



Budget +

Lesson Two: What Is a Budget?

Having been made aware of the need to spend wisely, you are now ready to learn about using a **budget**, a record of income and spending and a plan for managing money. Here you will identify the parts of a budget and explain how they function. You will establish categories for a budget to keep track of your expenditures, and you will practice adapting a budget to your needs.

After first putting money aside in savings, the “Pay Yourself First” concept you learned about earlier, you are ready to pay your expenses. You must calculate your **fixed expenses**, those that do not change from month to month, such as auto insurance or rent. Then you need to determine your **variable expenses**, the spending that varies from month to month, such as entertainment, car repairs, or doctor bills.

Once savings have been subtracted and both fixed and variable expenses have been paid, you are left with your **discretionary income**. This is the money available for spending on goods or services that are not essential. This is your fun money, which you can spend immediately on things you want or save to spend on more expensive things you want, such as trips or a mountain bike.

Notes:

Vocabulary

Budget

A record of income and spending and a plan for managing money.

Discretionary income

Money available to spend on goods and services that are not essential.

Fixed expenses

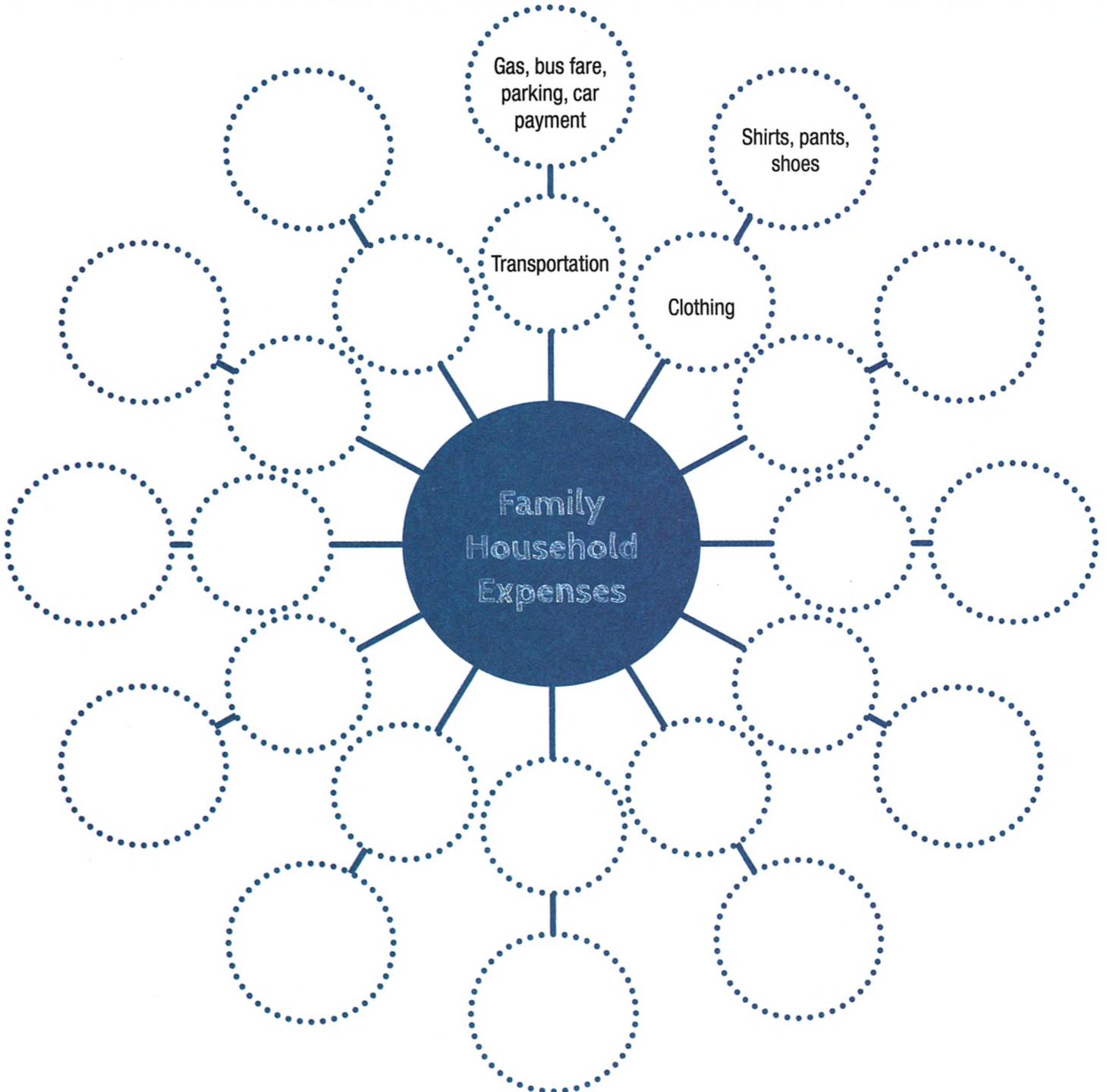
Expenses that do not change from month to month, such as auto insurance or rent.

