Acknowledgments

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Consultant
JA Worldwide expresses its gratitude to Larry Farrell, Entrepreneurship Consultant, Chairman, The Farrell Company, Staunton, VA. His expertise in business and entrepreneurship has significantly enhanced the quality of this program.
Entrepreneurship—Is It for Me?

Overview
Students are introduced to entrepreneurship and its advantages and disadvantages.

Objectives
Students will be able to:
- Answer the questions: what is an entrepreneur and do I want to be one?
- Evaluate advantages and disadvantages of entrepreneurship.

Preparation
This session is intended as a supplement to the JA Be Entrepreneurial program. For more information about the program, refer to the complete program material or contact your local JA office. For contact information, visit www.ja.org/near/near.shtml.

Review the session and list of materials. Discuss with the teacher how best to organize the students into pairs and arrange the room for the activity.

Become familiar with the term discussed in the session. If possible, post the Key Term in a visible place in the classroom.

Copy the Career Cluster Sheets, or arrange for Internet access for the class to visit the JA Student Center at http://studentcenter.ja.org/.

Recommended Time
This session typically takes 45 minutes to complete. Ask the teacher to help you keep track of the time.

Materials
- Junior Achievement Banner
- Table Tents (1 per student)
- Entrepreneur or Employee? Worksheets (1 per student)
- Career Cluster Sheets or Computer with Internet Access (1 set per student)
- Pens or Pencils (1 per student)
Presentation

Introduction

Greet the students. Distribute the Table Tents.

Ask the students to review what they have learned about entrepreneurship and starting a business during the JA Be Entrepreneurial program.

Explain that now they will consider advantages and disadvantages of being an entrepreneur. Tell the students that they will examine options they have in the workforce.

Activity

Entrepreneur or Employee?

Define entrepreneur as indicated in the margin. Distribute an Entrepreneur or Employee? Worksheet to each student.

Distribute a set of Career Cluster Sheets to each student, or provide the same material via the Internet:

At the JA Student Center, http://studentcenter.ja.org/, ask the students to select the Find a Career graphic, then to choose and click on one of the Career Clusters. On the selected career cluster page, have them click on Industry Information, and then select a pathway and choose a career. Ask the students to record their selections in the space provided on the Worksheet.

Ask a volunteer to read aloud the Entrepreneurship: Advantages and Disadvantages instructions on the worksheet.

Ask volunteers to share their responses for each of the four categories. Ask the students to weigh the advantages and disadvantages of being an employee versus being an owner. Poll the class to see how many students want to own their own business as a result of this comparison. Ask volunteers for specific reasons.

Provide personal and local examples of successful entrepreneurs. If applicable, compare personal advantages and disadvantages of being your own boss compared to being an employee.

Summary and Review

Briefly review the Key Term introduced in the session. Remind the students that there are advantages and disadvantages to being an entrepreneur. To be successful, there are qualities and skills entrepreneurs must develop.

Thank the students for their participation. Collect the Table Tents and leave them with the teacher.
**Session Outline**

**Introduction**
- Greet the students, and distribute the Table Tents.
- Define entrepreneur.

**Activity**
- Conduct the Entrepreneur or Employee? activity.
- Discuss personal and local examples of entrepreneurs and the comparison between an entrepreneur and an employee.

**Summary and Review**
- Briefly review the Key Term introduced in the session.
- Thank the students for their participation.
Entrepreneur or Employee? Worksheet

Instructions: If using the Internet, visit the JA Student Center, http://studentcenter.ja.org/.
- Select the Find a Career graphic.
- Choose and click on one of the Career Clusters.
- On the selected career cluster page, click on Industry Information.
- Select a pathway and choose a career.

In the space provided, record the name of the Career Cluster, Pathway, and Career you chose from the Career Cluster Sheets:

<table>
<thead>
<tr>
<th>Career Cluster:</th>
<th>__________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathway:</td>
<td>__________________________</td>
</tr>
<tr>
<td>Career:</td>
<td>__________________________</td>
</tr>
</tbody>
</table>

Entrepreneurship: Advantages and Disadvantages
Instructions: Imagine what your life would be like working in your selected career, and then imagine what it would be like owning a business within that same career cluster or pathway. How would your life be different as an employee in that career compared to owning the business?

Record the advantages and disadvantages of being an employee versus an owner.

<table>
<thead>
<tr>
<th>Employee</th>
<th>Owner</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advantages</strong></td>
<td><strong>Disadvantages</strong></td>
</tr>
<tr>
<td>Example: I am paid whether the business makes a profit or not.</td>
<td>Example: My job could end; I have no control over my job security.</td>
</tr>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>
Career Cluster Sheets

Agriculture, Food, and Natural Resources

Pathway:
Food Products and Processing

Career Opportunities:
- Food Scientist
- Agricultural Salesperson
- Bacteriologist
- Dietician/Nutritionist
- Food/Drug Inspector
- Food Broker
- Food Supervisor
- Meat Processor
- Meat Science Researcher
- Produce Buyer
- Quality Control Specialist
- Storage Supervisor
- Toxicologist

Pathway:
Natural Resources Systems

Career Opportunities:
- Commercial Fisherman
- Ecologist
- Fish/Game Officer
- Fish Hatchery Manager
- Fisheries Technician
- Fishing Vessel Operator
- Forest Technician
- Geologist
- Hydrologist
- Mining Engineer
- Park Manager
- Range Technician
- Soil Geology Technician
- Water Monitoring Technician
- Wildlife Manager

Pathway:
Animal Systems

Career Opportunities:
- Agricultural Educator
- Animal Caretaker
- Animal Nutritionist
- Animal Scientist
- Dairy Producer
- Embryo Technologist
- Embryo Transfer Technician
- Feedlot Specialist
- Livestock Geneticist
- Livestock Inspector
- Pet Shop Operator
- Reproductive Physiologist
- Veterinarian
- Veterinary Assistant
- Wildlife Biologist

Pathway:
Plant Systems

Career Opportunities:
- Agriculture/Food Scientist
- Agricultural Journalist
- Aquaculturalist
- Biotechnology Laboratory Technician
- Botanist
- Commodity Marketing Specialist
- Crop/Farm Manager
- Education/Extension Specialist
- Farmer
- Forest Geneticist
- Plant Breeder/Geneticist
- Plant Pathologist
- Rancher
- Soil/Water Specialist
- Tree Surgeon

Pathway:
Environmental Service Systems

Career Opportunities:
- Environmental Compliance Assurance Manager
- Environmental Sampling Scientist/Technician
- Hazardous Materials Removal Specialist
- Health/Safety Officer
- Pollution Prevention/Control Technician
- Solid Waste Technician
- Toxicologist
- Water Environment Manager
- Water Quality Manager

Pathway:
Agribusiness Systems

Career Opportunities:
- Agricultural Chemical Dealer
- Agricultural Commodity Broker
- Agricultural Economist
- Agricultural Products Buyer
- Animal Health Products Distributor
- Dairy Herd Supervisor
- Farm Investment Manager
- Farm Manager
- Farmer
- Feed/Supply Store Manager
- Field Representative (Bank, Insurance Company, Government Program)
- Livestock Rancher/Breeder
- Livestock Seller
- Rancher

Pathway:
Power, Structural, and Technical Systems

Career Opportunities:
- Agricultural Engineer
- Communication Service Technician
- Electronics Systems Technician
- Equipment Maintenance Technician
- Equipment/Parts Manager
- Laboratory Specialist
- Machine Operator
- Machinist
- Recycling Technician
- Waste Water Treatment Plant Operator
- Welder
Architecture and Construction

