

PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT

**Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey**

Course Name: Entrepreneurship

Born on: August, 2014
Previous Revision: July, 2020
Current Revision: July, 2023
Board Approval: 8/28/23

COURSE DESCRIPTION: Entrepreneurship

Using various entrepreneurial models, the students work as team members in a simulated business environment within the high school setting. The course is designed to familiarize students with the world of small business, and analyze the personal strengths and weaknesses of individuals relative to launching a career in entrepreneurship. Attention is given to planning, financing, starting and managing a business. Students have the opportunity to perform numerous business functions (i.e., purchasing, accounting, marketing, human resources) as a simulated company transacts business in a mock setting. Students are involved in decision making, critical thinking, and team activities. Although not required, students should have some business knowledge to see success in this course.

Student Outcomes:

After successfully completing this course, the student will:

- provide an understanding of business practices and economic concepts that are important to everyone as a citizen and consumer.
- provide an understanding of the nature and the functions of business activities in our personal, social, civic, and national life.
- explain the difference between wants and needs and discuss what businesses do to provide goods and services to meet a consumer's wants and needs.
- identify four factors of production and explain why the scarcity of economic resources is a problem for every country.
- describe the four phases of the business cycle and how economic performance is measured and discuss how the needs and motivations of consumers affect this cycle.
- describe the private enterprise system, how it motivates business and some benefits businesses provide.
- explain how prices are determined and how this affects consumers and producers.
- define competition and explain how consumers benefit from business competition.
- describe the three levels of management and identify and give examples of the four functions of management.
- describe the steps in the employment process and list the leadership traits of effective human resources managers.
- anticipate and respond appropriately to job interview questions.
- identify the four elements that make up the marketing mix.
- define credit and distinguish and describe its importance to individuals and consumers.
- describe the role of pricing, packaging, and promotion in marketing goods and services.

- explain what being an entrepreneur means and list advantages and disadvantages of business ownership.
- describe the purpose of a business plan and create one for a simulated business.
- describe how the government regulates business to protect the public and the impact on business.
- describe the three major types of tax bases in the US and name the major types of taxes levied by governments.
- distinguish among progressive, proportional and regressive taxes.
- explain how taxes affect economic activity.
- calculate personal income tax form using current federal forms.
- describe the functions and characteristics of money and banks.
- maintain, balance and reconcile a checking account.
- establish a budget, figure personal net worth and compute simple interest.
- demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
- Identify how unconscious beliefs such as money avoidant, money worship, money status, money vigilant influence financial decision-making
- identify the skill sets needed to build and maintain a positive credit profile.
- demonstrate their knowledge of consumer issues.

Interdisciplinary Connections

This course emphasizes real-world math, writing, and economic literacy skills.

*** Entrepreneurship** - The Entrepreneurship course focuses on the challenges of creating and running a small business. Hands-on experiences and activities include long-term investment strategies, applying interest rates, stock market investing, case study analyses, and discussions with successful entrepreneurs. Benchmark assessments are employed to track individual student progress.

Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLs	Benchmark Performance and Assessments	Suggested Materials
<p>Unit I – What it means to be an Entrepreneur</p> <p>Time:</p> <p>10 Weeks.</p> <p>Content Statement:</p> <p>This unit focuses on the ability and requirements to identify and startup a small business from the beginning.</p> <p>Essential Question:</p> <p>What are the characteristics of lucrative businesses?</p> <p>How does an idea turn into a business?</p>	<p>Key learning items/concepts:</p> <p>Research and select a specific business used as case study model</p>	<p>Proficiencies:</p> <p>Explore the roles of entrepreneurs in the global economy.</p> <p>Skills:</p> <p>List successful characteristics of a business</p> <p>Key components of starting up a business</p> <p>Local and State requirements of different business entities.</p> <p>Differentiation for Diverse Learners/Accommodations Special Ed/504:</p>	<p>9.1.12.EG.5 9.2.12.CAP.6 9.2.12.CAP.21 9.2.12.CAP.22 9.3.12.BM-BIM.3 9.3.12.BM-MGT.2 9.3.12.BM-MGT.3 9.3.MN.1 9.3.MK.1 9.3.MK.9 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1 9.4.12.CT.2 9.3.MK-COM.3 9.4.12.GCA.1 9.4.12.IML.1 9.4.12.TL.1 9.4.12.TL.2 9.4.12.TL.3</p>	<p>Projects, customer profile, use of positioning techniques to evaluate sample current businesses.</p> <p>Warm-up activities, exploratory activities, class discussion, student participation, classroom binders, scoring rubric, benchmark assessments</p>	<p>Selection of primary sources <i>Suggestion(s):</i></p> <p>Online Resources Entrepreneurship Case Studies</p> <p>Selection of primary sources <i>Suggestion(s):</i></p> <p>Wall Street Journal</p> <p>EverFi</p> <p>Practical Money Skills</p> <p>Banzai</p> <p>EconEdLink</p> <p>Financial Fitness for Life</p>