Variable expenses

Expenses that vary from month to month, such as entertainment, car repairs, or doctor bills.

Budget Categories

Complete the inner circles as you brainstorm and discuss typical budget categories. Fill in the outer circles with items that belong in the categories. Two categories have been completed for you.



Caleb's Budget

Caleb is a junior at JA Enterprise High School and plays rugby on the school team. He has a part-time job at a local fast-food restaurant and works 20 hours a week for \$7.60 an hour. His gross monthly income is \$608.00, and his take-home pay is \$501.64. In his spare time, Caleb walks a dog belonging to an elderly neighbor. He earns an additional \$40 per month for that chore.

Caleb's parents gave him a used car, and he pays his own insurance, which is \$110 a month. His gas and maintenance expenses usually run \$65 a month. He also has a cell phone and pays his parents \$30 each month for his share of the family plan.

In three weeks, Caleb plans to take a day trip to Six Flags amusement park. His admission will cost \$50, and he plans to have \$35 for meals and another \$50 for incidentals.

Caleb needs to start saving for Christmas, which is in four months, and he usually spends around \$200 on gifts for his family and friends. He also would like to buy a new \$80 e-reader this month.

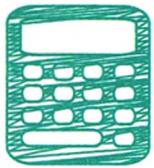
Though Caleb's parents will help pay for his college tuition, he knows that in two years, he will have to pay for his books and earn his own spending money. He is estimating that each semester, he will spend \$300 on books and \$600 on personal needs.

Answer the following questions below about Caleb's situation and complete his monthly budget.

1. What is Caleb's net monthly income? _____
2. How much are Caleb's regular monthly expenses? _____
3. How much does Caleb have left over after he pays his regular monthly expenses?
_____ This is his discretionary fund.
4. What are Caleb's short-term goals? _____
5. What is his long-term (longer than one year) goal? _____
6. If the Six Flags trip will cost \$135, how much money will he have left over this month?

7. How much money does Caleb need to save every month for the next four months if he wants to have enough money to do his Christmas shopping? _____
8. Complete Caleb's monthly budget

Net Monthly Income	\$ _____
Transportation: Insurance	\$ _____
Gas and Repairs	\$ _____
Cell Phone	\$ _____
Saving: Christmas Expense	\$ _____
e-Reader	\$ _____
Total Expenses	\$ _____
Balance Remaining (Discretionary Income)	\$ _____
9. How much will Caleb have left over this month if he goes to Six Flags? \$ _____
10. How much do you think Caleb will need to put into savings every month to reach his long-term goal?
\$ _____



Budget +

Lesson Three: Using a Budget

We all make choices every day. Choices have costs and benefits. We analyze those costs and benefits when we decide whether the advantages of a particular action are likely to outweigh its disadvantages.

In this lesson, you'll create a budget to demonstrate how the concepts of **opportunity cost** and scarcity can help you make choices. With each decision you make, something is usually given up. Economists call this the opportunity cost of a decision. **Scarcity**, the economic condition of limited resources that prevents people from having everything they want, is the reason why we must make those decisions. Although scarcity can involve limited time, money, or other resources, this lesson focuses on how you have unlimited needs and wants but only a limited amount of money.

Notes:

Vocabulary

Opportunity cost

The next best alternative given up when making a financial choice.

Scarcity

The economic condition of limited resources that prevents people from having everything they want.

Life Scenario Monthly Budget

Income	Monthly Income
Job	
Allowance	
Other	
Total Income	
NMI	

Don't forget to deduct payroll taxes! Assume the deductions for federal, state, and FICA (Social Security and Medicare) total 18 percent of gross income.