Pathway:
Design/Pre-Construction

Career Opportunities:
- Architect
- Building Code Official
- Civil Engineer
- Architectural/Civil Drafter
- Computer-Aided Drafter
- Electrical Engineer
- Engineering Technician
- Environmental Designer
- Interior Designer
- Landscape Architect
- Landscape Designer
- Materials Engineer
- Mechanical Engineer
- Surveyor

Pathway:
Construction

Career Opportunities:
- Mason
- Painter
- Paperhanger
- Plumber
- Project Inspector
- Security/Fire Alarm Systems Installer
- Sheet-Metal Worker
- Tile/Marble Setter

Career Opportunities:
- Concrete Finisher
- Construction Inspector
- Demolition Engineer
- Elevator Installer
- Equipment/Material Manager
- Facilities Engineer
- General Maintenance Contractor
- Hazardous Materials Removal Specialist

Pathway:
Maintenance and Operations

Career Opportunities:
- Heating/Ventilation/Air-Conditioning/Refrigeration Mechanic
- Maintenance Estimator
- Operating Engineer
- Planner/Scheduler
- Safety Director
- System Installer
- Wastewater Maintenance Technician
Arts, Audio-Video Technology, and Communication

**Pathway:**
Printing Technologies

**Career Opportunities:**
- Desktop Publishing Specialist
- Prepress Technician
- Printer
- Printing Machine Operator

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**Pathway:**
Performing Arts

**Career Opportunities:**
- Actor
- Dancer/Choreographer
- Musician/Singer/Music
  - Director/Composer
  - Producer/Director
  - Television/Motion Picture Camera Operator
  - Television/Motion Picture Editor

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**Pathway:**
Telecommunications Technologies

**Career Opportunities:**
- Computer/Information Scientist
- Computer Systems Analyst
- Database Administrator
- Line Installer/Repair Technician
- Network System/Data Communications Analyst
- Radio/Telecommunications Technician

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**Pathway:**
Audio and Video Technologies

**Career Opportunities:**
- Animator
- Audio-Video Equipment Technician
- Audio-Video System Service Technician
- Broadcast Technician
- Chief Engineer/Transmission Engineer/Broadcast Field Supervisor
- Field Technician
- Radio Operator
- Recording Engineer
- Sound Engineering Technician
- Sound/Rerecording Mixer

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**Pathway:**
Journalism and Broadcasting

**Career Opportunities:**
- Announcer
- Audio-Video Equipment Technician
- Broadcast Technician
- Chief Engineer/Transmission Engineer/Broadcast Field Supervisor
- Editor
- News Analyst/Reporter/Correspondent
- Radio Operator
- Sound Engineering Technician/Recording Engineer
- Sound Mixer/Rerecording Mixer
- Writer/Technical Writer

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**Pathway:**
Visual Arts

**Career Opportunities:**
- Archivist/Curator
- Art Director
- Artist
- Conservator/Museum Technician
- Designer
- Fashion Designer
- Floral Designer
- Graphic Designer
- Interior Designer
- Photographer
- Set/Exhibit Designer
- Visual Merchandiser
Business, Management, and Administration

Pathway:
Business Analysis

Career Opportunities:
Budget Analyst
Business Analyst
eCommerce Analyst
Marketing Analyst
Price Analyst

Pathway:
Administrative and Information Support

Career Opportunities:
Administrative Assistant
Communications Equipment Operator
Computer Operator
Customer Service Assistant
Data Entry Specialist
Desktop Publisher
Dispatcher
Executive Assistant
Information Assistant
Office Manager
Receptionist
Shipping/Receiving Agent
Stenographer
Typist
Word Processor

Pathway:
Financial Management and Accounting

Career Opportunities:
Accountant
Accounting Clerk
Accounting Supervisor
Assistant Treasurer
Auditor
Billing Clerk
Billing Supervisor
Bookkeeper
Budget Analyst
Chief Financial Officer
Controller
Finance Director
Payroll Clerk
Price Analyst
Treasurer

Pathway:
Human Resources

Career Opportunities:
Affirmative Action Coordinator
Compensation/Benefits Manager
Conciliator/Mediator/Arbitrator
Corporate Trainer
Employee Assistance Plan Manager
Employer Relations Representative
Employment/Placement Manager
Equal Employment Opportunity Specialist
Human Resources Assistant
Human Resources Manager
Industrial Relations Director
International Human Resources Manager
Pay Equity Officer
Personnel Recruiter
Training/Development Manager

Pathway:
Management

Career Opportunities:
Accounting Manager
Billing Manager
Business/Development Manager
Chief Executive Officer/Chief Operations Officer/Chief Financial Officer
Compensation/Benefits Manager
Credit/Collections Manager
Facilities Manager
General Manager
Hospital Manager
Meeting/Convention Planner
Operations Manager
Public Relations Manager
Risk Manager
Sports/Entertainment Manager

Pathway:
Marketing Information Management and Research

Career Opportunities:
Art Director
Copywriter
Customer Service Supervisor
Demonstrator/Product Promoter
eCommerce Entrepreneur
eCommerce Manager
International Distribution Manager
International Marketing Manager/Supervisor
Marketing Manager
Marketing Survey Researcher/Analyst
Media Coordinator
Public Relations Specialist
Research and Development Manager
Sales Manager
Salesperson
Telemarketer
Education and Training

Pathway:
Professional Support Services

Career Opportunities:
Counselor
Parent Educator
Psychologist (Clinical, Developmental, Social)
Social Worker
Speech-Language Pathologist

Pathway:
Administration and Administrative Support

Career Opportunities:
Administrator
College President
Curriculum Developer
Dean
Education Researcher
Instructional Coordinator
Instructional Media Designer
Principal
Superintendent
Test Measurement Specialist

Pathway:
Teaching and Training

Career Opportunities:
Coach
College/University Lecturer/Professor
Human Resources Trainer
Preschool/Kindergarten/ Elementary/Secondary
School Teacher
Special Education
Teacher/Aide
Teacher
Finance

Pathway:
Insurance Services

Career Opportunities:
Actuary
Claims Agent
Examiner/Investigator
Insurance Appraiser
Processing Clerk
Underwriter

Pathway:
Financial and Investment Planning

Career Opportunities:
Brokerage Clerk
Development Officer
Investment Advisor
Personal Financial Advisor
Securities/Commodities
Sales Agent
Tax Preparer

Pathway:
Banking and Related Services

Career Opportunities:
Abstractor
Bill/Account Collector
Credit Analyst
Credit Report Provider
Customer Service Representative
Debt Counselor
Internal Auditor
Loan Officer
Teller
Title Researcher/Examiner

Pathway:
Business Financial Management

Career Opportunities:
Accountant/Auditor
Collector
Financial Analyst
Revenue Agent
Tax Examiner
Treasurer/Controller/Chief
# Government and Public Administration

**Pathway:**  
Foreign Service

| Career Opportunities: |  |
|-----------------------|  |
| Diplomatic Courier    |  |
| Economic Officer      |  |
| Foreign Service Officer |  |
| Political Officer     |  |

## Pathway: Planning

| Career Opportunities: |  |
|-----------------------|  |
| Census Clerk          |  |
| Census Enumerator     |  |
| Chief of Vital Statistics |  |
| Commissioner/Director (Various Agencies) |  |
| County Director       |  |

| Career Opportunities: |  |
|-----------------------|  |
| Economic Development Coordinator |  |
| Federal Aid Coordinator |  |
| Global Imaging Systems Specialist |  |
| Program Associate      |  |
| Urban/Regional Planner |  |

## Pathway: Regulation

| Career Opportunities: |  |
|-----------------------|  |
| Aviation Safety Officer |  |
| Bank Examiner         |  |
| Business Regulation Investigator |  |
| Cargo Inspector       |  |
| Chief of Field Operations |  |
| Code Inspector/Officer |  |

| Career Opportunities: |  |
|-----------------------|  |
| Customs/Border Protection Officer |  |
| Election Supervisor   |  |
| Enforcement Specialist |  |
| Equal Opportunity Officer |  |
| Immigration Officer   |  |
| Regulatory Director   |  |

