Instructor’s Manual Materials to Accompany

***Go! WITH MICROSOFT® Excel 2016* *COMPREHENSIVE* - Chapter 1**

Introducing Microsoft Excel 2016

# Instructor Supplements Available

You can find all supplements for this textbook on the Instructor Resource Center (IRC), available at <http://www.pearsonhighered.com/navigateit/>

|  |
| --- |
| **Instructor Resources for Chapter 1** |
| Annotated Solution Files |
| Answer Keys to Matching and Multiple Choice Questions |
| Assignment Sheet |
| Audio PowerPoint Presentation |
| Image Library |
| Instructor Manual |
| MOS Prep Quiz |
| PowerPoint Lecture |
| Prepared Exams by Application |
| Prepared Exams by Project |
| Prepared Exams by Chapter |
| Scoring Rubrics |
| Scripted Lectures |
| Solution Files |
| Solution PDF Files |
| Student Data Files |
| Transition Guide |
| Test Bank |
| Videos available in MyITLab (GO! to Work Videos, GO! Walk Thru Project Videos, GO! Learn How Videos, GO! for Job Success Videos) |

# Suggested Course Implementation Strategies and Resources for the Instructional Portion of the Chapter

# Instruction

# Prepare and Teach

**Project 1A**

**Instructional Project**

What the student does:

* In a blank Excel workbook, the student enters data for quarterly sales, uses AutoComplete and Auto Fill, practices worksheet navigation, aligns text, and adjusts column size.
* Then the student constructs basic formulas, uses the SUM function to total columns and rows, and copies formulas using the fill handle. The student formats the data by applying cell styles and financial formatting.
* Using the sales data, the student uses the Recommended Charts feature to create and format a column chart, and then inserts sparklines into the worksheet to provide a quick visual trend summary for sales of each item over the 3-month period.

**Project 1B**

**Instructional Project**

What the student does:

* In a blank Excel workbook, the student uses the technique of entering data by range for an inventory valuation. After checking spelling, the student constructs formulas using arithmetic operators, uses the Quick Analysis Tool, and copies formulas with absolute cell references.
* Then the student edits values, formats cells with Percent Style, inserts and deletes rows and columns, adjusts column widths, and wraps text.

**Planning and Delivering Instruction**

**Syllabus Templates** outline various plans for covering the content in an 8-, 12-, or 16-week course.

**Scripted Lectures** present a detailed guide for delivering live in-class demonstrations of the A and B Instructional Projects.

**Student Assignment Tracker** to students to track their own work.

**(NEW) MOS Objectives** are covered throughout the chapter and are indicated with an icon , so that you can direct students to skills they could encounter on the MOS exam. For a course that is focused on MOS preparation, this content can be emphasized in each chapter.

**Lessons on the GO!** provide instruction to teach newer Microsoft apps such as Sway and MIX! These lessons are found in MyITLab and the Instructors Resource Site, and come with instructions, student data files, solutions files, and rubrics for grading.

**Implementing Multimedia Resources**

**Application Intro Videos** provide a quick overview of what the application is and its primary functions.

**Interactive eText** enables students to actively read the narrative and instruction and also link directly to the various types of videos included.

**(NEW) Walk-Thru Videos** provide a quick 30-second preview of what the student will do and create—from beginning to end—by completing each of the A and B Instructional Projects. These videos increase the student’s confidence by letting the student see the entire Project built quickly.

**GO! Learn It (previously Student Training)** are instructor-led videos that provide guided instruction through each Objective and the related Activities.

**PowerPoint Presentations** provide a visual walk-thru of the chapter with suggested lecture notes included.

**Audio PowerPoint Presentations** provide a visual walk-thru of the chapter with the lecture notes read aloud.

**Providing Authenticity**

**GO! to Work Videos** put each chapter into context as it relates to how people use productivity software in their daily lives and work.

**GO! for Job Success Videos** and discussions provide real-life scenarios exploring the essential soft skills needed to succeed in the workplace and in other professional settings.

# Suggested Strategies and Resources for the Review, Practice, and Assessment Portion of the Chapter

**Review**

**GO! Online activities (multiple choice and matching activities)** provide objective-based quizzing to enable students to review how they are progressing. Crossword Puzzles provide a fun way for students to review key terms from the chapter.