Expenses	Monthly Budget
Savings (Pay Yourself First)	
Short-term goal	
Long-term goal	
Other	
Transportation	
Car payment	
Gasoline	
Maintenance	
Insurance	
Cell phone	
Food	
Clothing	
Entertainment	
Gifts and giving	
NMI	
Total Expenses	
Balance	

Are you paying yourself first? Consider saving at least 10 percent of income toward your goals.

What other expense categories may be needed to reflect a realistic budget? Are there items in the budget that are wants and could be cut or reduced to help you meet your goals?



How to Advance in Your Career: Process & Expectations

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Lesson Transcript

How do you get a promotion or move to a better job? Watch this lesson for tips and tricks to advance in your career, including how to set goals and be proactive when it comes to career success.

Career Advancement

Joey has been working at his job for about a year, and he loves it, but he also wants to move up in the company. Currently, he writes code for software, but he wants to be a software designer or even head of the department at his company!

Joey is thinking about **career advancement**, or moving ahead in a chosen career. This is different from just changing jobs. If Joey takes a job as a waiter at a restaurant, he's changed jobs but hasn't advanced his career in technology. On the other hand, changing positions can be a part of career advancement, like moving from writing code to designing the software.

What should Joey do to advance in his career? Let's look closer at two things that are integral for career advancement: setting goals and being proactive.

Setting Goals

At Joey's office, the technology people are divided into a hierarchy: there's the head of the department, who oversees everyone, and below him are the software designers, who figure out what the software is going to look like and how it will work. Then there are the people who write code and make the software designers' visions a reality.

Joey writes code, but he wants to move up in the company. But what should he do? Where should he even begin?

The first thing that Joey needs to do is to set goals for himself. This might seem pretty easy. In fact, it might seem like he's set goals already: after all, he wants to advance in his career, and being a software designer feels like a good place to go.

But there's more to setting goals than just deciding that you want to advance. Joey needs to make sure that his immediate goal is in line with his long-term goal. For example, maybe Joey decides that he wants to be a software designer because that's what people at his company do after they

write code for a while. Becoming a designer is Joey's immediate goal.

But Joey also needs a long-term goal. That is, he needs to know where he wants to be in 5, 10, or even 15 years. Let's say that Joey's long-term goal is to be head of the department. Then maybe becoming a software designer is in sync with his long-term goal.

But what if Joey's long-term goal is to be head of sales, not head of software development? Then his immediate goal (becoming a software designer) is not in line with his long-term goal of being head of sales.

Let's say, though, that Joey's immediate and long-term goals are in line with each other. Joey now knows that becoming a software designer is how he should advance his career. What now?

Joey needs to make sure his goals are realistic. If Joey's only a few months out of college and hasn't really gotten very good at his job yet, it's probably not realistic for him to expect to be promoted. Not only that, each company does things in its own timeline. For some companies, being good at your job could lead to a promotion in a year. At others, you might have to wait years to be promoted, no matter how good you are.

To figure out what goals are realistic, Joey should observe what's normal at the company and talk to people who have been there a while. They should be able to tell Joey how long most people write code before they are promoted.

You might think that, at this point, Joey's done with his goal-setting. Not quite. There's one other thing that Joey needs to do. Joey needs to talk to his supervisor and set development goals. These are goals that Joey and his supervisor come up with together to help Joey become better at his current job and closer to what would be expected of him if he was promoted.

For example, perhaps Joey's supervisor suggests that Joey go to a workshop to learn a new way to write software. Or maybe the supervisor thinks Joey would benefit from learning more about software development by taking a class or doing a project on his own outside of work. Setting development goals serves two purposes: first, it helps you see what goals your supervisor has for you and how they align with your own goals. Secondly, it demonstrates to your supervisor that you are eager to advance and willing to do work. In short, it is a way to be proactive.

Being Proactive

Besides setting goals, being proactive is the other major thing that Joey needs to do in order to advance his career. What do I mean by being proactive? It's simply doing something to take control and work towards your goals, as opposed to sitting back and waiting for good things to happen.

So what specific things should Joey do to be proactive about his career? One important thing is to get feedback regularly from his supervisor. Many people wait until it's time for their annual review to figure out how they are doing. But Joey should ask for feedback regularly. Checking in with his supervisor to see what he can do to be better at his job is a key element of being proactive.



