

Pascack Valley Regional High School District

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

Course Name: The Business Process

Born On: July 2015
Previous Revision: July, 2020
Current Revision: July, 2023
Board Approval: 8/26/23

COURSE DESCRIPTION: The Business Process

The world of business is a dynamic environment where the only constant is an ever-changing global landscape. Business persons need to be skilled in dealing with diversity, promoting ethics and social responsibility, sustaining customer relationships, understanding the impact of government regulation on business, finance and accounting, marketing and the importance of e-commerce. The Business Process is an introductory course designed to provide a broad overview of the functions of the business entity. Topics covered include entrepreneurship, management, marketing, finance, information systems, global competition and challenges of a business career. Both theory and practice will be addressed. Through this course, students will identify the principles of the American enterprise system and its impact on a global marketplace, understand the nature of management and the dimensions of marketing strategy, and be able to describe the steps necessary when starting and growing a business.

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.

| <p>9.1 Career Readiness, Life Literacies and Key Skills <i>Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways, but also employability skills necessary to collaborate with others and manage resources effectively to establish and maintain stability and independence.</i></p> | | | | | |
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| Content/Topic: Introduction | Key learning items/concepts: | Observable Proficiencies and Skills: | NJSLS | Benchmark Performance and Assessments | Suggested Materials |
| <p>Unit I – Introduction</p> <p>Time: 2 Weeks</p> <p>Content Statement:</p> <p>The Business process is a multifaceted course the offers students an opportunity to experience different</p> <p>Essential Questions/Skills:</p> <p>Analyze how the economy is driven by individual wants and needs</p> <p>Recognize the different activities businesses undertake</p> <p>Analyze the different types of economic resources Discuss the different economic systems</p> <p>Explore the economic history of the United States</p> <p>Investigate the business cycle</p> | <p>State the difference between wants and needs</p> <p>Describe how resources limit the number of wants people and businesses can satisfy</p> <p>Explain how to use the decision-making process to make the most of your resources</p> <p>Explain how profit and competition motivate businesses</p> <p>List the activities businesses undertake when developing products and services</p> <p>Explain how business impacts individuals and how individuals impact business</p> | <p>Proficiencies:</p> <p>Describe the three basic economic questions each country must answer to make decisions about using its resources</p> <p>Contrast a market economy and a command economy</p> <p>Describe what is shown by GDP, unemployment rate, inflation rate, and national debt</p> <p>Explain how individuals and government influence the economy</p> <p>Skills:</p> <p>Explain how scarcity requires individuals and nations to make decisions about resources</p> <p>Describe the four factors of production</p> <p>Differentiation for Diverse</p> | <p>9.1.12.CFR.1: 9.1.12.CFR.2: 9.1.12.CFR.3: 9.1.12.CFR.4: 9.1.12.CFR.5: 9.1.12.CFR.6:</p> | <p>Tests S Quizzes F Homework F Presentations F Class participation F Research F Group work F Projects S Business Plan S</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>MoneySKILL</p> <p>Cents and Sensibility</p> |

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| <p>Explore the meaning and application of business ethics</p> | | <p>Learners/Accommodations 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 | | | |
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| Content/Topic: Ownership | Key learning items/concepts: | Observable Proficiencies and Skills: | NJSLs | Benchmark Performance and Assessments | Suggested Materials |
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| <p>Unit II- OWNERSHIP AND MANAGEMENT</p> <p>Time: 4 weeks</p> <p>Content Statement:</p> <p>Essential Questions/Skills:</p> <p>Explore the rewards and challenges of entrepreneurship</p> <p>Examine the components of a business plan</p> <p>Examine the different types of business ownership</p> <p>Examine the types and functions of businesses</p> <p>Explore the functions of Management</p> <p>Compare different leadership styles</p> | <p>Develop an understanding of the levels of management in business.</p> <p>Differentiate between an employer and employee, a manager and an entrepreneur</p> <p>Analyze the tradeoffs between the roles of a manager and an entrepreneur.</p> <p>Develop an awareness of leadership qualities and types of leadership.</p> | <p>Proficiencies:</p> <p>Develop knowledge of technology’s influence on businesses—including virtual businesses.</p> <p>Learn the advantages and disadvantages of entrepreneurship</p> <p>Skills:</p> <p>Describe the characteristics of a successful entrepreneur.</p> <p>Analyze the personal advantages and risks of owning your own business</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>9.2.12.CAP.1: 9.2.12.CAP.2: 9.2.12.CAP.3: 9.2.12.CAP.4: 9.2.12.CAP.5: 9.2.12.CAP.6: 9.2.12.CAP.7: 9.2.12.CAP.8: 9.2.12.CAP.9: 9.2.12.CAP.10: 9.2.12.CAP.11:</p> | <p>Tests S Quizzes F Homework F Presentations F Class participation F Research F Group work F Projects S Business Plan S</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>MoneySKILL</p> <p>Cents and Sensibility</p> |