		<ul style="list-style-type: none"> ● Re-teaching and review ● Graphic organizers ● Guided questions and note taking <p>Multilingual Learners:</p> <ul style="list-style-type: none"> ● Provide student with essential vocabulary <p>At Risk Students:</p> <ul style="list-style-type: none"> ● Provide an Outline for writing assessments <p>Gifted and Talented:</p> <ul style="list-style-type: none"> ● Vary level of reading and primary source documents ● Elevated vocabulary ● Individual presentation ● Provide choices of modes working 			FDIC's Money Smart Hands on Banking MoneySKILL Cents and Sensibility
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	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Content/Topic:					
Unit II – Accounting in Business	Key learning items/concepts:	Proficiencies:	9.1.12.A.1,2,3,4 9.1.12.EG.5 9.2.12.CAP.6 9.2.12.CAP.21 9.2.12.CAP.22 9.3.12.BM-BIM.3	Projects, customer profile, use of positioning techniques to evaluate sample	Selection of primary sources <i>Suggestion(s):</i> Online Resources
Time:		Skills:			

<p>10 Weeks.</p> <p>Content Statement:</p> <p>This unit focuses on the ability and requirements to manage and finance a business</p> <p>Essential Question:</p> <p>How does a small business owner account for transactions within a business?</p> <p>What are the proper ways to record company transactions?</p>	<p>Basic accounting principles and recording methods.</p>	<p>Learn the basic methods of double entry accounting.</p> <p>Create a small business general journal for transactions</p> <p>Create a business ledger that records and organizes transactions</p> <p>Differentiation for Diverse Learners/Accommodations</p> <p>Special Ed/504:</p> <ul style="list-style-type: none"> ● Re-teaching and review ● Graphic organizers ● Guided questions and note taking <p>Multilingual Learners:</p> <ul style="list-style-type: none"> ● Provide student with essential vocabulary <p>At Risk Students:</p> <ul style="list-style-type: none"> ● Provide an Outline for writing assessments <p>Gifted and Talented:</p> <ul style="list-style-type: none"> ● Vary level of reading and primary source documents ● Elevated vocabulary ● Individual presentation ● Provide choices of modes working 	<p>9.3.12.BM-MGT.2 9.3.12.BM-MGT.3 9.3.MN.1 9.3.MK.1 9.3.MK.9 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1 9.4.12.CT.2 9.3.MK-COM.3 9.4.12.GCA.1 9.4.12.IML.1 9.4.12.TL.1 9.4.12.TL.2 9.4.12.TL.3</p>	<p>current businesses. Warm-up activities, exploratory activities, class discussion, student participation, classroom binders, scoring rubric, benchmark assessments</p>	<p>Entrepreneurship Case Studies Selection of primary sources <i>Suggestion(s):</i></p> <p>Wall Street Journal</p> <p>EverFi</p> <p>Practical Money Skills</p> <p>Banzai</p> <p>EconEdLink</p> <p>Financial Fitness for Life</p> <p>FDIC's Money Smart</p> <p>Hands on Banking</p> <p>MoneySKILL</p> <p>Cents and Sensibility</p>
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Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSL	Benchmark Performance and Assessments	Suggested Materials
<p>Unit III – Creating and developing a business plan</p> <p>Time:</p> <p>10 Weeks.</p> <p>Content Statement:</p> <p>This unit focuses on creating a business plan based on 5 key areas that investors demand.</p> <p>Essential Question:</p> <p>What are the characteristics of lucrative businesses?</p> <p>How does an idea turn into a business?</p>	<p>Key learning items/concepts:</p> <p>Organizing key areas that make up a business plan which include:</p> <p>Executive Summary Business Overview Marketing Plan Market Analysis Financial Statement</p>	<p>Proficiencies and Skills</p> <p>To successfully write a business document that helps explain a small business to outside investors.</p> <p>Differentiation for Diverse Learners/Accommodations</p> <p>Special Ed/504:</p> <ul style="list-style-type: none"> ● Re-teaching and review ● Graphic organizers ● Guided questions and note taking <p>Multilingual Learners:</p> <ul style="list-style-type: none"> ● Provide student with essential vocabulary <p>At Risk Students:</p> <ul style="list-style-type: none"> ● Provide an Outline for writing assessments <p>Gifted and Talented:</p> <ul style="list-style-type: none"> ● Vary level of reading and primary source documents ● Elevated vocabulary ● Individual presentation 	<p>9.1.12.EG.5 9.2.12.CAP.6 9.2.12.CAP.21 9.2.12.CAP.22 9.3.12.BM-BIM.3 9.3.12.BM-MGT.2 9.3.12.BM-MGT.3 9.3.MN.1 9.3.MK.1 9.3.MK.9 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1 9.4.12.CT.2 9.3.MK-COM.3 9.4.12.GCA.1 9.4.12.IML.1 9.4.12.TL.1 9.4.12.TL.2 9.4.12.TL.3</p>	<p>Projects, customer profile, use of positioning techniques to evaluate sample current businesses. Warm-up activities, exploratory activities, class discussion, student participation, classroom binders, scoring rubric, benchmark assessments</p>	<p>Selection of primary sources <i>Suggestion(s):</i></p> <p>Online Resources Entrepreneurship Case Studies</p> <p>Selection of primary sources <i>Suggestion(s):</i></p> <p>Wall Street Journal</p> <p>EverFi</p> <p>Practical Money Skills</p> <p>Banzai</p> <p>EconEdLink</p> <p>Financial Fitness for Life</p> <p>FDIC's Money Smart</p> <p>Hands on Banking</p>

