

Dear Ladies and Gentlemen of the Textbook Commission

## Introduction

Thank you for taking the time to read this appeal letter. *We at National Geographic Learning, a part of Cengage, believe that Burrow's, Business Management, 14<sup>th</sup> edition should pass the review process and be placed on the adoption list for the Business Management (5889) course.* This title had 100% market share in Tennessee in the last adoption and has only been updated with examples and features that help it to remain current to business trends and practices found in industry.

During the first round of reviews, this title passed 100% of the standards (27 out of 27) for one reviewer and the second reviewer, Reviewer #28, passed only 74% of the standards (20 out of 27). Through the rebuttal process, National Geographic Learning, a part of Cengage provided further examples for three of those missed standards for Reviewer #28 (standards 7, 8, and 10). This appeal is addressing not only those three standards, but also the additional four standards where the first reviewer found that this text provided the content needed for mastery, but Reviewer #28 did not. Standards 9, 11, 20, and 22 were not included on the rebuttal, because the prior correlation did offer the best examples of where the standards are covered in the text.

## *Executive Summary for Burrow's Business Management, 14<sup>th</sup> (9781305661813)*

- **Standard 7 (on rebuttal)**—Investigate and choose an existing business to research (individually or in teams) throughout the duration of the course. Describe the business' current target market, primary products or services offered, unique characteristics, current market position, and customer volume by summarizing available public documents about the business.
  - **Reviewer # 28 provided the following feedback statement:** *"The publisher references Page 108-162 where it asks students to research a business. The instructions in the book are to locate articles from a business magazine on flattening management. This does not help the student in any way achieve mastery with this standard. Pg 162 also asks students to use the internet to find an example of where a business uses the WARN act. Again this does not help students achieve mastery of the standard. The publisher references pages 536-537 discussing target markets when in fact target marketing is not discussed it is only a overview of what marketing means. Pg 550 and 554 gives brief examples of retailers in business and the marketing mix but this is not enough information for a student to complete this standard. Pg 562-564 discusses distribution but this is not discussed in the standard as needing mastery. The publisher references chapter 15 for analyzing financial data and while again this chapter does that it is not what the standard."*

- National Geographic Learning, a part of Cengage considers this feedback to be thorough, however, we feel that our content experts addressed this concern with the eight examples listed in the rebuttal Publisher Feedback document.
  - Pages 108 and 162 offer examples of where students would practice outside research on a real-world business. These activities do not provide content on the core ideas this standard wants students to apply throughout the research activity, but provide practice in responsible research and would be useful assignments to encourage mastery of this standard.
  - Pages 536-537, 540-544 do address the idea of “target markets” which students would need to understand to fulfill this standard. This is where the book introduces marketing as a crucial business function and “Market Identification” (Learning Objective 20.2.1) and “Identifying Target Markets.” Throughout this reading students complete a “CheckPoint” activities to practice listing “customer profile characteristics.” Throughout the “Nature and Scope of Marketing” chapter students would be able to master the ability to “describe a business’s current target market.
  - Pages 550 and 554 include an Critical Thinking activity to research the success of Walmart and what marketing activities led to their success, and another case study for the Willomette company that asks students to think about their “consumer product category,” “target market” and other pieces of their marketing strategy. These offer review and critical thinking activities to practice the skill of researching a business and analyzing their target market, primary products, and marketing strategy.
  - Pages 563-564 discuss distribution and “direct marketing that again, provides a more thorough understanding of the product to consumer process and a business’s success or failure in marketing.
  - Chapter 15 “Financial Records” was listed as a resource to help students understand financial reports and data that would be crucial to the project described in this standard as students are asked to summarize “available public documents about the business.”
  
- **Standard 8 (on rebuttal)**— Design, write, modify and evaluate a business plan for the identified existing business. The business plan should include, but may not be limited to, detailed descriptions of products and/or services offered, risk analysis, short and long term profits, marketing plan, investment needed to start and maintain the business, plans to obtain working capital, legal licenses, and vendor contracts. Include a company organization chart, job description and skills needed of main employees, physical equipment and facilities required, and any future expansion plans.
  - **Reviewer # 28 provided the following feedback statement:** *“NO- Pg 78-80 references a business plan but not how to write one. More the importance of having one with parts referenced but not enough for a student to understand how to do it themselves. Pg 82 does*