**Testbank Questions** are available for you to create your own objective-based quizzes for review.

**MOS Quiz** provides an objective-based quiz to review the MOS-related content in the chapter—especially valuable for students who plan to take the MOS Certification exam.

**Step-by-Step Review Projects C and D in the textbook** provide a complete review of the A and B instructional projects with heavy cueing. Assign these on a prescriptive basis to students who were challenged with the A and B projects.

**Practice**

**MyITLab Skill-based Training Simulation** provides students with hands-on practice in a simulated environment. Here students apply the skills they learned and have access to Learning Aids to assist if needed (READ, WATCH, PRACTICE). All of the student’s keystrokes are recorded so that you can review and provide support to the students. As the instructor, you can set the number of times the students can complete the simulated practice.

**MyITLab Homework Grader Projects (E, F, and G)** provide students with additional (supplementing the A and B instructional projects) autograded, live-in-the-application practice with the skills they learned in the Instructional Projects A and B. These projects produce detailed reports to show the student where he or she made errors and also provide “live comments” explaining the details of any errors.

**Assessment**

**MyITLab Skill-based Exam Simulation** provides students with a hands-on assessment in a simulated environment. Here students demonstrate their knowledge and ability to apply the skills they have learned. In the Simulated Exams, the student does not have access to the Learning Aids. All of the student’s keystrokes are recorded so that you can review and provide support to the student. As the instructor, you can set the number of times the student can complete the simulation exam.

**MyITLab Assessment Grader Projects (E, F, and G)** provide the student with live-in-the-application assessment of the skills they learned in Projects A and B. These projects produce detailed reports showing the student where he or she made errors and also provide “live comments” explaining the details of any errors.

**End-of-Chapter Authentic Assessment Projects H-O** provide Content-based, Outcomes-based, and Critical Thinking projects that you can assign for additional practice or assessment. Like all authentic assessments, these assessments enable you to judge and the student to self-assess. Because some instructor judgment is required, expert task-specific and analytic rubrics are provided to make grading fast and simple.

**Prepared Exams** are additional point-counted production projects created specifically for use as exams that the instructor can easily grade manually using the provided point counts for each step and the annotated solutions.

**Pre-built Chapter Quizzes** provide objective-based quizzing.

**Testbank Questions** are available for you to create your own quizzes for assessment.

**Instructor Resources**

Includes everything you need to teach the course beyond what is available directly in MyITLab:

* **Solution Files**
* **Annotated Solution Files (useful if you want students to check their own work)**
* **Student Data Files**
* **Answer Keys**
* **Book Images**

# Review, Practice, Assessment

# Review and Assess

**Practice and Review Assignments: recommended on a prescriptive basis for students who require a step-by-step review of the chapter:**

1C Skills Review: A guided review of Project 1A

1D Skills Review: A guided review of Project 1B

Chapter Concepts Assessments and Review of Microsoft Office Specialist Skills Mastery Assessments:

1E Mastery: Decision-making assessment of Project 1A

1F Mastery: Decision-making assessment of Project 1B

1G Mastery: Decision-making assessment of Projects 1A and 1B combined

**Critical Thinking Assessments:**

1H GO! Fix It: Decision-making assessment of Projects 1A and 1B by creating a correct result from a document with errors

1I GO! Make It: Decision-making assessment of Projects 1A and 1B by creating a result from a supplied picture

1J GO! Solve It: Decision-making assessment of Projects 1A and 1B by applying decision-making skills and critical thinking skills. A task-specific rubric helps you and the student assess the result.

1K GO! Solve It: Decision-making assessment of Projects 1A and 1B by applying decision-making skills and critical thinking skills. A task-specific rubric helps you and the student assess the result.

**Outcomes-Based, Critical Thinking Assessments:**

**1L & 1M GO! Think**

**1N You & GO!**

**1O Collaborative Team Project**

Outcomes-based assessments in which the student demonstrates an understanding of the chapter concepts by applying them to a project in a manner he or she would outside of college. An analytic rubric helps you and your student grade the quality of the work by comparing it to an example of work that an expert in the discipline would create.

# Objectives

**Objective 1: Create, Save, and Navigate an Excel Workbook**

On startup, Excel displays a new blank **workbook**—the Excel document that stores your data—which contains one or more pages called a worksheet.

A **worksheet**—or **spreadsheet**—is stored in a workbook, and is formatted as a pattern of uniformly spaced horizontal rows and vertical columns.

The intersection of a column and a row forms a box referred to as a **cell**.