<p>Why is it important to organize your business in a written document?</p>		<ul style="list-style-type: none"> • Provide choices of modes working 			<p>MoneySKILL</p> <p>Cents and Sensibility</p>
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<p>Content/Topic:</p>	<p>Key learning items/concepts:</p>	<p>Observable Proficiencies and Skills:</p>	<p>NJSLS</p>	<p>Benchmark Performance and Assessments</p>	<p>Suggested Materials</p>
<p>Unit IV – Marketing Your Small Business</p> <p>Time:</p> <p>10 Weeks.</p> <p>Content Statement:</p> <p>This unit focuses on the ability and requirements to market a small business to gain market share</p> <p>Essential Question:</p> <p>How can you market your business to gain market share within your target market?</p>	<p>Key learning items/concepts:</p> <p>Research how marketing concepts can help or hurt your small business when you first start selling your product/service</p>	<p>Proficiencies:</p> <p>Explore the different types of marketing strategies that businesses use when selling their product.</p> <p>Skills:</p> <p>Identifying the 4 P’s of Marketing</p> <p>Looking for different marketing channels to sell your product</p> <p>Differentiation for Diverse Learners/Accommodations</p> <p>Special Ed/504:</p> <ul style="list-style-type: none"> • Re-teaching and review • Graphic organizers 	<p>9.1.12.EG.5 9.2.12.CAP.6 9.2.12.CAP.21 9.2.12.CAP.22 9.3.12.BM-BIM.3 9.3.12.BM-MGT.2 9.3.12.BM-MGT.3 9.3.12.MN.1 9.3.MK.1 9.3.MK.9 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1 9.4.12.CT.2 9.3.MK-COM.3 9.4.12.GCA.1 9.4.12.IML.1 9.4.12.TL.1</p>	<p>Projects, customer profile, use of positioning techniques to evaluate sample current businesses. Warm-up activities, exploratory activities, class discussion, student participation, classroom binders, scoring rubric, benchmark assessments</p>	<p>Selection of primary sources <i>Suggestion(s):</i></p> <p>Online Resources Entrepreneurship Case Studies</p> <p>Selection of primary sources <i>Suggestion(s):</i></p> <p>Wall Street Journal</p> <p>EverFi</p> <p>Practical Money Skills</p> <p>Banzai</p> <p>EconEdLink</p>

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9.1-4: Career Readiness, Life Literacies, and Key Skills Standards:

The NJSLS-CLKS provide a framework of concepts and skills to be integrated into the foundational, academic and technical content areas to prepare students to engage in the postsecondary options of their choice. The personal financial literacy standard promotes not only the exploration of money management but also the psychology of spending and saving that influences decisions related to finances. From discovering the concept and forms of money to exploring lines of credit and types of insurance, these standards ensure a robust and comprehensive education in financial literacy from early elementary grades through high school. 9.4 Life Literacies and

Key Skills, ensures our students are prepared with the necessary knowledge, skills and dispositions to thrive in an interconnected global economy. For example, as a member of any community, the ability to communicate while collaborating in a group is crucial to function effectively. In addition, whether in their personal lives or at work, individuals will need to be able to discern accurate and valid information – given the unprecedented amount of information that is posted on the Internet daily – as well as leverage creativity and critical thinking skills to solve local and global problems. In short, these standards provide students with a guide to interact in life and work regardless of the domain-specific environment.

