why are so many people starting home-based businesses?
18. Why might it be more satisfying to run your own company than work for someone else?
19. Why does the owner of a business usually put in more hours at work than an employee?
20. Why is the need for money considered to be the most serious problem an entrepreneur faces?
21. Why do you think small businesses are able to offer services that larger companies cannot?
22. Why is it so important for small business owners to be able to keep adequate financial records?

Critical Thinking

23. Why do you think some virtual businesses or dot-com companies fail?
24. What skills and attributes do you think a successful entrepreneur needs? Why?
25. Explain the difference between being self-disciplined and self-motivated.
26. A checklist is a good way to organize an entrepreneur's thinking when beginning to plan a business. What questions might be on the entrepreneur's checklist?



Viewing and Representing

Examining the Image. With a partner, examine this picture. What kinds of questions personal, creative, analytical, or informational? How effective is the image itself for a brief story based upon your perceptions of this image. Share your story with the class.

Chapter 5 Review

Building Academic Skills

Oral History
Brainstorm and write questions in order to conduct an interview with someone who is an entrepreneur or a small business owner. Prepare his or her life changed as the result of being an entrepreneur or small business owner. Present the interview to the class. Discuss how the interviewees' stories compare with the information in the text.

Charting Growth
The hottest market for small businesses isn't across a great ocean. It's right here in the United States. Currently, the combined buying power of 20 percent of the country's purchasing power. The Commerce Department estimates that the spending power of non-whites will reach \$4.3 trillion, or 32 percent by 2045. In a database program, create a chart or graph to show this likely purchasing power.

Journalism
Pick a partner to produce a newsletter that describes the successes and failures of the small businesses in your community. Some topics might include funding, laws, economic trends, consumer wants and needs, time management, risk management, help wanted ads, technology, and so on.

Calculating Closings
In the city of Orange, 187 new businesses opened in 2000. By 2001, 15 percent of businesses were no longer in operation. How many percent were considered discontinued? How many businesses were still open in 2001?

Building Academic Skills

This section is an interdisciplinary approach to business and economics concepts. Language arts, computer technology, math, history, social science, and science are the subjects you might be asked to explore in this section in order to complete an activity.

Linking School to Work

These activities ask you to explore your work experiences, or the specific work experiences of community leaders or business owners. You may interview someone who is employed to gain his or her perspective. The principles in this activity relate to the business and economics concepts covered in the chapter.

Linking School to Home

Investigate Product Loyalties. Create an inventory of the products and services you and your family use that are produced by small business members. Then interview each family member, and find out why he or she purchases the products and services from the small business or entrepreneur. Compile your results and share them with the class.

Linking School to Work

Portfolio Project. Research the requirements for setting up a small business in your community. Investigate areas such as government regulations, financing, and the costs of leasing space and buying equipment. The local chamber of commerce might direct you in your research. Write a report with your findings.

E-Homework

This element consists of two activities which are designed to enhance your Internet and technology skills.

Linking School to Home

The activity is designed to relate business principles to your home environment. You may be asked to apply practical and analytical skills of business concepts to your home life.

Connecting Academics

This activity places you in a hypothetical situation where you have to make a decision. Math, computer technology, language arts, science, social science, and history are all subjects you might be asked to explore in conjunction with business concepts presented in the chapter.

Connecting Academics

Math. Joaquin wants to start his own business for renting bikes at the park. He begins researching the age of his hometown's residents. He learns the following:

0-5 years of age	980 residents
6-11	1,840
12-18	4,500
19-35	8,225
36-60	2,960
Over 60	2,960

Construct a bar graph to present this information. Use computer software if possible.

Language Arts. You want to strengthen your entrepreneurial qualities. Complete the following to learn more about other entrepreneurs and yourself:

- Reading.** Go online or to the library to read articles and books about entrepreneurs and entrepreneurial activities.
- Writing.** Write about individuals you know who are entrepreneurs. Did they know how to overcome obstacles to achieve success?

Business Online

"The Full Story" heading contains a Web-based version of the *BusinessWeek* Feature Story. Read the entire article at www.introbus.glencoe.com.

BusinessWeek Analyzing the Feature Story

The *BusinessWeek* Feature Story introduced at the beginning of the chapter closes the Chapter Review. This activity asks you read the entire feature article before answering the questions in this section.

Creative Journal Activity

This may be used as a portfolio activity, which offers you the opportunity to demonstrate the skills that you master after you have read the chapter. A portfolio or journal contains pieces of successful projects and samples of your outstanding work.