The **Normal view**, in Excel, maximizes the number of cells visible on your screen and keeps the column letters and row numbers closer to the cells.

A **column** is a vertical group of cells in a worksheet.

A **column heading** is the letter that displays at the top of a vertical group of cells in a worksheet; beginning with the first letter of the alphabet, a unique letter or combination of letters identifies each column.

A **row heading** is the number along the left side of an Excel worksheet that designates the row number.

**TEACHING NOTES**

Although many students will likely be familiar with Excel, it is worth the time to be very clear on the basics of this chapter. The chart in Figure 1.3 is helpful in displaying and pointing out the many parts of the Excel window. Figure 1.5 is also helpful to use in class.

**Teaching Tips**

Take a moment to explain that an Excel *workbook* contains one or more pages known as a *worksheet* or *spreadsheet. A spreadsheet* contains horizontal *rows* and vertical *columns.* The intersection of a row and a column is referred to as a *cell.* Review the parts of the Excel window and the window elements. Mention that columns are labelled with letters beginning with A and ending with XFD (16,384 columns) and rows are numbered, beginning with 1 (one million rows).

**Objective 2: Enter Data in a Worksheet**

**Cell content** is anything that you type in a cell in a worksheet.

A **constant value** in a worksheet—referred to simply as a **value**—is a number, text, dates, or times of day that you type into a cell.

A **formula** is an equation that performs mathematical calculations on values in a worksheet.

A **text value** is a constant value consisting of only text, and which usually provides information about number values; also referred to as **labels**.

**Number values** are constant values consisting of only numbers.

The **active cell** is when a cell is selected, is outlined, and is ready to accept data.

A **cell reference**—also called a **cell address**—is the identification of a specific cell by its intersecting column letter and row number.

**Left alignment** is when text characters typed in a cell are aligned at the left edge of the cell.

The **fill handle** is the small square in the lower right corner of a selected cell that allows you to drag and fill cells with values or formulas based on the first cell.

**Auto Fill** generates and extends a **series** of values into adjacent cells based on the value of other cells.

**Context sensitive** is a command associated with the currently selected or active object; often activated by right-clicking a screen item.

A **picture element**, also known as a pixel, is a point of light measured in dots per square inch.

A **range** is two or more cells on a worksheet that are adjacent (next to each other) or nonadjacent (not next to each other).

The **Quick Analysis tool** is a tool that displays in the lower right corner of a selected range, with which you can analyze your data by using Excel tools such as charts, color-coding, and formulas.

The default **number format** is a specific way in which Excel displays numbers in a cell.

The **general format** is the default format that Excel applies to numbers; this format has no specific characteristics—whatever you type in the cell will display, with the exception that trailing zeros to the right of a decimal point will not display.

The **displayed value** is the data that displays in a cell.

Data that displays in the Formula Bar is the **underlying value**.

**TEACHING NOTES**

Take time to clarify the difference in cell contents: a text value, a number value, or a formula.

The keyboard shortcuts are an efficient way to work in an Excel workbook. Demonstrate all keyboard shortcuts in Figure 1.10.

**Teaching Tips**

*Cell content* refers to anything you type in a cell and this can be a *constant value* (referred to as a *value)* or *a formula.* Explain that values can be *text values* (also referred to as *labels), number values,* or *date* and *time values. A formula* is an equation that performs mathematical calculations. Define the *active cell* as the cell outlined in black and ready to accept data. Emphasize that cells are referred to by a *cell reference* or *cell address* which is the intersecting column letter and row number, and this displays in the *Name Box.* Point out that *text* is inserted aligned *left* and *numbers,* by default, are aligned *right. AutoComplete* is a feature in Excel that works with alphabetic values. If the first character you type matches an existing entry, Excel attempts to fill in the remaining characters.

Students should notice that when a value is typed into a cell it also displays on *the formula bar.* Values can be copied to adjacent cells, based on the first cell, by using the *fill handle.* Emphasize the importance of *the fill handle.* It can be used to copy the same value or *Auto Fill* can generate a series of values in adjacent cells. If Excel recognizes a series using the active cell, the *AutoFill* feature will complete the series as far as the range you select. (For instance, if you begin typing the months of the year or days of the week, Excel will continue the series.) Mention that this is another example of a *context sensitive* feature. Take a moment to point out keyboard shortcuts to navigate the Excel window.