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| | | <ul style="list-style-type: none">• 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 | | | |
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| Content/Topic: Influences | Key learning items/concepts: | Observable Proficiencies and Skills: | NJSLs | Benchmark Performance and Assessments | Suggested Materials |
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| <p>Unit III – INFLUENCES ON BUSINESS</p> <p>Time: 4 weeks</p> <p>Content Statement:</p> <p>Essential Questions/Skills:</p> <p>Analyze the global marketplace</p> <p>Identify the benefits of global competition</p> <p>Identify the role of government as a regulator</p> <p>Discuss the role of the banking system in the United States</p> <p>Compare the different financial systems</p> | <p>Explain how the world has become a global economy</p> <p>Explain why people and countries specialize in producing goods and services</p> | <p>Proficiencies:</p> <p>Describe free trade</p> <p>Identify the beneficiaries of free trade</p> <p>Skills:</p> <p>Describe protectionism</p> <p>Name four ways in which government regulates business</p> <p>Differentiation for Diverse Learners/Accommodations 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 | <p>9.2.12.CAP.12: 9.2.12.CAP.13: 9.2.12.CAP.14: 9.2.12.CAP.15: 9.2.12.CAP.21: 9.2.12.CAP.22: 9.2.12.CAP.23: 9.2.12.CAP.16: 9.2.12.CAP.17: 9.2.12.CAP.18: 9.2.12.CAP.19: 9.2.12.CAP.20:</p> | <p>Tests S Quizzes F Homework F Presentations F Class participation F Research F Group work F Projects S Business Plan S</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>MoneySKILL</p> <p>Cents and Sensibility</p> |

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| | | <ul style="list-style-type: none"> • Individual presentation • Provide choices of modes working | | | |
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| Content/Topic: Marketing | Key learning items/concepts: | Observable Proficiencies and Skills: | NJSLS | Benchmark Performance and Assessments | Suggested Materials |
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| <p>Unit I V – Marketing</p> <p>Time: 5 weeks</p> <p>Content Statement:</p> <p>Essential Questions/Skills:</p> <p>Identify the essentials of Marketing</p> <p>Discuss the roles of market research and product development</p> <p>Examine advertising media</p> <p>Identify different types of media measurement and rates</p> | <p>Define marketing</p> <p>Identify the functions of marketing</p> <p>List the elements of the marketing mix</p> <p>Describe the kinds of market research a company may use</p> | <p>Proficiencies:</p> <p>List types of media that businesses use to reach potential customers</p> <p>List the components of media measurements</p> <p>Skills:</p> <p>Identify the steps in developing a new product</p> <p>Define advertising</p> <p>Identify how advertising costs are measured</p> <p>Differentiation for Diverse Learners/Accommodations Special Ed/504:</p> <ul style="list-style-type: none"> • Re-teaching and review • Graphic organizers • Guided questions and note taking | <p>9.1.12.EG.5</p> <p>9.2.12.CAP.6</p> <p>9.2.12.CAP.21</p> <p>9.2.12.CAP.22</p> <p>9.3.12.BM-BIM.3</p> <p>9.3.12.BM-MGT.2</p> <p>9.3.12.BM-MGT.3</p> <p>9.3.HT-REC.9</p> <p>9.3.HT-REC.11</p> <p>9.3.MN.1</p> <p>9.3.MK.1</p> <p>9.3.MK.8</p> <p>9.3.MK.9</p> <p>9.3.MK.10</p> <p>9.4.12.CI.1</p> <p>9.4.12.CI.2</p> <p>9.4.12.CI.3</p> <p>9.4.12.CT.1</p> <p>9.3.MK-COM.3</p> <p>9.4.12.GCA.1</p> <p>9.4.12.IML.1</p> <p>9.4.12.TL.1</p> <p>9.4.12.TL.3</p> | <p>Tests S</p> <p>Quizzes F</p> <p>Homework F</p> <p>Presentations F</p> <p>Class participation F</p> <p>Research F</p> <p>Group work F</p> <p>Projects S</p> <p>Business Plan S</p> | <p>Selection of primary sources</p> <p><i>Suggestion(s):</i></p> <p>“Field Work” - hands on Market Research project</p> <p>Focus groups</p> <p>Observations</p> <p>Surveys</p> <p>Harvard Business Review - Articles pertaining to the importance of unbiased research</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> |

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| | | <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>MoneySKILL</p> <p>Cents and Sensibility</p> |
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| Content/Topic: Accounting | Key learning items/concepts: | Observable Proficiencies and Skills: | NJSLS | Benchmark Performance and Assessments | Suggested Materials |
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| <p>Unit V – Accounting</p> <p>Time: 5 weeks</p> <p>Content Statement:</p> <p>Essential Questions/Skills:</p> <p>Enter accounts into an accounting system. Generate financial statements.</p> | <p>All components involved in establishing and managing a business on a daily basis</p> | <p>Proficiencies:</p> <p>Analyze business performance</p> <p>Learn the principles and concepts of a good internal control system.</p> <p>Skills:</p> <p>Prepare financial summaries.</p> <p>Differentiation for</p> | <p>9.3.12.FN-ACT.1 9.3.12.FN-ACT.2 9.3.12.FN-ACT.3 9.3.12.FN-ACT.4</p> | <p>Tests S Quizzes F Homework F Presentations F Class participation F Research F Group work F Projects S Business Plan S</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> |

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| <p>Monitor customer credit. Prepare and monitor budgets.</p> <p>Reconcile bank accounts.</p> <p>Analyze business performance.</p> <p>Learn the principles and concepts of a good internal control system.</p> | | <p>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>Hands on Banking</p> <p>MoneySKILL</p> <p>Cents and Sensibility</p> |
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Possible Curricular Modifications:

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| <p>Interdisciplinary Connections</p> | <p><u>Connections to NJSL – 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 NJSL – 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). ● 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. |

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| | <ul style="list-style-type: none">● 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). |
| Computer Science and Design Thinking | <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. |

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| 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.