## Pathway: Governance

| Career Opportunities: |  |
|-----------------------|  |
| Assistant/Deputy/Chief of Staff |  |
| Cabinet-Level Secretary (Federal/State) |  |
| Commissioner (County/City/State Agency) |  |
| Congressional Aide |  |
| Congressional Representative (Federal/State) |  |
| Governor |  |
| Legislative Assistant |  |
| Legislator |  |
| Lieutenant Governor |  |
| Lobbyist |  |
| Mayor |  |
| Policy Advisor |  |
| President |  |
| Senator (Federal/State) |  |
| Vice President |  |

## Pathway: Revenue and Taxation

| Career Opportunities: |  |
|-----------------------|  |
| Assessor             |  |
| Inspector General    |  |
| Internal Revenue Investigator |  |
| Revenue Agent/Officer |  |
| Tax Attorney          |  |
| Tax Auditor           |  |
| Tax Examiner          |  |
| Tax Policy Analyst    |  |

## Pathway: Public Management and Administration

| Career Opportunities: |  |
|-----------------------|  |
| City Council Member   |  |
| City Manager          |  |
| City/County Clerk     |  |
| Court Administrator/Clerk |  |
| Executive Director/Officer of a Foundation/Charitable Organization/Industrial Foundation |  |
| General Service Officer |  |
| Management Analysis Officer |  |
| Program Administration Officer |  |

## Pathway: National Security

| Career Opportunities: |  |
|-----------------------|  |
| Air Defense Artillery Specialist |  |
| Combat Aircraft Pilot/Crew |  |
| Combat Engineer         |  |
| Combat Operations Officer |  |
| Cryptographer           |  |
| Electronic Warfare Operations Officer |  |
| Infantry Field Artillery Specialist |  |
| Intelligence/Counterintelligence Specialist |  |
| Military Officer        |  |
| Missile/Space Systems Specialist |  |
| Munitions Specialist    |  |
| National Security Advisor |  |
| Nuclear Weapons Specialist |  |
| Special Forces Member   |  |
| Submarine Officer       |  |
Health Science

Pathway: Support Services
Career Opportunities:
- Facilities Manager
- Food Service Worker
- Hospital Maintenance Engineer
- Occupational Health and Safety Specialist/Technician
- Transport Technician

Pathway: Health Information
Career Opportunities:
- Admissions Clerk
- Health Educator
- Health-Care Administrator
- Medical Billing Representative
- Medical Librarian
- Medical Records/Health Information Technician
- Patient Advocate
- Patient Financial Services Representative
- Public Health Educator
- Social Worker

Pathway: Biotechnology Research and Development
Career Opportunities:
- Biochemist
- Biomedical Chemist
- Cardiovascular Technologist
- Cell Biologist
- Clinical Trials Research Coordinator
- Geneticist
- Genetics Lab Assistant
- Microbiologist
- Molecular Biologist
- Pharmaceutical Scientist
- Quality Assurance Technician
- Quality Control Technician
- Regulatory Affairs Specialist
- Research Scientist
- Toxicologist

Pathway: Therapeutic Services
Career Opportunities:
- Chiropractor
- Dental Assistant/Hygienist
- Dentist
- Dietician
- Emergency Medical Technician (EMT)
- Exercise Physiologist
- Home Health Aide
- Licensed Practical Nurse
- Occupational Therapist
- Optometrist
- Physical Therapist
- Physician
- Physician Assistant
- Recreation Therapist
- Registered Nurse

Pathway: Diagnostics Services
Career Opportunities:
- Cardiovascular Technologist
- Clinical Lab Technician
- Computer Tomography (CT) Technologist
- Electrocardiographic (EKG) Technician
- Electroencephalographic (EEG) Technologist
- Exercise Physiologist
- Geneticist
- Magnetic Resonance Imaging (MRI) Technologist
- Mammographer
- Medical Technologist
- Nuclear Medicine Technologist
- Nutritionist
- Radiographer/Radiologic Technologist
- Sonographer
# Hospitality and Tourism

**Pathway:**
- Lodging
  - Career Opportunities:
    - Bell Captain
    - Concierge
    - Executive Housekeeper
    - Food Service Manager
    - Front Desk Employee
    - Front Desk Supervisor
    - Front Office Manager
    - General Manager
    - Housekeeper
    - Laundry Attendant
    - Maintenance Worker
    - Reservations Clerk
    - Reservations Supervisor
    - Security Director
    - Shift Supervisor
    - Van Driver

**Pathway:**
- Travel and Tourism
  - Career Opportunities:
    - Convention Services Manager
    - Director of Convention/Visitors Bureau
    - Director of Marketing/Advertising
    - Director of Sales
    - Director of Tourism Development
    - Director of Visitor Services
    - Events Manager
    - Nature Tourism Coordinator
    - Special Events Producer
    - Tour/Travel Coordinator
    - Tour Guide
    - Travel Agent (Commercial/Vacation)
    - Visitor Center Counselors
    - Welcome Center Supervisor

**Pathway:**
- Recreation and Attractions
  - Career Opportunities:
    - Club Manager
    - Club Equipment/Facility Maintenance Worker
    - Club Event Planner
    - Club Membership Developer
    - Fair/Festival Event Planner
    - Fair/Festival Facility Manager
    - Historical/Cultural Site Exhibit Developer
    - Lodging Manager
    - Museum/Zoo/Aquarium Animal Trainer/Handler
    - Museum/Zoo/Aquarium Exhibit Developer
    - Parks/Gardens Director
    - Parks/Gardens Activity Coordinator
    - Parks/Gardens Security Officer
    - Parks/Gardens Ranger
    - Theme Park/Amusement Park Ride Operations Manager

**Pathway:**
- Restaurants and Food/Beverage Services
  - Career Opportunities:
    - Baker
    - Banquet Server
    - Banquet Setup Employee
    - Caterer
    - Catering/Banquet Manager
    - Chef/Cook
    - Cocktail Server
    - Executive Chef
    - Food/Beverage Manager
    - Food Server
    - Host
    - Kitchen Manager
    - Maitre d'
    - Pastry/Specialty Chef
    - Restaurant Owner/Manager
    - Wine Steward
Human Services

Pathway:
Personal Care Services

Career Opportunities:
- Barber
- Cosmetologist
- Electrologist
- Funeral Director/Mortician
- Massage Therapist
- Nail Technician/Manicurist/Pedicurist
- Personal/Home Care Aide
- Personal Trainer
- Skin Care Specialist/Esthetician
- Spa Attendant

Pathway:
Consumer Services

Career Opportunities:
- Banker
- Certified Financial Planner
- Consumer Affairs Officer
- Consumer Credit Counselor
- Customer Service Representative
- Employee Benefits Representative
- Financial Advisor
- Hospital Patient Accounts Representative
- Insurance Representative
- Investment Broker

Pathway:
Family and Community Services

Career Opportunities:
- Adult Day-Care Coordinator
- Adult Day-Care Worker
- Community Housing Service Worker
- Community Service Director
- Emergency/Relief Worker
- Geriatric Service Worker
- Human Services Assistant
- Leisure Activities Coordinator
- Licensed Professional Counselor
- Religious Activities/Education Programs Director
- Religious Leader
- Social/Human Services Assistant
- Social Services Worker
- Vocational Rehabilitation Counselor
- Volunteer Coordinator

Pathway:
Early Childhood and Development Services

Career Opportunities:
- Child-Care Facilities Director
- Child-Care Worker
- Family Educator
- Nanny
- Preschool Teacher
- Teacher Assistant