The Importance of Employer & Employee Expectations

Both employers and employees have expectations of each other. This lesson outlines what these expectations are and the importance of blending employer and employee expectations.

Managing Expectations

An **expectation** is the thought, or belief, that something will occur. As an example, you have the expectation the bank will deposit your paycheck in your bank account when you give it to the bank. When you receive your bank statement, your expectations are met if the bank, indeed, deposited the paycheck into your bank. If the bank did not deposit the paycheck into your account, expectation is not met and you will likely will feel frustrated.

Expectations can be found all around us. Organizations and managers have expectations of their employees and employees have expectations of their employers. These expectations are in the form of psychological contracts. The **psychological contract** is an unwritten mutual agreement between an employer and an employee about their respective roles. When psychological contracts are not fulfilled, it can lead to absenteeism, conflicts, poor job performance, and staff turnover. When psychological contracts are fulfilled, employees are engaged and motivated to perform at their best.

Employer Expectations

Organizations and managers have expectations for their employees. One expectation employers have of their employees is honesty. Honest employees do not steal from or cheat their organizations. Another expectation employers have of their employees is the ability to understand directions, both orally and written. This allows employees to complete work assigned to them. Employers also expect employees to be reliable. Reliability includes being punctual and following through on commitments.

When an employee works well with others, it makes the workplace better for everyone. For this reason, the ability to work in a team is a high expectation of employers. Teamwork is fostered through a positive attitude. When an employee has a positive attitude, they willingly take on tasks and can maintain composure during difficult situations.

Finally, an employer expects employees to have organizational commitment. Commitment to the organization is how an employee relates to the organization's goals and determines whether that employee will remain with the organization.

Employee Expectations

Every employee is unique and expectations may differ from employee to employee. Each employee holds some basic expectations of their employer. These basic employee expectations include safe working conditions, adequate training, policy communication, and paychecks to be correct and on time.

Additionally, many employees also have the expectation of a work and life balance. This concept is the understanding that employees split their time and energy between work and other parts of life outside of work. The increasing load of work expectations may cause additional stress and performance deficiencies with employees. However, when an organization allows a work and life balance for employees, they often feel the organization is paying attention to all aspects of their lives and perform better at work.

Blending Employer and Employee Expectations

Even though employers and employees bring their own expectations to the workplace, high performance occurs when these expectations are blended together. Blending the expectations between the employer and employee is done through communication. Two way dialogue ensures each party has a voice.

Employers can communicate their expectations to employees through various methods. When hiring a new employee, employers set expectations by providing details of the position. During orientation and on boarding, clear expectations should be shared with the employee. Throughout employment, organizations can communicate expectations through employee evaluations and regular meetings with the employee. Evaluations are an opportunity for a manager to provide feedback to the employee on accomplishments and opportunities to improve through goal setting. When communicating expectations with employees, the manager should check for understanding to assure both parties are on the same page.

To encourage a two-way dialogue, employees are often given the opportunity to provide feedback on their expectations. One way this is done is through employee surveys. Other ways to gain employee feedback is through one-on-one meetings and focus groups. Employers may offer physical or electronic suggestion boxes to allow employees to communicate with the organization outside of organized surveys and focus groups. All these methods gather the employee's perceptions of the organization.

Summary

Employers and employees have expectations of the workplace. These expectations form a psychological contract. When expectations are not being met, it can lead to conflict in the workplace and poor performance. When clear expectations are regularly communicated through two way dialogue, employees are motivated to perform at high levels and are engaged with the organization.

Another thing that Joey can do is to volunteer to take on more at work. This could be additional responsibility or it could be working on an extra project that no one wants to work on. Again, this demonstrates to his supervisor that he's willing to do what it takes to advance.

Joey can also take classes and attend workshops or conferences to build his skills. Learning new things makes Joey a more valuable employee, which makes the company more willing to promote him. And again, it involves showing his boss that he's willing to grow and learn.

Finally, Joey should network, both within his company and within his industry. Understanding how the company works and knowing people from around the company allows Joey to understand how he fits into the bigger picture and what he can bring to the company. Communicating his value to the company is an important part of asking for a promotion.

Further, networking within his industry might open some doors for Joey. He might find that he has a job offer with another company and can choose to leave his company or leverage the job offer for a promotion within his current company. Either way, networking can help him advance.