Chapter 5 Review

E-Homework

Applying Technology

Electronic Survey. Use word processing software to create a survey that can be sent to local small business owners and entrepreneurs in your community. Through the survey, find out what type of skills they currently possess and what, if possible, send out the surveys using e-mail. As a class, compile the results using a spreadsheet or database software.

High-Tech Callings. Research the technology classes that are available in high schools, technical centers, and colleges in your community. As a class, brainstorm a list of businesses that could be started by someone who has technology skills.

Watching. Find films about athletes, businesspeople, or others who achieved success. **Practicing.** Find case studies that involve goals, creativity, and risk-taking.

BusinessWeek Analyzing the Feature Story

You read the first part of "Paint by Numbers" at the beginning of this chapter. Below are a few questions for you to answer about the Gambblins. You'll find the answers to these questions when you're reading the entire article. First, here are the questions:

27. What motivated the Gambblins to take the risk of starting a new business?

28. How does Gambblin Artists Colors use technology in its small business?

29. What's the purpose of the special line of paints the company recently introduced?

CREATIVE JOURNAL ACTIVITY

What are your hobbies or interests? List business ideas related to your hobbies. How can you reap the benefits of your talents?

BUSINESS Online

The Full Story

To learn more about Gambblin Artists Colors, visit the introduction to Business Web site at www.introbus.glencoe.com and click on *BusinessWeek* Feature Story, Chapter 5.

Understanding Unit Assessment *BusinessWeek Seminar*

A four-page *BusinessWeek Seminar* asks you to explore career, small business, technology, or global business in-depth. Each seminar asks you to research a topic by using news magazines, newspapers, and the Internet. It requires research, exploration, interaction, critical thinking, analysis, and assessment.

Investigate the Images

These questions will focus on analyzing your observations when looking at photographs on the *BusinessWeek Seminar* opening page. Then you will think critically about the media and how it represents culture and newsworthy trends.

BusinessWeek Seminar

Unit 1
Global Business

What Is Today's Chinese Business Trend?
In Chapter 3, you read about the Industrial Revolution. Many workers during this historical period worked in the factories and on the railroads. China, with its 1.2 billion people and abundance of natural resources, is facing its own economic revolution. This seminar asks you to investigate China's contemporary business trend.

Factoids
Population. In 1200, Hangchow, China, was the fourth city in the world that had over a million people. (Nearly 700 years later, New York City's population reached a million people.)
Climate. The country has an "extreme range of climates from its tropical south to its subarctic north."
Natural Hazards. Typhoons strike along the southern and eastern coasts about five times a year.
Geography. China is the world's fourth-largest country (after Russia, Canada, and the United States).
Downtown. China has half of the world's tallest buildings.
Greetings. A Chinese group applauds anyone introduced to the group. Applaud back.

BusinessWeek Seminar

Investigate the Images
Look at the photographic collage on the left page. What do you see? What do you think? What do you feel? The power of reading visuals is in analyzing and dissecting your observations. On a separate piece of paper, reconstruct the worksheet below in order to complete your investigation. The questions may help shape and focus your analysis.

Your Observations

1. How many photographs do you see?
2. Examine each photograph. How is each assembled in relation to the others?
3. What is the subject of each photograph?
4. Does color signify a message?
5. What issues do you take from these images?

Information

6. Summarize what you know about the photographs from your observations.

Exploring Culture

7. What do you know about China's culture—business, education, politics, and so on?
8. Where do you learn this information (for example, newspapers, TV, magazines, textbooks, films, etc.)?

Unit 1 BusinessWeek Seminar 63

Introduction

This recaps concepts covered in the unit. Then it introduces the topic you will explore in the four-page seminar.

Factoids

Here is your chance to learn more about the topic in little factoids. These are high-interest and may help direct your research or conclusion.

Understanding Unit Assessment

Business Week Seminar

To the Student

Preparation

This section offers a brief summary of the topic covered in the seminar and actual materials needed for completion. It introduces the concepts that will be explored in-depth, acting as a preview of what is to come.

Procedures

This step-by-step process informs you of how the seminar will be completed in an organized manner.

Chart It

A brief paragraph explains how to create a graphic organizer about your topic. The illustration is also an example of how your version might look. Often this is an individual and group discussion activity. It requires you to use your conceptual and analytical skills.

Analyze and Conclude

After analyzing, discussing, and studying "Chart It," this section presents you with critical thinking questions. These will ask you to examine all of your research and to give conclusive answers.