Pathway:
Counseling and Mental Health Services

Career Opportunities:
- Career Counselor
- Clinical/Counseling Psychologist
- Counselor
- Employment Counselor
- Industrial/Organizational Psychologist
- Marriage/Child/Family Counselor
- Mental Health Counselor
- School Counselor
- Substance Abuse/Behavioral Disorder Counselor
- Vocational Rehabilitation Counselor
Information Technology

Pathway:
Programming and Software Development

Career Opportunities:
Computer Programmer
Computer Engineer
Design Engineer
Programmer Analyst
Test Engineer

Pathway:
Information Support and Services

Career Opportunities:
Application Integrator
Call Center Support Representative
Database Administrator
Desktop Publisher
Documentation Specialist
eBusiness Specialist
Electronic Publications Specialist
Instructional Designer
Online Publisher
PC Systems Coordinator
Product Support Engineer
Security Expert
System Architect
Systems Designer
Technical Communicator

Pathway:
Network Systems

Career Opportunities:
Data Communications Analyst
Information Systems Administrator
Information Systems Operator
Information Technology Engineer
Network Engineer
Operations Analyst
PC Support Specialist
Security Analyst
Systems Administrator/Engineer
Systems Analyst/Architect
Technical Support Specialist
Technician
Telecommunications Network Technician
Transport Administrator
User Support Specialist

Pathway:
Interactive Media

Career Opportunities:
2D/3D Artist
Administrator
Animator
Architect
Audio/Video Engineer
Authoring Specialist
Designer
Media Specialist
Media/Instructional Designer
Page Developer
Producer
Site Developer
Streaming Media Specialist
Virtual Reality Specialist
Webmaster
# Law, Public Safety, and Security

## Pathway: Emergency and Fire Management
- Dispatcher
- Emergency Management/Response Coordinator
- Emergency Medical Technician (EMT)
- Firefighter
- Hazardous Materials Responder

## Pathway: Legal Services
- Attorney
- Case Management Specialist
- Court Reporter
- File/Document Manager
- Information Officer
- Judge
- Law Clerk
- Legal Secretary
- Mediator/Arbitrator
- Paralegal

## Pathway: Law Enforcement Services
- Animal Control Officer
- Bomb Technician
- Child Support/Missing Persons Investigator
- Criminal Investigator/Special Agent
- Criminal Investigator/FBI Agent
- Highway Patrol Pilot
- Immigration/Customs Inspector
- Park Ranger
- Police Officer/Detective
- Police/Fire/Ambulance Dispatcher
- Private Detective/Investigator
- Sheriff/Deputy Sheriff
- Transit/Railroad Police
- U.S. Marshal/Federal Air Marshal
- Unemployment Fraud Investigator

## Pathway: Corrections Services
- Case Manager
- Community Corrections Practitioner
- Corrections Educator
- Corrections Officer
- Detention Deputy
- Facility Maintenance Worker/Transport Officer
- Jail Administrator
- Probation/Parole Officer
- Public Information Officer
- Warden
- Youth Services Worker

## Pathway: Security and Protective Services
- Armored Car Guard
- Computer Security Specialist
- Control Center Operator
- Corporate/Agency Security Director
- Industrial Espionage Security Specialist
- Lifeguard/Ski Patrol
- Loss Prevention/Security Manager
- Physical Security Specialist Consultant
- Private Detective/Investigator
- Security Systems Designer/Consultant
- Security Systems Technician
- Transportation Security Supervisor
- Uniformed Security Officer (Armed)
Manufacturing

Pathway:
Quality Assurance

Career Opportunities:
Calibration Technician
Inspector/Tester
Process Control Technician
Quality Control Technician
Quality Engineer

Pathway:
Health, Safety, and Environmental Assurance

Career Opportunities:
Environmental Engineer
Environmental Specialist
Health/Safety Representative
Safety Engineer
Safety Technician

Pathway:
Logistics and Inventory Control

Career Opportunities:
Communications/Transportation/Utilities Manager
Dispatcher
Freight/Stock/Material Mover
Logistical Engineer
Production/Planning/Expediting Clerk
Traffic Manager

Pathway:
Manufacturing Production Process Development

Career Opportunities:
Design Engineer
Electrical/Electronic Technician
Electronics Engineer
Engineering Technician
Industrial Engineer
Manufacturing Engineer
Power Generator/Reactor Plant Operator
Precision Inspector/Tester/Grader
Production Manager
Purchasing Manager/Buyer/Agent

Pathway:
Production

Career Opportunities:
Assembler
Automated Manufacturing Technician
Bookbinder
Calibration Technician
Hoist/Winch Operator
Instrument Maker
Machinist
Medical Appliance Maker
Millwright
Packer/Packager
Painter
Pattern/Model Maker
Sheet-Metal Worker
Tool/Die Maker
Welder

Pathway:
Maintenance, Installation, and Repair

Career Opportunities:
Biomedical Equipment Technician
Boilermaker
Computer Maintenance Technician
Electrical Equipment Installer/Repairer
Industrial Maintenance Mechanic
Instrument Control Technician
Laser Systems Technician
Major Appliance Repair Technician
Plumber/Pipe Fitter/Steam Fitter
Security System Installer/Technician
Marketing, Sales, and Services

Pathway:
Management and Entrepreneurship

Career Opportunities:
Chief Executive Officer
Entrepreneur
President
Proprietor
Small Business Owner

Pathway:
Buying and Merchandising

Career Opportunities:
Clerk
Department Manager
Operations Manager
Purchasing
Manager/Buyer/Purchasing Agent
Retail Marketing Coordinator
Sales Associate
Sales Manager
Store Manager
Visual Merchandise Manager

Pathway:
Distribution and Logistics

Career Opportunities:
Customer Service Representative
Distribution Coordinator
Inventory Manager/Analyst
Logistics Manager
Production/Planning/Expediting Clerk
Shipping/Receiving Administrator
Shipping/Receiving Clerk
Traffic Manager
Transportation Manager
Warehouse Manager

Pathway:
eMarketing

Career Opportunities:
Copywriter
Designer
eCommerce Director
eMerchandising Manager
Forum Manager
Interactive Media Specialist
Internet Project Director
Systems Analyst/Architect
Web Designer
Webmaster
Website Project Manager

Pathway:
Marketing Communications and Promotion

Career Opportunities:
Account Executive
Advertising Manager
Art/Graphics Director
Circulation Manager
Copywriter
Creative Director
Interactive Media Specialist
Marketing Associate
Media Buyer/Planner
Promotions Manager
Public Information Director
Public Relations Specialist
Sales Promotion Manager
Sales Representative
Trade Show Manager

Pathway:
Marketing Information Management and Research

Career Opportunities:
Brand Manager
Customer Satisfaction Manager
Customer Service Representative
Database Analyst
Forecasting Manager
Interviewer
Knowledge Management Specialist
Market Development Director
Marketing Services Manager
Marketing Survey Researcher/Analyst
Planning Analyst
Product Planner
Research Associate
Research Specialist/Manager
Strategic Planner

Pathway:
Professional Sales and Marketing

Career Opportunities:
Account Executive
Business Development Manager
Client Relationship Manager
Customer Service Representative
Field Representative
Inbound Call Manager
Manufacturer/Wholesale Sales Representative
National Account Manager
Outside Sales Representatives
Proprietor/Owner
Regional Sales Manager
Retail Sales Specialist
Sales Executive
Sales/Marketing Associate
Telemarketer
Territory Representative/Manager
Science, Technology, Engineering, and Mathematics