Lesson Summary

Career advancement involves moving forward in your chosen profession. In order to advance, people should set goals, align immediate goals with long-term goals, make sure goals are realistic, and meet with his or her supervisor to set development goals. Further, people should be proactive, which could include getting feedback regularly, volunteering to take on more at work, taking classes or workshops, and networking.

Learning Outcomes

Following this video lesson, you should be able to:

- Define career advancement
- Explain the different types of goals and how one should align those goals for career advancement
- Describe other actions a person should take when considering career advancement



The Ethics of the Employer-Employee Relationship & Its Effect on Stakeholders

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Lesson Transcript

The employer-employee relationship must be ethically sound. There are specific requirements that each side expects in order to respect the employment relationship and its effect on stakeholders.

Employment Relationships

Fun Town Water Park has had a bumpy relationship with their employees. They need some help in improving their employment relationship. An **employment relationship** is a legal link that is formed between an employee and employer when work is completed for monetary reimbursement. Both the employee and employer have responsibilities and duties towards each other to ensure that the bond is successful and ethically sound. We are going to examine Fun Town Water Park's employment situation in order to understand how the employer-employee relationship affects other stakeholders.

Employer Responsibilities

In the employer-employee relationships, the employer has specific responsibilities that lead to an ethical workplace and support of all of their stakeholders. Fun Town Water Park follows these key areas of employer responsibility.

1. Moral responsibilities

Employers have to protect the health of a company and make sound business decisions that will keep employees safe. Fun Town has moral responsibilities towards their employees. It is given that Fun Town pays their employees a good wage, offers health benefits, and excellent working conditions. The next step in an ethical employment relationship is to treat employees as important stakeholders.

2. Loyalty

Fun Town also is extremely loyal to their employees. They do not lay off employees unless it is absolutely necessary. Only one time in the history of Fun Town did a layoff occur, and the company provided generous salary packages worth six months of employment, continuing health benefits,



Social Expectations: Definition & Theory

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Lesson Transcript

Ever wonder why we care so much about what others think of us? Let's explore the reasons and examine some theories that may have some weight on what our social expectations are.



Social Influences and Institutions Overview

When it comes to family and friends we are close to, we tend to care what they think of us. Our thoughts, feelings, and actions can be influenced by others; this is called **social influence**. Family and friends are examples of **social institutions**. Other social institutions are religious groups, mass media, and socioeconomic status groups. All of these can influence how we act, think, and feel. Let this be an overarching thought as we delve into some theories surrounding the idea of social expectations.

Stages of Moral Development

Lawrence Kohlberg found that there are various stages and levels of moral development:

- The first level of moral development is referred to as **preconventional morality**, and it includes *stages one* and *two*.

When we are toddlers, we are taught what is right and wrong. **Stage one** is where we learn what is wrong because we are punished for it. For example, if Bob's mother yells at him for getting too close to the hot stove, he probably won't come that close to it again. **Stage two** is where we learn what is right because we are rewarded for it. If Bob's mother gets him his favorite video game for having good manners at school, he will know that it is a desirable action and will probably continue to be well-mannered.

- The second level of moral development encompasses **conventional morality**, and it includes *stages three and four*.

When in middle school, closer groups of friends begin to form. In **stage three**, we want to be seen as a good person by others, so we act according to what others think is desirable. For instance, Bob doesn't cut the lunch line because if he does, he might be viewed as a bully or as an inconsiderate person, and his classmates might not want much to do with him. In **stage four**, we learn to obey laws and rules. When Bob starts watching the news, he sees that people who break laws go to jail. To avoid this, he learns to pay attention to what the rules are and he doesn't break them.

- **Postconventional morality** is found in the third level of moral development and includes *stages five and six*.

In high school and beyond, we develop critical thinking skills. This is where the gray area between right and wrong comes in. Before, it was clear what was right and what was wrong. Now, things get interesting. Bob hears about a neighbor who is poor but needs medicine for his sick children. Instead of paying for the Tylenol, the neighbor steals the medicine from the local drug store. Surveillance cameras catch him, and the police become involved. Now, in **stage five**, Bob realizes that the law says stealing is wrong, but morally, he knows that his neighbor did the right thing to take care of his sick children. He understands that stealing is wrong but knows this doesn't make his neighbor a bad person. Bob hopes for the best for his neighbor's family.