The default width of a column is 64 pixels. *Def*in*e pixel* as *picture element (a* point of light measured in *dots per inch).* Dragging a column to the right increases the width. Take a moment to define a *range*—two or more cells that are *adjacent* (next to each other) or *non-adjacent* (not next to each other). When you select a *range* of cells, you can perform the same action on all cells at once, such as formatting or copying.

Numbers can be entered using different formats—the default is the *general format* (trailing zeros will not display). Emphasize to students that the value that displays in the cell is the *displayed value* while the data that displays in the *Formula Bar* is the *underlying value.*

**Objective 3: Construct and Copy Formulas and Use the SUM Function**

A **function** is a prewritten formula that looks at one or more values, performs an operation, and then returns a value.

An **underlying formula** is the formula entered in a cell and visible only on the Formula Bar.

**Point and click method** is the technique of constructing a formula by pointing to and then clicking cells; this method is convenient when the referenced cells are not adjacent to one another.

The **Sum function** is a predefined formula that adds all the numbers in a selected range of cells.

**Rounding** is the procedure that determines which digit at the right of a number will be the last digit displayed and then increases it by one if the next digit to its right is 5, 6, 7, 8, or 9.

A **relative cell reference** is a cell reference based on a relative position of a cell that contains a formula and the cells referred to in the formula.

**TEACHING NOTES**

A cell contains either a constant value (text or numbers) or a formula. Take time to demonstrate many formulas and display the difference between constant values and formulas. Emphasize that the point-and-click technique of creating formulas is always preferred since it gives a visual image of the cells being used.

**Teaching Tips**

A *formula* can be created by inserting a *function* (a prewritten formula). Each *function* has a name and a set of arguments, which are values, cell references, or formulas that are placed within parentheses after the function name. Emphasize that a series of cell references separated by arithmetic operators (+, −, \*, /, ^) represents a *formula.* This displays in the *formula bar* while the *result* displays in the *cell*. Explain how to begin formulas by pressing the equal sign (=), and that they can be completed by the *point and click* method or by typing *cell addresses.* SUM is an Excel function that is performed on a range of cells. Warn students that Excel *rounds* the number to fit the cell width.

Point out that both values and formulas can be copied using the *fill handle.* When a formula is copied, Excel copies the formula but adjusts the cell references *relative* to the row number *(relative cell reference).* Text is aligned to the left side of the cell because we read from left to right in the United States.

**Objective 4: Format Cells with Merge & Center, Cell Styles, and Themes**

To **format** one or more cells is to change the appearance of the cells and worksheet elements to make a worksheet attractive and easy to read.

The **Merge & Center** command joins selected cells into one larger cell and centers the contents in the merged cell.

A **cell style** is a defined set of formatting characteristics, such as font, font size, font color, cell borders, and cell shading.

The **Accounting Number Format** applies a thousand comma separator where appropriate, inserts a fixed U.S. dollar sign aligned at the left edge of the cell, applies two decimal places, and leaves a small amount of space at the right edge of the cell to accommodate a parenthesis when negative numbers are present.

The **Comma Style** inserts a thousand comma separator where appropriate and applies two decimal places.

A **theme** is a predefined set of colors, fonts, lines, and fill effects that coordinate for an attractive look.

**TEACHING NOTES**

Formatting a worksheet is essential for easy reading and a professional appearance. Display the Cell Styles gallery and the number formats in the Number group on the Home tab.

**Teaching Tips**

Like tables, cells can be formatted and *Merged and Centered.* In the *Styles group,* clicking *Cell Styles* displays a set of formatting characteristics. When modifying text, the row height accommodates the larger font size.

*Accounting Number Format* applies a U. S. dollar sign (left aligned), comma, and two decimal places. The *Comma Style* does not include the U.S. dollar sign.

The *theme* (a predefined set of fonts, colors, lines, and fill effects) of an entire workbook can be changed.

**Objective 5: Chart Data to Create a Column Chart and Insert Sparklines**

A **chart** is a graphic representation of data in a worksheet.

**Sparklines** are tiny charts embedded in a cell that give visual trend summary alongside your data.

**Recommended Charts** is an Excel feature that displays a customized set of charts that, according to Excel’s calculations, will best fit your data based on the range of data that you select.

A **column chart** is a chart in which data is arranged in columns and that is useful for showing data changes over a period of time or for illustrating comparisons among items.