Pathway:
Science and Mathematics

Career Opportunities:
- Anthropologist
- Astronomer
- Atmospheric Scientist
- Biologist
- Botanist
- Chemist
- Ecologist
- Economist
- Geologist
- Marine Scientist
- Mathematician
- Metallurgist
- Nutritionist
- Physicist
- Science/Mathematics Educator
- Zoologist

Pathway:
Engineering and Technology

Career Opportunities:
- Aerospace Engineer
- Automotive Engineer
- Biomedical Engineer
- Chemical Engineer
- Civil Engineer
- Electrical Engineer
- Electrician
- Environmental Engineer
- Geothermal Engineer
- Hazardous Waste Technician
- Industrial Engineer
- Mechanical Engineer
- Metallurgic Engineer
- Nuclear Engineer
- Radio/TV Broadcast Technician
Transportation, Distribution, and Logistics

Pathway:
Logistics/Planning/Management Services

Career Opportunities:
Logistician
Logistics Analyst
Logistics Consultant
Logistics Engineer
Logistics Manager
Management Analyst

Pathway:
Facility and Mobile Equipment Maintenance

Career Opportunities:
Aerospace Engineering/Operations Technician
Aircraft Engine Specialist
Aircraft Mechanic/Service Technician
Automotive Body/Repair Technician
Automotive Glass Installer
Automotive Service Technician/Mechanic
Avionics Technician
Bus/Truck Mechanic
Electrical/Electronic Technician
Facility Maintenance Manager/Engineer
Industrial Electrician
Industrial Equipment Mechanic Manager
Mobile Equipment Maintenance Manager
Mobile Heavy Equipment Mechanic
Motorboat Mechanic
Motorcycle Mechanic
Rail Locomotive/Car Mechanic
Ship Mechanic
Signal/Track Switch Mechanic

Pathway:
Transportation Operations

Career Opportunities:
Air Traffic Controller
Air Transportation Manager
Airline Pilot/Co-Pilot
Bus Dispatcher
Bus Driver
Flight Attendant
Flight Engineer
Heavy Truck Driver
Locomotive Engineer
Mass Transit Transportation Manager
Motorboat Operator
Rail Transportation Manager
Rail Transport/Chauffeur
Train/Driver/Truck Driver
Traffic Manager
Truck Driver/Bus/Taxi Traffic Manager
Water Transportation Manager

Pathway:
Transportation Systems/Infrastructure Planning, Management, and Regulation

Career Opportunities:
Air Traffic Controller
Aviation Inspector
Civil Engineer
Engineering Technician
Environmental Compliance Inspector
Freight Inspector
Marine Cargo Inspector
Motor Vehicle Inspector
Other Federal/State/Local Transportation Agency Jobs
Public Transportation Inspector
Railroad Inspector
Surveying/Mapping Technician
Traffic Engineer
Traffic Technician
Urban/Regional Planner
Vessel Traffic Control Specialist

Pathway:
Warehousing and Distribution Center Operations

Career Opportunities:
Industrial/Packaging Engineer
Production/Planning/Expediting Clerk
Storage/Distribution Manager
Traffic/Shipping-Receiving Clerk
Warehouse Manager

Pathway:
Sales and Service

Career Opportunities:
Cargo/Freight Agent
Cashier/Counter/Rental Clerk
Customer Service Manager
Marketing Manager
Reservation/Travel/Transportation Agent/Clerk

Pathway:
Health, Safety, and Environmental Management

Career Opportunities:
Environmental Engineer
Environmental Scientist/Specialist
Health/Safety Manager
Industrial Health/Safety Engineer
Safety Analyst
Acknowledgments

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Consultant
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Intentional Growth

Overview
Students learn planning methods for intentional growth of a business.

Objectives
Students will be able to apply the four ways to grow a business.

Preparation
This session is intended as a supplement to the *JA Be Entrepreneurial* program. For more information about the program, refer to the complete program material or contact your local JA office. For contact information, visit http://www.ja.org/near/near.shtml.

Review the session and list of materials. Discuss with the teacher how best to organize the students into groups and arrange the room for the activity.

Become familiar with the terms discussed in the session. If possible, post Key Terms in a visible place in the classroom.

Think of current or local examples of businesses or products that illustrate each of the four ways to grow a business.

Recommended Time
This session typically takes 45 minutes to complete. Ask the teacher to help you keep track of the time.

Materials
- Junior Achievement Banner
- Table Tents (1 per student)
- Four Ways to Grow Chart (1 per student)
- Four Ways to Grow: Idea Organizer (1 per group)
- Pens or Pencils (1 per student)
Presentation

Introduction
Greet the students. Distribute the Table Tents. Ask the students to review what they have learned about entrepreneurship and starting a business during the *JA Be Entrepreneurial* program.

Explain that during this session they will learn four ways to grow a business:

- Offer new products to current customers.
- Offer current products to current customers.
- Offer new products to new customers.
- Offer current products to new customers.

Activity

Four Ways to Grow

Define *marketing, product development,* and *customer service* as indicated in the margin. Explain that these terms are used in examining ways a business grows.

Organize the class into groups of four students. Distribute a copy of the Four Ways to Grow Chart to each student. Ask group members to take a turn reading aloud to each other one of the four quadrants on the chart.

Once the groups finish reading, ask if there are questions about the Four Ways to Grow a business. Offer local or current examples for clarification and illustration.

Assign each group one of the following items. Ask the groups to apply each of the Four Ways to Grow to their assigned product or service. All the products have multiple applications. Ask the groups to choose one use to initially define their current customer and product.

- A delivery service
- A pair of shoes
- A beverage
- A canvas bag
- A cell phone accessory
- A snack
- A landscaping service
- A piece of jewelry

Distribute an Idea Organizer to each group. Ask the groups to select their best growth recommendation and then prepare to present it to the class using the Idea Organizer.

Ask a representative from each group to present its recommendation, including which of the four ways was used.
Summary and Review
Review with the students that it takes an intentional act to grow. They need to analyze their plan, list practical steps to take, and get started.

Thank the students for their participation. Collect the Table Tents and leave them with the teacher.

Session Outline
Introduction
- Greet the students, and distribute the Table Tents.
- Introduce the importance of strategically starting and growing a business.
Activities
- Conduct the Four Ways to Grow activity.
Summary and Review
- Briefly review the Key Terms introduced in the session.
- Thank the students for their participation.

Extended Learning Opportunity
Customer Service
Explain to the students that for many entrepreneurs, one of the easiest elements of starting a business is being motivated, inspired, and passionate about the product and customer. However, these feelings may fade as the entrepreneur settles into a daily routine. Also, entrepreneurs likely will find that employees display less motivation and passion for the product and customer than the owner.

Point out that the best way to grow a business is for owners and their employees to make customer service a continual priority.

The following are employee policies to consider implementing as a means of keeping customer service as a top priority throughout the business. Provide the students with a copy of the four policies, and ask them to select one and decide on creative ways to teach it to new and current employees. Creative incentives, reminders, and consequences are excellent methods of keeping what’s important as the priority.

- **Know Your Product.**
  Your connection to your customer is the product. How can you take care of a customer if you don’t know how the product works, what to do if it breaks, or how to maximize its use and enjoyment? Ensure that employees know and share this knowledge.
• **Respond Immediately.**
  To understand how important this is to the customer, most people can recall a time when they had a question or needed help and they had to wait, or worse, they never heard back at all. Plan for ways to make assistance available, such as adequate staff available to answer questions, a webpage that addresses frequently asked questions (FAQs), an answering machine, or posted signs accessible to customers.

• **Be Courteous and Competent.**
  An entrepreneur may need to take shortcuts early on, such as using a personal phone as the business number. While this may be necessary at times, the customer should never know. More than one successful business has started out of a garage, but held meetings in alternate locations, like restaurants. The customer needs to have confidence in the product, and one way to do that is to present a competent image. It may be unfair that some people jump to incorrect conclusions based on your phone message or your start-up location, but they will. The good news is many of these misconceptions can be prevented.