The NJSLS-CLKS reflect national and state standards as well as other national and international documents such as the National Financial Educators Council Learner Framework & Standards for High School, College & Adults as well as those published Pascaek Valley Regional High School District, by the Council for Economic Education, JumpStart Coalition for Personal Financial Literacy, and the Partnership for 21st Century Skills.

Revised Standards Framework for NJ Designed Standards: The design of this version of the NJSLS-Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) is intended to,

- promote the development of curricula and learning experiences that reflect the vision and mission of Career Readiness, Life Literacies, and Key

Skills;

- foster greater coherence and appropriate progressions across grade bands; • establish meaningful connections among the major areas of study;
- prioritize the important ideas and core processes that are central and have lasting value beyond the classroom; and
- reflect the habits of mind central to Career Readiness, Life Literacies, and Key Skills that lead to post-secondary success.

Possible Curricular Modifications:

<p>Interdisciplinary Connections</p>	<p><u>Connections to NJSLs – English Language Arts:</u> WHST.9-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes WHST.9-12.9: Draw evidence from informational texts to support analysis, reflection, and research RST.11-12.1: Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</p> <p><u>Connections to NJSLs – Mathematics</u> MP.4: Model with mathematics. NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>Career Readiness, Life Literacies, and Key Skills</p>	<ul style="list-style-type: none"> ● 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures. ● 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions. ● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights. ● 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8) ● 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

	<ul style="list-style-type: none"> ● 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. ● 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6). ● 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). ● 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
<p>Computer Science and Design Thinking</p>	<ul style="list-style-type: none"> ● 8.2.12.ETW.2: Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment. ● 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution. ● 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. ● 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. ● 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

- 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Modifications

Multilingual Learners	Special Education	At-Risk	Gifted and Talented
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<p>Display labeled images of individuals, terms and content</p> <p>Use body movement and gestures to further explain concepts to students.</p> <p>Restate design steps aloud before project activity.</p> <p>Assign a native language partner.</p>	<p>Provide adequate scaffolds for the educational process.</p> <p>Provide alternative choices (i.e. verbal or visual) to demonstrate proficiency.</p> <p>Provide an outline of lessons</p> <p>Get a written list of instructions</p> <p>Work or take a test in a different setting, such as a quiet room with few distractions.</p> <p>Sit where they learn best (for example, near the teacher).</p> <p>Use an alarm to help with time management.</p> <p>Work with a partner.</p>	<p>Incorporate student choice</p> <p>Invite parents, neighbors, friends, the school principal and other community members to support classroom activities.</p> <p>Provide peer mentoring to improve techniques.</p>	<p>Take on an additional or more complex reading and writing prompts</p> <p>Investigate different levels and concepts relevant to the presented topics</p>
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Career information - Business

A business degree is a great way to develop many of the transferable skills needed for working in a business environment. There are a number of business degrees which you can undertake, one of the most common of which is an undergraduate business studies degree. Often a business studies degree will cover subjects such as accounting, finance, management and, increasingly, entrepreneurship. This wide range of subjects reflects the multidisciplinary nature of business, and the importance of understanding all the key elements needed to make a business successful.

If you're looking for a degree which specializes more in a particular aspect of the business world (e.g. economics or marketing), consider taking a dedicated program in that area, or a joint honors degree (e.g. Business & Economics). The advantage of a joint degree is that you acquire general business skills along with more specialized ones, leaving you well placed when it comes to applying for graduate jobs.

Corporate business careers are available in pretty much every sector you can think of; all industries need strong leaders, managers, financial advisors and market-savvy decision-makers. For many business graduates, however, the traditional pathways still hold a strong appeal – including careers in the banking and financial sectors, consultancy, human resources and marketing roles.

If a straightforward corporate career is failing to get you excited, then a business program can also give you the skills to create your own business, or to take on business and management roles within more creative industries, be that fashion, media, or even the charity sector.