In a history class, Bob learns about the civil rights movement. He learns about the white men who were beaten severely when they stood up for the rights of black people. Now in **stage six**, Bob becomes passionate and exclaims, 'I would have stood up for what was right, regardless of what race I was.'

He understands that decisions should be made to benefit everyone and that a decision made to treat someone like less than a person is the wrong one, even if most people are saying that things should be one way that is unjust and the social expectation is that everyone should agree. Those in stage six are able to follow their moral compasses. Kohlberg argued that some people never make it to stage six.

Symbolic Interactionism

In **socialization**, he attends a few parties that teach him what it means to be part of the in-crowd including their values and what it takes to fit in. In **maintenance**, he needs to figure out what his contribution to the group will be. Will he be the jock? The good-looking one? The intelligent one? He knows that if he doesn't meet expectations, he will be outcast, and he'll have to **resocialize**. If he redeems himself, he might be a part of the group again, but if he doesn't, he'll no longer be a part of the group.

After spring break, he decides that he wants more from high school and starts to look for other friends. He recalls some good and bad memories of being in the popular crowd in the **remembrance** stage. If this is what it takes to be in a clique, Bob decides he's in no rush to find a particular group to belong to.

Lesson Summary

Let's review:

Our thoughts, feelings, and actions can be influenced by others, and this is called **social influence**. Additionally, **social institutions**, which include family, friends, religious groups, and media, can impact how we think and feel.

Lawrence Kohlberg believed that there are six stages of moral development throughout one's life. The **first two stages** encompass **preconventional morality**, and this is when we learn what is wrong through punishment and what is right through reward. In **stages three and four**, referred to as **conventional morality**, we act according to what others think is desirable; then, we learn to obey laws and rules. **Postconventional morality** encompasses **stages five and six**. Stage five is where the gray area between right and wrong comes in, while stage six is when a person is able to follow his or her moral compass regardless of others' opinions. Kohlberg argued that some people never make it to this final stage.

Another theory, known as **symbolic interactionism**, states that our self-concept is a result of social experiences and is based on how we think others view us. In contrast, **expectation states theory** holds that people use available information in order to set expectations for what others can do.

We also covered **stages of socialization** which relates to peer groups. The five stages include:

- **Investigation**
- **Socialization**
- **Maintenance**
- **Resocialization**
- *and* **Remembrance**

This theory states that our self-concept is a result of social experiences and is based on how we think others view us. It is called **symbolic interactionism** because symbols, such as words and gestures, carry a lot of meaning. For example, Bob got a handshake from the most popular kid at school, so he perceived that he was a part of the in-crowd. He believed that the popular students viewed him as cool, and so he became more confident. Keep in mind that symbols can change over time - back in the day, being heavy meant that a person was wealthy. Now, it is a symbol of poor health. The expectation nowadays is that people practice good habits, such as eating right and exercising to be healthy.

Expectation States Theory

Expectation states theory states that people use available information in order to set expectations for what others can do. The two things that people use to set these expectations are:

1. Skills and abilities
2. Other information (such as race, age, sex, socioeconomic class, and education)

For instance, when doing a group project for a class, Bob is put in a group with people who wear glasses who are also in Honors classes, people who run track, and some people he doesn't know. The assignment is to design an athletic field that can hold the most people. He expects that the people who wear glasses are smart enough to do the calculations and that the people who run track would know the ins and outs of an athletic field. Of course, people have different skills no matter what they look like.

Stages of Socialization

This theory relates to *peer groups*. Before, we were discussing how Bob viewed himself as part of the in-crowd after getting a handshake from the most popular kid in school. Bob then goes through these five stages:

- Investigation
- Socialization
- Maintenance
- Resocialization
- *and* Remembrance

In **investigation**, he considers his options:

- As part of the in-crowd, everyone would know his name. He'd get invited to parties, and nobody would mess with him.
- As part of the smart crowd, people might expect him to do their homework.

I. Quiz questions

These quiz questions are designed to test your knowledge of job interview basics. Being able to perform well on an interview is crucial to your job search success, as it is often the first and only impression you are able to make on the employer in-person. Keep in mind that this quiz only tests a limited number of interview topics. More comprehensive ways to measure your interview abilities include mock interviews and feedback from recruiters.