  On the other hand, the most competent image can be ruined in one moment of discourtesy. One employee having a bad day and lashing out at a customer affects that customer and everyone she or he talks to about the experience.

• **Keep Current Customers Forever.**
  Your best prospect for a future sale is a current customer who knows your product and you. Always keep this customer in mind. Don’t get caught up in marketing to new customers and ignore customer service, repairs, and spare parts that your current customers may need. Repeat business is the foundation of your income or reward.
Four Ways to Grow Chart

Once you start a business, what opportunities are there for growing it? Four possible ways to expand a business are described below. Each is numbered for recommended order, based on ease of implementation. I. is the easiest to implement and should be utilized first, IV. is complicated and risky and should not be implemented without due research and caution.

III. **New Products to Current Customers**
Develop new products that can be marketed to your current customers.

*How to Grow: Product Development*
Conduct market research of current customers and develop new products accordingly.

*Example:* Some industries have a maximum capacity. For example, a massage therapist only has a limited number of appointment slots available. Once those are full, a new product and method of delivery has to be developed to expand, such as handmade jewelry for sale in the waiting room.

*Methods:* Sell complementary goods that are consumed along with your current products. For example, sell an extended warranty specific to your product, or develop an unrelated product or service.

IV. **New Products to New Customers**
Develop brand new products and market to new customers.

*How to Grow: New Entrepreneurial Venture*
An extremely risky way to grow. The other three options should be thoroughly explored before resorting to this method.

*Example:* For years, FedEx focused on U.S. domestic deliveries and DHL focused on international deliveries. When FedEx applied this method of growth by expanding into new international markets, DHL did the same domestically. It cost both companies millions of dollars. This result could sink a start-up.

*Methods:* Because the possibilities are extensive, the entrepreneur should start over with the product and market idea process, outlined in Session One of *JA Be Entrepreneurial.*

I. **Current Products to Current Customers**
Retain your current customers.

*How to Grow: Exceptional Customer Service*
It takes much more money to attract new customers than it does to retain current customers.

*Example:* Many companies offer attractive specials to new customers only. However, in the financially troubled 1930s, Thomas Watson, founder of IBM, paid his salesmen more money for successful re-orders than for new orders to help his company to stay afloat.

*Methods:* Keep quality high and consistent. Keep costs down. Offer specials for loyal consumers or large-quantity orders. Provide consistent and timely delivery.

II. **Current Products to New Customers**
Market your current products to new customers.

*How to Grow: Marketing*
This could mean marketing your product to a wider audience or making small adjustments to make it appealing to new markets.

*Example:* Through market research, a company finds that its product has wide appeal among women, but not men. By offering the same product, but packaging and marketing it differently, it may attract the male market.

*Methods:* Consider market research; for example, use focus groups or give special introductory offers, such as free estimates or consultations.
Four Ways to Grow: Idea Organizer

1. List your group’s assigned product or service: ____________________________

2. Choose one use of your product or service to decide on who your current customers are:
   - Current known use of the product or service: ____________________________
   - Current customer: ____________________________________________________

3. Brainstorm ways to grow this product or service using the Four Ways to Grow.
   - Current Products to Current Customers:

   - Current Products to New Customers:

   - New Products to Current Customers:

   - New Products to New Customers:

4. Select the group’s best growth recommendation and prepare to present it to the class. Include which of the Four Ways to Grow is being used.
Acknowledgments

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Consultant
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Continuous, Rapid Innovation

Overview
Students learn about the necessity of rapid innovation and how they can recognize and apply their own innovative-thinking skills.

Objectives
Students will be able to:
- Recognize and exercise their innovative-thinking skills.
- Analyze potential pitfalls and guidelines for successful innovation.

Preparation
This session is intended as a supplement to the *JA Be Entrepreneurial* program. For more information about the program, refer to the complete program material or contact your local JA office. For contact information, visit http://www.ja.org/near/near.shtml.

Review the session and list of materials. Discuss with the teacher how best to organize the students into groups and arrange the room for the activity.

Become familiar with the term discussed in the session. If possible, post the Key Term in a visible place in the classroom.

Think of current or local examples of businesses that illustrate continuous, rapid innovation.

Recommended Time
This session typically takes 45 minutes to complete. Ask the teacher to help you keep track of the time.

Materials
- Junior Achievement Banner
- Table Tents (1 per student)
- Innovation Killers and Golden Rules Worksheet (1 per group)
- Innovative Thinking Challenge Idea Organizer (1 per group)
- Pen or Pencil (1 per group)
Introduction

Greet the students. Distribute the Table Tents.

Ask the students to review what they have learned about entrepreneurship and starting a business during the *JA Be Entrepreneurial* program.

Explain that they now will learn the necessity of innovation in their business. Tell the students that they will need to use **innovation** to start a business and to keep it healthy and growing. Define innovation as indicated in the margin. Ask the students to consider the entrepreneurial process—think of a product or service that customers want or need; decide on a competitive advantage for their product; and plan for continued growth. Each step requires innovative thinking. An entrepreneur must think like the majority of people to figure out what they want and need, and then be creative enough to think differently from everyone else to find her or his niche.

Tell the students that innovation doesn’t stop with the first start-up idea. A business, like a living thing, goes through a predictable life cycle. It starts, it grows, and then at some point, it declines and ends. It differs from a living thing in that a business can stay in the growth stage and avoid decline if it continuously and rapidly innovates. Knowing whether a business is growing or declining, and intentionally planning for growth, are important aspects of business planning.

Ask the students to raise their hands if they think they are innovative. Ask for volunteers to explain why they think so. Explain that innovation is not a trait that some have and others do not. It is a way of thinking that anyone can do with practice and concentration.

Activity

**Innovative Thinking Challenge**

Tell the students that they are going to learn how to be even more innovative than they already are.

Organize the students into groups of four. Distribute a copy of the Innovation Killers and Golden Rules Worksheet and an Innovative Thinking Challenge: Idea Organizer to each group.

- Point out the two lists: Innovation Killers and the Golden Rules of Innovation. Assign one of the Mistakes or Rules from the lists to each group for the Challenge.
- Ask the teacher to determine the winner of the Challenge.
- Groups are given 10 minutes to prepare a 1 minute presentation that teaches and demonstrates their item to the class in an innovative way.
- It can be presented through a skit, commercial, interview, jingle, mnemonic device.
• (memorization tool), or other innovative method.
• Groups will be judged on two criteria:
  • Was the material presented completely and accurately?
  • Was the presentation done in an innovative manner?
• Tell the students to use the Innovative Thinking Challenge Idea Organizer to review the instructions and organize their ideas.

Answer any questions. Have the students prepare their presentations. Announce when 1 minute remains in the preparation time.

Ask each group to present. Have the audience offer a round of applause between group presentations. Offer local or current examples of each Mistake and Rule to illustrate each point.

Ask the teacher to announce the winner of the Challenge.

Ask volunteers to read aloud any unassigned Innovation Killers or Golden Rules of Innovation. Offer local or current examples of each Mistake and Rule to illustrate each point.

**Summary and Review**
Briefly review the Key Term introduced in the session. Tell the students that innovation is not a trait only possessed by a few; it’s a choice that can be implemented by anyone who chooses it.

Review with the students that businesses have life cycles: beginning, growing, declining, and ending. To start a business and to keep growth from turning into decline, owners must decide to keep continuous, rapid innovation as part of the business plan.

Thank the students for their participation. Collect the Table Tents and leave them with the teacher.

**Session Outline**
**Introduction**
• Greet the students, and distribute the Table Tents.
• Introduce the necessity of continuous, rapid innovation in a business.