BusinessWeek Seminar

Taking Aim at Global Business

Preparation

Find out why Chinese workers are migrating from farming villages to industrial cities, and how their moves affect business trends in China.

Objective

In this BusinessWeek Seminar, you will:

- Research the media to find articles on Chinese workers' migration patterns.
- Investigate the topic by using a journalist's arsenal of key questions—who, what, where, when, why, and how.
- Interview a classmate who poses as a migrant worker.

Materials Needed

- ✓ Recent copies of BusinessWeek, the Wall Street Journal, or Internet access
- ✓ Paper
- ✓ Pencil
- ✓ Small tape recorder (if it's available)
- ✓ Poster board
- ✓ Markers

Procedures

1. Choose a research partner.
2. Find and read a recent article written about the migration of Chinese workers. If possible, use the Internet to access the Web site of a business publication. For example, www.businessweek.com. Click on the tab labeled "Global Business" or use the Internet search engine to locate the topic.
3. Consider the following issues:
 - Why are people migrating to the cities?
 - What problems do they encounter?
 - Are the benefits worth the risks?
 - How does this affect China's economy?
4. Create a role-play in which one partner plays a newspaper reporter interviewing a migrant worker, and the other plays the worker. In your role-play, you should describe why the worker left his or her village and what his or her feelings are about living and working in a big city. Make sure to discuss living conditions in the village versus working conditions in the city. The role-play should last three to five minutes. Report to the class.

Chart It

With your partner make two lists: "Advantages of Migrating to the City" and "Disadvantages of Migrating to the City," and list what you think are the three most important of each. As a class, reproduce the table that is below and create a comprehensive list on the board.

Migrating to the City	
Advantages	Disadvantages

Analyze and Conclude

After studying the comprehensive list on the board, answer the questions below.

1. **Making Inference.** What is the most important reason a worker has for migrating to a city in China?
2. **Recognizing Cause and Effect.** What are the dangers of migrating?
3. **Interpreting the Facts.** How will the migration of workers influence the economy of China and, therefore, business in China?

BusinessWeek Online

Further Exploration

To find out more about workers' migration patterns in other countries, visit the Glencoe Introduction to Business Web site www.introbus.glencoe.com.

Becoming an Informed Consumer

This is the last section of the four-page BusinessWeek Seminar. Here is your chance to polish your business knowledge by applying it to your own life. Evaluate the concepts you explored in the unit and the seminar. Make decisions based on ideas from the unit.

Becoming an Informed Citizen

Congratulations, you finished the seminar. Now it's time to reflect on the decisions you made.

Critical Thinking. Why did you choose to report certain aspects of your research and not other parts of the information? Did an article's images play any part in your decision making? Or did you pick an article based on its title?

Analyzing Your Future. How will China's migration patterns affect you as a citizen of the world?

Reviewer Section

Reviewers

Doug Ahlers
Sutter, Calif.

Gwen Alsbury
Oakdale, La.

Stephanie Andrejak
Burnt Hills, N.Y.

Jane Babcock
Petoskey, Mich.

Michael Baker
Winnetka, Ill.

Paul Beskid
Doylestown, Ohio

Angela Black
Park Hills, Mo.

Sandy Blackman
Benton, Ill.

Marilyn Blum
Garden Grove, Calif.

Ron Bonhaus
North Bend, Ohio

Teresa Boulds
Eldorado, Ill.

Jeremy Brady
Coleman, Wis.

Jay Brown
Frankfort, Ill.

Jay S. Brown
Brodheads ville, Pa.

Ruby Bullen
South Holland, Ill.

Linda Burkett
Clinton, Ind.

Susan Case
South Beloit, Ill.

Becky Cenicer os
Forsan, Tex.

Genie Chaney
Edmond, Okla.

Janene B. Chisek
Freeland, Mich.

Todd Christman
Woodsfield, Ohio

Susan Cleavenger
Waynesburg, Pa.

Sharon Clem
Brodheads ville, Pa.

Margaret Colvin
Manahawkin, N.J.

Larry M. Condra
Abilene, Tex.

Richard Corbo
Bronx, N.Y.

Rosal ynd Cravin
Houston, Tex.

Janice Curtis
Plymouth, Ind.

Nancy Dague
Remus, Mich.

Barry Danziger
Somerset, N.J.

Chandra Darr
Thomasville, N.C.

Elizabeth Deaton
Hamshire, Tex.

Jimmie Dedmon
Walters, Okla.

William Delaney
Cresson, Pa.

Cora DeMott
Thomasville, Ga.