*give brief information on the 4 steps to strategic planning but not enough depth for the student. The information in chapter 4 is definitely helpful for students getting additional examples but in of itself each of the sections are too brief and does not go into enough depth for students to fully understand how to write a business plan. Pg 247-249 is about starting a business. There is not enough information on these pages to help a student complete this standard. The publisher references that the student would use the entire book including chapters 15-18 of financial planning to write a business plan. Some chapters go in more depth than others and while the financial planning and budgeting is definitely in more depth the overall information provided to sufficiently teach a student how to write the plan in its entirety is not.”*

- National Geographic Learning, a part of Cengage considers this feedback to be thorough, however, we feel that our content experts addressed this concern with the five examples listed in the rebuttal Publisher Feedback document.
  - Pages 79-82 discusses the value of a business plan and what should be included in one as well as a figure going over the elements of a full business plan: Nature of the Business, Goals and Objectives, Marketing Plan, Financial Plan, and Organizational plan while the text talks about the importance of having these plans. The content moves into Strategic planning and SWOT analysis. This all appears in chapter 4 “Planning and Organizing.” This is near the beginning of the course and an introduction to business plans. To write a full business plan, students need to work through the entire course, possibly working on the marketing plan during those chapters, and the financial plan during chapters 15-18, possibly the organization chart and so on after Unit Six where students learn about Human Resources. This standard would be covered over the entire course, piece, by piece and asks students to go outside of the content to pick a real-world company and analyze/edit their business plan. This text includes the content needed to understand the pieces of the business plan and smaller exercises to analyze real-world companies, but the student would go outside the book to pick a company and business plan. The text includes the material and concepts needed to understand these parts and make decisions on how to improve them.
- **Standard 10 (on rebuttal)**— Create a new, or recommend updates to an existing, mission statement for the selected business by summarizing information gleaned from personal interviews, observations, print articles, and internet searches about the specific aspirations, beliefs, and values of the company.
  - **Reviewer # 28 provided the following feedback statement:** *“NO-Pg 82 briefly defines and explains a mission and vision statement. Pg 83 simply asks a student to reflect. Pg 140 does briefly mention in the case study southwest airlines mission statement as a reference. Pg 337 is about changing an organizations culture. Pg 667 has a paragraph about mission and goals being important but overall this is not enough information to help a student completely understand how to analyze a mission statement.”*

- National Geographic Learning, a part of Cengage considers this feedback to be thorough, however, we feel that our content experts addressed this concern with the five examples listed in the rebuttal Publisher Feedback document.
  - Pages 82-83 defines missions as the third step in starting a business plan and asks students to think about how a mission statement can increase employee motivation.
  - Page 140 offers a case study on the impact of the SouthWest airlines as a success story and further reference.
  - Pages 337 and 667 talk about organization culture and mission statements in the view of HR departments.
  - All off these examples ask students to remember the importance of mission statements and reflect on how they can help a company be successful. This standard directly states that students would go beyond a text book using “interviews, observations, print articles, and internet searches” to find even more examples. These examples are offered in the book, but to meet this standard students would take that information and conduct further research. The text does its job of explaining missions statements, their value, and reminding students of how it affects different departments, while still providing real-world examples.
  
- **Standard 9 (on first review)**—Study benchmark indicators included in a SWOT (Strength, Weaknesses, Opportunities, and Threats) analysis and conduct a SWOT analysis of the selected business using data and evidence collected from personal interviews, observations, print articles, and internet searches. Citing specific data and evidence, make a claim about the business’ most significant weakness(es), or area(s) of opportunity, to address throughout the duration of the course.
  - **Reviewer # 28 provided the following feedback statement on the initial review:** “NO-Pg 81-82 references SWOT. Outside resources would need to be used to supplement this standard.”
  - At National Geographic Learning, a part of Cengage, we feel that our content experts addressed this concern with the six examples listed in the original correlation:
    - Page 81 defines SWOT analysis.
    - Page 108 offers a research activity that asks students to use the library or internet searches to locate articles about businesses and prepare. One-page analysis presenting “the advantages and disadvantages” of a particular business strategy “flattening” by those organizations. This provides practice for the full activity described in the standard.
    - Page 443 offers a case study that asks students to apply SWOT analysis
    - This title covers SWOT analysis, offers chances for students to practice and to research. To fully complete this standard, it directly tells students to go outside of a textbook to cite “specific data and evidence.” Throughout this book, students get many examples of successful business strategies and strategies that failed through business cases and critical thinking activities. The SWOT analysis could easily be

reviewed as students learn about new business functions throughout the course. This text includes the content needed to successfully complete the activity described in this standard by the end of the course.