**Activity**
• Conduct the Innovative Thinking Challenge.

**Summary and Review**
• Briefly review the Key Term introduced in the session.
• Thank the students for their participation.
Extended Learning Opportunity

Rapid Innovation
Inform the students that innovation alone is just half the battle. History is full of inventions that were being developed by multiple parties, but only one can be the first to the marketplace.

Xerox, for example, is a company of innovators, but many excellent products conceived at Xerox also were invented and then brought to market by others.

<table>
<thead>
<tr>
<th>Technology Conceived at Xerox:</th>
<th>Brought to Market By:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Computers</td>
<td>Apple/IBM</td>
</tr>
<tr>
<td>Facsimile machines (fax)</td>
<td>Canon/Panasonic</td>
</tr>
<tr>
<td>Modern chip-making technology</td>
<td>VLSI</td>
</tr>
<tr>
<td>Silicon compilers for chip design</td>
<td>Silicon Compilers</td>
</tr>
<tr>
<td>Portable computing</td>
<td>Grid Systems</td>
</tr>
<tr>
<td>Bit-mapping screen displays</td>
<td>IBM/Apple</td>
</tr>
<tr>
<td>Mouse and icon-based computing</td>
<td>Apple</td>
</tr>
<tr>
<td>Laser printers</td>
<td>Hewlett-Packard/Apple</td>
</tr>
<tr>
<td>Drawing tables</td>
<td>Koala</td>
</tr>
<tr>
<td>Ethernet office network</td>
<td>3Com</td>
</tr>
<tr>
<td>Graphics and computer animation</td>
<td>Pixar</td>
</tr>
</tbody>
</table>

The Freedom to Act
Point out that most entrepreneurs agree that to get a customer, fast action is more important than innovation itself. Better to be action-oriented and make a few mistakes, than to avoid failure and rapid innovation along with it. Consider fast-food restaurants like Taco Bell and McDonald’s. They frequently offer “limited-time-only” menu choices that may or may not become a part of the permanent menu. The only way to accomplish this type of rapid innovation is to offer employees a high level of freedom to act. It is the employees who have direct contact with the customers and may hear some of the best suggestions. However, they may not have permission to act on these ideas. Employees need a way to communicate their ideas to those who can implement potential innovations. It is up to the owner to decide how to keep the product consistent, but to still offer employees the freedom to act on fresh ideas.

Ask students to consider the principles of rapid innovation and the freedom to act in their business planning.

Have them consider how they can allow the freedom to act, without compromising product consistency.
Innovation Killers and Golden Rules Worksheet

Innovation Killers

1. **The Mistake:** We’re doing okay, so we don’t need to change anything.  
   **Why it's a mistake:** Good is the enemy of great. Once you settle for the way things are, you give up control of your place in the market.

2. **The Mistake:** I’m the boss and I don’t want to hear negative things from employees.  
   **Why it's a mistake:** Telling employees that there is only one way to do things stops them from thinking of or sharing improvements. Employees have direct contact with the product and the customer. They are the ones who hear what needs to be improved. Provide ways for them to share what needs changed, and also suggestions for how to make those changes.

3. **The Mistake:** Mind our own business. Who cares what the competitors or customers think?  
   **Why it's a mistake:** Competitors are always looking for a competitive advantage. If you are not keeping an eye on them, they could innovate to take your customers and profit. Customers know what they want. Find a way to get feedback from them, or they’ll get their needs met elsewhere.

4. **The Mistake:** Hire creative people to research and design and leave innovation only to them. Everybody should stick with what they’re good at.  
   **Why it’s a mistake:** Isolating the creative people and leaving innovation only to them causes problems that could lead to their research going in a different direction than other departments that need to work with them. They also are separated from employees who have direct contact with the customers and products. While the creative department is working on making a better mousetrap, all the customer service hotline hears is that the current birdcage needs a better door.

5. **The Mistake:** Now that my business is underway, I’m too busy to think creatively. From now on, others will have to innovate.  
   **Why it's a mistake:** This may sound reasonable, but it is your business and if you completely disengage from the creative process, you’re taking a big gamble that others will maintain your vision and motivation.

Golden Rules of Innovation

1. **The Rule:** Innovation is a necessity, not a luxury.  
   **Why it's a rule:** Every business has a life cycle, Startup, Growth, Decline, and Survival or Extinction. The only way to keep growing and avoid decline is innovation. Because no organization is immune to this life cycle, a business is always either growing or declining. Do something—anything—better each day.

2. **The Rule:** An idea is just an idea until it is acted upon. (Allow the freedom to act on an idea to those who can bring about innovation. Be sure fast-moving experimentation has a continuous place in the process.)  
   **Why it’s a rule:** Successful companies demonstrate a fast-paced, action-oriented style, which can lead to making a mistake or two along the way. Often, the best ideas come from the people with the least power to make decisions in the company. It's the sales clerk who heard the same complaint again and again, or the factory worker who stares at equipment all day and envisions a more efficient way. If their voices are heard and acted upon, innovation will happen.

3. **The Rule:** Change the world with a good idea.  
   **Why it’s a rule:** The best innovations are those that benefit multiple parties. For example, if there is a way to be faster and also to meet a social need, everyone wins.
Innovative Thinking Challenge: Idea Organizer

Instructions:

- Prepare a 1 minute presentation to the class that teaches and demonstrates your Innovation Killer or Golden Rule.
- Present the assigned concept to the class in an innovative way.
  Possible presentation methods include a skit, commercial, interview, jingle, mnemonic device (memorization tool), or other innovative method.
- Presentations will be judged using two criteria:
  o Was the material presented completely and accurately?
  o Was the presentation done in an innovative manner?

1. Record the assigned Innovation Killer or Golden Rule:

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. Record the group’s ideas:

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
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   __________________________________________________________
   __________________________________________________________
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Supplemental Session D

Promoting Commitment and Performance

Overview
Students learn how to promote commitment and performance in themselves and their employees.

Objectives
Students will be able to:
- Analyze the importance of business owners and employees demonstrating commitment and performance in their behavior.
- Evaluate successful companies’ methods of promoting commitment.

Preparation
This session is intended as a supplement to the JA Be Entrepreneurial program. For more information about the program, refer to the complete program material or contact your local JA office. For contact information, visit www.ja.org/near/near.shtml.

Review the session and list of materials. Discuss with the teacher how best to organize the students into pairs and arrange the room for the activity.

Become familiar with the terms discussed in the session. If possible, post Key Terms in a visible place in the classroom.

Think of current or local examples of businesses that promote commitment and performance.

Recommended Time
This session typically takes 45 minutes to complete. Ask the teacher to help you keep track of the time.

Materials
- Junior Achievement Banner
- Table Tents (1 per student)
- Entrepreneur Commitment and Performance Worksheet (1 per pair)
- Employee Commitment and Performance Worksheet (1 per pair)
- Commitment and Performance Business Planning Worksheet (1 per pair)
- Pens or Pencils (1 per student)

Concepts
Commitment
Consequences
Employee management
Performance

Skills
Analyzing information
Categorizing data
Evaluating alternatives
Graphic presentation
Reading for understanding
Working in pairs
Presentation

Introduction
Greet the students. Distribute the Table Tents. Ask the students to review what they have learned about entrepreneurship and starting a business during the *JA Be Entrepreneurial* program.

Explain that they will learn how to promote commitment and performance for business success.

Ask the students to think of a class subject that they are really good at or really like. Now, ask them to think of a subject they don’t feel they are good at or don’t like as much. Ask if behavior is affected by how people feel about a task or how good they feel about doing it. Explain that, although most people learn how to do things they don’t like or are not good at, those factors affect the quality of their work and enjoyment.