The good thing about a business studies qualification is that it can lead to many entry-level roles upon graduation, while still allowing those who wish to specialize further the chance to improve their return on investment with a graduate degree. Examples of postgraduate programs include Masters in Management, Masters in Finance and (for those who've gained some professional experience) the Masters in Business Administration (MBA).

Typical careers with a business degree

Don't assume that studying business is a one-way route into business leadership and management roles – while this is a common path, business careers span multiple industries. Good business and management skills are key elements of any profitable company, and therefore effective leaders, strategic thinkers and financial experts are all in great demand. Big or small, global or local, companies all over the world are looking for business graduates like you.

Business careers in accounting and finance

Generalized business studies degrees will usually cover aspects of accountancy and finance, however, if you wish to pursue a career in accounting or finance, you'll usually need to gain further qualifications. A good option for business graduates is to apply for a graduate role and complete a specialized qualification while you work. In many larger companies, the course costs will be covered by the employer.

If you decide to go into accounting or finance, your job may involve reviewing your company's financial situation both past and present; advising clients and colleagues on tax and expenditure; managing records and business transactions; playing a role in mergers and acquisitions; and taking responsibility for preventing bad practice as well as fraud and negligence.

Business careers in management

Becoming a manager is a tough job, with long hours and heavy responsibilities. The upside is that managerial roles are known for being higher-paid, as well as boasting many opportunities for career progression or even a career U-turn. Managers can be found across all industries and fields, and their job is to provide structure and strategy to a workplace.

Because of the responsibility of such positions, it's unlikely you'll find a managerial role without first gaining a further degree or a number of years of mid-level work experience. Despite this, business graduates are well-placed to become managers later on in life, and with determination and steady career progression an additional degree may not be necessary.

Business careers in consultancy

Another option which may appeal is the field of business consultancy. This means working as part of a team, combining your business expertise and analytical skills in order to provide advice to other companies, usually focusing on how to optimize a specific project or part of the business. Projects and clients may vary widely, ensuring plenty of fresh challenges to get to grips with. Or you may specialize in a particular type of business, combining your business knowledge with a second field of interest, such as engineering or logistics.

Business careers in retail and sales

There's much more to retail and sales than shelf-stacking and cold-calling, especially if you're armed with a business degree.

Opportunities within sales and retail are numerous, including shop-based and office-based roles, as well as traveling positions for which a good knowledge of global markets is a must.

For those looking to rise to the higher levels of retail and sales careers, large companies often offer the chance to undertake a graduate training program or trainee management program, in order to fast-track your position within the company. This can be highly valuable in gaining on-the-job experience, while continuing to develop your business and management skills in a commercial world.

Other common graduate careers with a business degree include roles within auditing, banking, communications, distribution, energy and utilities, hospitality and leisure, IT, insurance, journalism, law, logistics, manufacturing, media administration, production management, public relations, the public sector and defense, risk management and tax.

Less typical careers with a business degree

What can you do with a business degree *without* following the typical routes? Well, you can do a lot. Roles requiring business acumen and analytical thinking are innumerable, and your choice of which industry to head into is likely to be based on personal interests. It's a cliché, but true – if you work for a company, product or service you truly believe in, you're likely to be more motivated and effective in your role and progress more rapidly.

Business careers in media

Although business studies degrees may not seem like the most creative of pathways, they can in fact lead to many roles within creative industries. Media is one such widespread industry, an umbrella term covering TV, film, online, newspaper and magazine publishing, events and more. While you're unlikely to be directly involved in creative tasks such as writing, video editing or animation production, you'll need a solid understanding of the media sector within which you're working. Business careers in media include roles in sales, human resources, PR, finance and accounting, operations, marketing and branding, as well as overall management and strategic direction.

Business careers in marketing and advertising

Opportunities in marketing and advertising are numerous for business graduates, particularly for those with a bit of creative flair. In these industries, business graduates can use the analysis and report-writing skills honed during their degree in order to conduct market research, develop marketing strategies, manage client relationships, liaise with copywriters, designers and printers, analyze markets and evaluate campaign results. You're likely to be working alongside specialists such as designers, video producers and copywriters, and will need to continually broaden your own skillset to keep pace with changes in technology and market trends.

Business careers in human resources

Business doesn't have to be a dog-eat-dog world, and careers within human resources offer roles which require both business acumen and highly honed interpersonal skills. Recruitment, training and pay are all areas handled by the HR department. Great communication skills are essential, but you'll also be expected to have a good basic understanding of business operations and management as well as detailed and up-to-date knowledge of employment laws and company regulations.