1. The interviewer says, "Tell me about yourself." Which of these is the best answer?
 - a) "I was born in Oregon and moved to the East Coast with my family when I was twelve. After graduating from high school, I attended college and worked a couple of part-time jobs."
 - b) "I enjoy helping people and this drives my desire to master the art of fundraising. I have been volunteering with American Red Cross for the past two years and have learned many useful skills about organizing fundraisers. I think my experiences have prepared me to be a great Fundraising Coordinator."
 - c) "I'm a pretty outgoing person with an open personality. I love meeting other people and visiting new places. One of my favorite things to do is spend time with friends. I also like to travel. Last summer, I took a trip to Europe with a couple of buddies. We had a great time."

2. You're asked a really difficult question. You don't know the answer off the top of your head, so you:
 - a) answer, "That's a tough question. I'm really not sure."
 - b) say the first thing that comes to mind.
 - c) take a deep breath and think of an answer while paraphrasing the question.

3. Which of the following is okay to do at an interview?
 - a) Ask the employer questions
 - b) Answer your cellphone
 - c) Be a few minutes late

4. You're asked what your biggest weakness is. How do you answer?
 - a) "I can sometimes be disorganized. I have been trying to become more organized by creating a calendar for myself and categorizing things in folders. So far, these methods seem to be working."
 - b) "Honestly, I don't really have one."
 - c) "I'm a perfectionist. As a result, I often work very hard, perhaps even too hard. I'm usually at the office for more hours than the average employee."

5. Which of these things should you bring to an interview?
 - a) Copies of your resume
 - b) A list of references

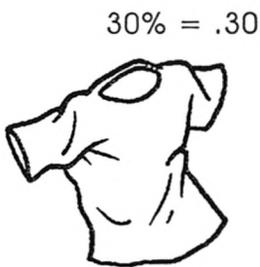
- c) Both a and b
6. How early should you arrive to the interview?
- a) 30 minutes
 - b) 10 minutes
 - c) 1 minute
7. Your interviewer asks you what you think about your previous boss. You didn't get along with your previous boss. You answer:
- a) "He was a good leader and really kept the team focused and on-task."
 - b) "He was alright, but we weren't that close."
 - c) "We didn't exactly get along because he made a lot of impossible demands and was constantly on the phone."
8. The secretary who greets you prior to your interview:
- a) is only being friendly because it's his job.
 - b) is the person you should go to if your interviewer is a few minutes late, if you need a cup of water, or if you think the room is too cold.
 - c) will probably be asked his opinion of you by the employer after you leave.
9. Which one of these things should you always try to do during an interview?
- a) Ask your interviewer(s) for their business card and/or contact information at the end.
 - b) Inquire about your salary.
 - c) Smile and nod at everything the interviewer says.
10. Thank-you notes are:
- a) not necessary to send.
 - b) necessary only if you think your interview went well.
 - c) something that should be sent within 48 hours of the interview.
11. Your interviewer asks you what your greatest strengths are. How do you respond?
- a) By listing five or ten qualities you think are your best ones.
 - b) Give two or three strengths and concrete examples of them.
 - c) Say all the qualities and requirements that were listed on the job description.
12. The purpose of an interview is:
- a) to match employees with the employer that best suits them, and vice versa.
 - b) for the job candidate to talk about his achievements.
 - c) for the employer to test the interviewee by asking tricky questions.
13. When you're asked what your longer term goals are, you say:
- a) "Develop my customer service skills by meeting with a more diverse range of clients and challenging myself to address a wider set of needs."
 - b) "I hope to one day become a manager."
 - c) "I'm not really sure, I haven't exactly thought about my goals."
14. Which of these is not a good reason for wanting to work for a company?

- a) Your vision aligns with the company's mission.
 - b) The location, salary, and benefits are all great.
 - c) You have skills that you think will contribute to the company's goals.
15. Which of these is an example of a good question to ask the interviewer?
- a) What is the average salary for somebody in my position?
 - b) What do you think is this company's greatest challenge in the near future?
 - c) What skills does this job require?
16. Other than your responses, you need to also pay close attention to:
- a) your body language.
 - b) your eye contact.
 - c) both a and b.
17. You think the employer might ask you for a list of references during the interview. Prior to the interview, you:
- a) let your references know that they might be contacted, but don't give them more details about the job.
 - b) let your references know that they might be contacted and tell them about the job you're seeking and why you're a good fit for it.
 - c) choose to not tell your references that they may be contacted.
18. What should you do research on before the interview?
- a) The company you're interviewing for.
 - b) The industry you hope to work in.
 - c) both a and b.
19. What's the safest thing to wear to an interview, if you cannot find out anything about the company's dress code?
- a) A suit.
 - b) A collared shirt and khakis.
 - c) A comfortable t-shirt and jeans.
20. When talking about your past experiences, you should:
- a) only mention things that occurred at work.
 - b) only mention your successes.
 - c) not be afraid to mention things that happened outside of work or failures as long as it provides a good answer to the question.