Donnajean deSilva
Columbus, Ohio

Melissa S. Dornbusch
West Milton, Ohio

JoAnn Dotson
Hanford, Calif.

Brian Dudley
Selma, Ind.

Michael Duncan
Newburgh, Ind.

Lonney Evon
Quincy, Mich.

Wil Farrell
McHenry, Ill.

Gerald Finsen
Mt. Holly, N.J.

Kimberlee S. Fish
Davison, Mich.

Janet Fisher
Beaver creek, Ohio

Joyce Fleming
Alexandria, Ala.

Renee Flory
Mount Joy, Pa.

Jane Foreman
Valparaiso, Ind.

Holly Gast
Marblehead, Ohio

Charlotte Gibson
Madison, Ind.

Joyce Hagen
Newburg, Mo.

Kim Hancock
Blanchard, Okla.

Claudia Harris
Clarksburg, Calif.

Susan Harshbarger
Graceville, Fla.

Madeline Hatcher
Waskom, Tex.

Lisa Heid
Noblesville, Ind.

Ellen Heim
Wheeling, Ill.

Evelyn Holderieath
Mendon, Mo.

Lynda Johnson
Mooreland, Okla.

Thelma K. Jones
Baton Rouge, La.

Jane Keegan
Brookville, Ind.

Connie Kelley
Graham, Tex.

Tommy G. Kindig
Randlett, Okla.

Jayne Klingel
Marion, Ohio

Brenda Knight
Cedar Park, Tex.

Brad Knoche
South Milwaukee, Wis.

Table of Contents

Unit 1 The Economy and You 2

Confectionary Consumption 2

Chapter 1 A Look at Needs and Wants 4

BusinessWeek Feature Story *Paperless Page-Turners?* 4

Real-World Application *What the Public Wants* 7

Technology Toolkit *Listen to Your Ring, Watch Your Watch* 8

Working Lifestyle *Curing Children—Eric Lau, Pediatrician* 12

CHAPTER 1 REVIEW 14

Chapter 2 Economic Resources and Systems 18

BusinessWeek Feature Story *Poland—Goods Runneth Over* 18

Real-World Application *How the Hearth Saved You Money* 21

Consider This... *Blood Is Thicker Than Oil* 22

Business Building Blocks *Interpreting Line Graphs—Math* 26

Global Economy *Demand for Oil* 28

CHAPTER 2 REVIEW 30

Chapter 3 Economic Activity in a Changing World 34

BusinessWeek Feature Story *Moving up the Ladder* 34

Real-World Application *Eras That Changed the Economy* 37

You Make the Call *Dealing With Different Economic Systems* 38

Working Lifestyle *A Heritage of Life—Tom Wall, Farmer* 42

CHAPTER 3 REVIEW 44



Chapter 4	Business Ethics and Social Responsibility	48
<i>BusinessWeek Feature Story</i>	<i>Commerce Reweaves the Social Fabric</i>	48
<i>Real-World Application</i>	<i>Off the Beaten Path</i>	51
<i>Technology Toolkit</i>	<i>Web-Spun Tunes</i>	52
<i>Writing for Business</i>	<i>Building on a Sacred Site</i>	56
CHAPTER 4 REVIEW		58

Unit 1	BusinessWeek Seminar	
Global Business	<i>What Is Today's Chinese Business Trend?</i>	62

Unit 2	Owning and Operating a Business	66
	<i>Go Under the Hybrid's Hood</i>	66

Chapter 5	Entrepreneurship and Small Business	68
<i>BusinessWeek Feature Story</i>	<i>Paint by Numbers</i>	68
<i>Real-World Application</i>	<i>The Biz Behind Bozart</i>	71
<i>Technology Toolkit</i>	<i>It's a Digital World</i>	72
<i>Writing for Business</i>	<i>On Being Your Own Boss</i>	76
<i>Picture This...</i>	<i>What Happens When You Type a URL?</i>	78
CHAPTER 5 REVIEW		80

Chapter 6	Business Ownership and Operations	84
<i>BusinessWeek Feature Story</i>	<i>Selling Out, Staying On</i>	84
<i>Real-World Application</i>	<i>Caution: Low-Flying Fish</i>	87
<i>You Make the Call</i>	<i>Going Solo or Partnering Up?</i>	88
<i>Consider This...</i>	<i>Manufacturing Products</i>	90
<i>Working Lifestyle</i>	<i>The Fast-Paced Circle—</i> <i>Sunny Kim, Applications Specialist</i>	92
CHAPTER 6 REVIEW		94