- **Standard 11 (on first review)**— Conduct a PEST analysis (Political issues, Economic factors, Socio-cultural factors, Technology) of the selected business, including available geographic, demographic and economic data gathered from multiple authoritative sources. Based on the analysis, make a prediction about necessary factors which need to be considered in order to accurately address the businesses’ most significant weakness(es) or area(s) of opportunity selected in standards 6.
  - **Reviewer # 28 provided the following feedback statement on the initial review:** *“NO-Pg 81 references SWOT, Pg 225 references a brief paragraph on cultural differences. Pg 227-229 references the role of the WTO, currency values, trade disputes and cultural differences. While these references might help the student there is no specific mention or breakdown of PEST or how to conduct such a analysis.”*
  - At National Geographic Learning, a part of Cengage, we feel that our content experts addressed this concern with the seven examples listed in the original correlation:
    - This text does not directly define a PEST analysis. It does define SWOT analysis.
    - While PEST is not a key term, this book does cover the content needed for a teacher to teach PEST analysis: “Political issues, economic factors, socio-cultural factors, and technology” are central themes of this book and often used as features or critical thinking activities.
  
- **Standard 20 (on first review)**— Analyze the essential parts of a contract by reviewing sample contracts and researching the Uniform Commercial Code for basic commercial law. Request a copy of a contract in use at the selected business and review it to recommend potential areas for refinement or improvement.
  - **Reviewer # 28 provided the following feedback statement on the initial review:** *“NO-Page 253-265 references the formation of partnerships and corporations. While the publisher references other pages such as 286,433,491-492, 496 and 499 these pages include things you might include in a contract but nowhere in the book are there examples of contracts or does it include information about commercial law.”*
  - At National Geographic Learning, a part of Cengage, we feel that our content experts addressed this concern with the seven examples listed in the original correlation:
    - Page 483 mentions Commercial Code UCC briefly.
    - Figure 18-1 lists federal credit laws on page 484.
    - This book discusses examples of contracts like partnership contracts, leases, loans, insurance, service contracts, etc. It does not provide a full example for students to see or analyze, however, the standard directly asks that students go outside the textbook to “request a copy of a contract.” The textbook does not need to provide

this full example. Students would use the text to learn about these documents, and then go beyond the text to analyze a real-world example.

- Commercial Law is not in one chapter or section of the book, but pertinent laws are introduced throughout the text as they apply to particular business functions.
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- **Standard 22 (on first review)**— Describe legal strategies used by labor and management (strikes, boycotts, layoffs, and lockouts) and illegal strategies used by labor and management (wildcat strikes, secondary boycotts, and preventing workers from forming unions). Conduct current event research highlighting recent activities involving labor and management disputes, drawing conclusions about the potential impacts of a labor and management strategy on the selected business, if any.
    - **Reviewer # 28 provided the following feedback statement on the initial review:** “*NO-Page 71-73 references the need for work rules. Pages 616-619 reference employee relations. There is nothing specifically that references strikes, layoffs and illegal strategies.*”
    - At National Geographic Learning, a part of Cengage, we feel that our content experts addressed this concern with the two examples listed in the original correlation:
      - Layoff is a key term described on page 625.
      - Labor unions are described on pages 71-74.
      - This book doesn't mention strikes or boycotts or illegal strategies, however, it does ask students to conduct current event research in many features and critical thinking exercises and provides an introduction with Layoffs and Labor unions where students could easily complete this standard, which directly asks for students to go outside the book to conduct further research.

## Conclusion

To meet at least 80% of the course standards, only two of the above seven standards need to be met. In the last adoption for this course, this text had 100% market share in the state. It is a well-trusted and widely used text for High School Business Management courses and loved for the wealth of extra features, research opportunities and critical thinking exercises offered at the end of each chapter. Many of the standards where Reviewer #28 did not pass us, ask students to go outside of the book and conduct further research. We feel this text does include the content and opportunities for practice students need to master the Tennessee state standards and successfully complete the projects described above.

We graciously ask the commission to grant our appeal to offer Burrow's *Business Management, 14<sup>th</sup> edition* as a state-approved resource for the Business Management (5889) course.

Sincerely,

Grace Ratliff, State Adoption Manager