Selling items for less than their regular prices is known as a **sale**. Some stores advertise a certain percentage off the regular price. Some stores list the actual sale price of an item. Others offer a fractional part off the price. The amount taken off of the regular price is called a **discount**.

(To figure the discount when the sale price is given as a percentage, change the percent to a decimal fraction and multiply it times the regular price.)

Example: A \$39.00 shirt is on sale for 30% off.



$$\begin{array}{r}
 \$39.00 \\
 \times .30 \\
 \hline
 00\ 00 \\
 1170\ 00 \\
 \hline
 \$11.70\ 00
 \end{array}$$

The discount is \$11.70.

The sale price of the shirt is \$27.30.

1. What is the discount on a \$65.00 sweater that is on sale for 20% off?

_____ What is the sale price? _____

(To find the discount when the actual sale price is listed, simply subtract the sale price from the regular price.)

Example: A \$299.99 camera is on sale for \$263.50.

$$\begin{array}{r}
 \$299.99 \\
 - 263.50 \\
 \hline
 \$ 36.49
 \end{array}$$

The discount is \$36.49.

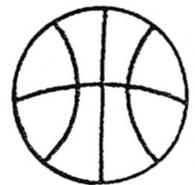
2. What is the discount on a \$47.00 basketball that is on sale for \$35.25?

_____ To figure the discount when a fractional part is taken off the price, divide the price by the fraction.

Example: A \$450.00 pair of skis is now $\frac{1}{2}$ off the regular price.

$$\$450.00 \div \frac{1}{2} = \frac{225.00}{2 \overline{)450.00}}$$

The discount is \$225.00
The sale price is \$225.00



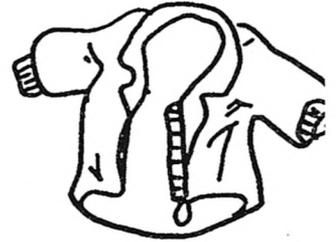
3. What is the discount on a \$639.00 canoe that is $\frac{1}{4}$ off the regular price?

_____ What is the sale price? _____

4. Compare sale prices. **Store A** advertises a \$78.00 radio for 35% off.

The discount is 27.30. **Store B** advertises the same radio for \$49.99. The discount is _____. **Store C** is selling the radio for $\frac{1}{3}$ off. The discount is _____. Which store is offering the best buy? _____

1. Carter's Clothing Store advertised Windbreaker jackets for 15% off the regular price of \$59.60. Walmart's regular price for Windbreaker jackets is \$57.99. They are on sale for \$52.99. What is the sale price at Carter's? _____ Who has the best buy? _____ If Windbreaker jackets were not on sale at either store, which one offers the best buy? _____



2. The Bike Shop, Wheels Galore, and Don's Sport Shop all sell Mighty mountain bikes for \$327.00. The Bike Shop's sale price for Mightys is 30% off. Wheels Galore is offering them for \$227.50. Don's Sport Shop is selling them for 1/3 off the regular price. What is the sale price at the Bike Shop? _____ At Wheels Galore _____ At Don's Sport Shop? _____ Where would you buy a Mighty mountain bike? _____
3. Which would be a better buy, a \$579.50 table at 18% off the price or the same table at a sale price of \$479.50? _____
4. What would you pay for six pairs of socks that regularly cost \$2.60 a pair and are on sale for 1/4 off the regular price? _____ What would you pay for six pairs at \$2.60 a pair that are advertised for 25% off? _____
5. The price of silk is \$9.60 a yard at Cloth World. Their sale price is 35% off. How much for two yards of silk on sale at Cloth World? _____ All Fabrics sells silk for \$9.36 a yard. Their sale price is 1/4 off. How much for two yards of silk on sale at All Fabrics? _____