Tell the students that, as entrepreneurs, they will continually decide who they want to be and who they want to hire. To be successful, they will want to promote commitment and performance in themselves and in employees.

Activity One
Evaluating Yourself and Your Employees

Organize the class into pairs of students. Distribute a copy of the Entrepreneur Commitment and Performance Worksheet to each pair.

Explain that the first chart shows what happens when the amount a person likes a job is combined with how good he or she is at it. Define *commitment* and *performance* as indicated in the margin. Working in pairs, ask the students to compare the various combinations of factors and how well an entrepreneur would do with each combination. Have them write their responses in the space provided. Ask for volunteers to share responses. If not mentioned, provide the possible answers highlighted in blue text on Page 3.
Evaluating Yourself As an Entrepreneur: Are You Good or Bad at It?

High Performance/Low Commitment

Hate it, but good at it.

Would this combination make a good entrepreneur? Why or why not?

Possible Answer: Skills and knowledge make a good foundation for a new business, but hating the work day causes problems that will harm the venture over time.

High Performance/High Commitment

Love it and good at it.

Would this combination make a good entrepreneur? Why or why not?

Possible Answer: These are the traits of an entrepreneur. This combination offers the technical basis of success and the internal motivation to face the obstacles of day-to-day business ownership.

Low Performance/Low Commitment

Hate it and bad at it.

Would this combination make a good entrepreneur? Why or why not?

Possible Answer: With enough money, help, and resources, there is a small chance of success with this combination, but the odds are unlikely and the risk of loss is high.

Low Performance/High Commitment

Love it, but bad at it.

Would this combination make a good entrepreneur? Why or why not?

Possible Answer: While a love for the task is the right starting point, wise entrepreneurs will put the venture on hold until they obtain the necessary skills and knowledge, or find a partner who is good at whatever is needed.
Distribute a copy of the Employee Commitment and Performance Worksheet to each pair. Ask them to compare the various combinations of factors and how well an employee would do in each situation. Have them consider how they would manage the different types of employees. Tell them to write their responses in the space provided. Request volunteers to share responses. If not mentioned, provide the possible answers highlighted below in blue text.

**Evaluating Your Employees: Is the Employee Good or Bad at the Job?**

<table>
<thead>
<tr>
<th>Performance: Is the Employee Good or Bad at the Job?</th>
<th>Commitment: Does the Employee Like or Hate the Job?</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Performance/Low Commitment</td>
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</tr>
<tr>
<td><strong>Hate it, but good at it.</strong></td>
<td><strong>Love it and good at it.</strong></td>
</tr>
<tr>
<td>Would this be a good employee?</td>
<td>Would this be a good employee?</td>
</tr>
<tr>
<td>Why or why not?</td>
<td>Why or why not?</td>
</tr>
<tr>
<td><strong>Possible Answer:</strong> Quality skills and knowledge make this employee valuable, but hating the job will take its toll on work quality. If nothing can be done about the commitment, this employee may require additional supervision or will need to be dismissed from the job.</td>
<td><strong>Possible Answer:</strong> These are the traits of an entrepreneur. Even as employees, those with these traits will lead to self-inspired behaviors, significantly contributing to the business. Next to you, the owner, they will be the most invested and motivated.</td>
</tr>
<tr>
<td>Low Performance/Low Commitment</td>
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</tr>
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<td><strong>Hate it and bad at it.</strong></td>
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</tr>
<tr>
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</tr>
<tr>
<td><strong>Possible Answer:</strong> Even with more skills and knowledge, these employees will cause problems; don’t waste resources here—dismiss them.</td>
<td><strong>Possible Answer:</strong> While these employees are probably enthusiastic and loyal, they will only be valuable if their skills and knowledge improve.</td>
</tr>
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</table>

Inform the students they now will have an opportunity to analyze and apply successful strategies for promoting commitment and performance in their potential venture.
**Activity Two**  
Commitment and Performance Business Planning

Distribute a copy of the Commitment and Performance Business Planning Worksheet to each pair. Ask the students to read and discuss in pairs the strategies for promoting commitment and performance.

Offer local and current examples of select strategies from each of the two lists. Discuss and clarify the strategies as necessary.

**Summary and Review**
Briefly review the Key Terms introduced in the session. Review with the students that, as entrepreneurs, they will have to continually decide who they want to be and who they want to hire. This requires promoting commitment and performance for themselves and their employees.

Thank the students for their participation. Collect the Table Tents and leave them with the teacher.

**Session Outline**

**Introduction**
- Greet the students, and distribute the Table Tents.
- Introduce the concept of promoting commitment and performance as an entrepreneur and an employee.

**Activities**
- Conduct the Evaluating Yourself and Your Employees activity.
- Conduct the Commitment and Performance Business Planning activity.

**Summary and Review**
- Briefly review the Key Terms introduced in the session.
- Thank the students for their participation.
### Entrepreneur Commitment and Performance Worksheet

Evaluating Yourself as an Entrepreneur: Are You Good or Bad at It?

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# Employee Commitment and Performance

Evaluating Your Employees: Is the Employee Good or Bad at the Job?

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<th>Example Question</th>
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Commitment and Performance Business Planning Worksheet

Instructions: Working with a partner, read and discuss the following strategies for promoting an employee’s commitment and performance.

Promoting Commitment: I Love What I Do
Alter ing an employee’s commitment is difficult because it is part of a person’s attitude. It is more difficult to affect commitment than performance because performance is external behavior that is easier to observe, measure, and change.

Strategies successful companies use to promote commitment:
- The easiest way to love a job is to have a good reason to love it. Employees are proud of their product or they know their customers’ lives are better because of it. Or, if a fair wage or other benefits are offered to contribute to an important task, commitment follows. How employees perceive owners and management also affects commitment. If they see owners contributing to the company, they will have a much different attitude about their own contribution than if they learn the owners are being investigated for fraud.
- Give and enforce personal responsibility. When employees feel trusted, there are numerous positive effects. Employees should know that they have the freedom to make important decisions and take action. However, too much freedom may lead to an inconsistent product or lower productivity. The solution is to establish specific accountabilities that must be upheld, so that employees know what the owners want, but also have the latitude to make intelligent decisions.
- Offer employees the opportunity to easily buy stock in the company. They are then invested in how well the business does, which creates internal motivation to do a good job.
- When a company implements a profit-sharing program, the employees know that they will receive a personal bonus if the whole company does well. Another even more personal version of this is offering team bonuses for meeting pre-determined goals.
- Offer onsite, low-cost childcare for employees; health club facilities; low or no-cost quality food and personal comfort items; group social activities, like a company softball team; and health insurance.
- Consistently provide rewards—formal, informal, tangible, and intangible—for commitment.
- Incur penalties—formal, informal, tangible, and intangible—for lack of commitment.

Promoting Performance: I Am Good at What I Do
An employee’s performance is easier to observe and measure than commitment, but fostering it requires intentional planning.

Strategies successful companies use to promote performance:
- The owners and employees should know what the employees do for the company. Establish specific job duties so that both know how to evaluate performance. Employees should understand how their job fits in the larger process. Henry Ford warned that if employees see themselves as a piece of machinery operating in a vacuum, their attitudes will deteriorate quickly.
- Once the owners and employees know what the job is, measure what has been mastered and what needs improvement.
- Decide on training opportunities that will strengthen weaker skills.
- Be ready to move or dismiss an employee if it is discovered that performance is unlikely to improve. This is important both for the employee who may be incorrectly assigned, and for those who work with that person. Nothing lowers performance faster than employees observing a coworker functioning poorly with no consequence.
- Consistently provide rewards—formal, informal, tangible, and intangible—for excellent performance.
- Incur penalties—formal, informal, tangible, and intangible—for poor performance.