**Chart types** are the various chart formats used in a way that is meaningful to the reader; common examples are column charts, pie charts, and line charts.

The **Switch/Row Column** command is used to swap data over the axis; that is, data being charted on the vertical axis will move to the horizontal axis and vice versa.

**Category labels** are the labels that display along the bottom of a chart to identify the categories of data; Excel uses the row titles as the category names.

The **category axis** is the area along the bottom of a chart that identifies the categories of data; also referred to as the **x-axis**.

The **value axis** is a numerical scale on the left side of a chart that shows the range of numbers for the data points; also referred to as the **y-axis**.

The **legend** is a chart element that identifies the patterns or colors that are assigned to the categories in the chart.

The **Chart Elements button** enables you to add, remove, or change chart elements such as the title, legend, gridlines, and data labels.

The **Chart Styles button** enables you to set a style or color scheme for your chart.

The **Chart Filters button** enables you to change which data displays in the chart.

A **data point** is a value that originates in a worksheet cell.

A **data marker** is a column, bar, area, dot, pie slide, or other symbol in a chart that represents a single data point.

A **data series** is a set of related data points in a chart; each data series has a unique color or pattern represented in the chart legend.

The **chart layout** is a combination of chart elements, which can include a title, legend, labels for the columns, and the table of charted cells.

The **Chart Styles gallery** displays an array of predefined **chart styles**—the overall visual look of a chart in terms of its colors, backgrounds, and graphic effects.

**TEACHING NOTES**

Charts and sparklines can be a lot of fun for students. If you are in a computer lab, allow time for students to play with the many chart features available as well as create sparklines.

**Teaching Tips**

Explain to students that a *chart* is a graphic representation of data that is easier to understand than a table of numbers, and *sparklines* are tiny charts, embedded in a cell, that provide a visual trend summary. A new feature in Excel 2016 is *Recommended Charts* that displays Excel’s suggestions of the chart(s) that will best fit your data. Mention that *column charts* are useful for showing comparisons among related numbers. Be sure to emphasize that when charting data do *not* include *totals.*

*Chart Tools* provide commands when working with charts. Explain that the *x-axis* (horizontal axis) is the *category axis* that displays the *category labels. The y-axis* (vertical axis) is the *value axis,* and the *legend* is the element that identifies the patterns or colors assigned to the categories. The cells referred to as *data points* are represented in the chart as *data markers.* Related *data points* form *a data series.* Pre-designed *chart layouts* can be selected as well as *Chart styles.*

Demonstrate how *sparklines* can be created and formatted.

**Objective 6: Print a Worksheet, Display Formulas, and Close Excel**

The **Show Formulas** command displays the formula in each cell instead of the resulting value.

**Scaling** shrinks the width or height of a printed worksheet to fit a maximum number of pages and is convenient for printing formulas.

**TEACHING NOTES**

Displaying formulas, creating footers, and centering a worksheet to be printed are all helpful features of Excel that students should be familiar with. Take some time to display the many print features in Excel.

**Teaching Tips**

Show how you can apply Custom margins, center the spreadsheet on the page, and insert a Header or Footer (using the same technique as Word) before printing the spreadsheet.

Using the *Backstage View,* properties and tags can be added or modified and Excel files can be saved as PDF files.

Demonstrate that a portion of an Excel spreadsheet can be selected and printed.

On the *Format tab,* in the *Format Auditing group,* clicking *Show Formulas* will *print* the *formula,* instead of the result, in the cell. Be sure to point out that *AutoFit* will adjust the width of a column to accommodate the content of the widest cell. Mention the two orientations—*Portrait and Landscape. Scaling,* a useful feature in Excel, can scale data to fit on one page.

**Objective 7: Check Spelling in a Worksheet**

**TEACHING NOTES**

Spell checking a worksheet is not as automatic as spell checking a Word document, so it is important to emphasize the necessity of using the spelling checker feature.

**Teaching Tips**

The *spelling checker* in Excel performs similarly as in other Microsoft Office programs. Draw attention to the fact that *text* that is too long to fit in a cell will overflow into the cell on the right (if it is empty). If the cell to the right contains data, the text is *truncated* in the spreadsheet, however the entire value displays in the *Formula Bar.*

**Objective 8: Enter Data by Range**

**TEACHING NOTES**

Selecting a range and then entering data is an Excel feature that even experienced Excel users may not know about. This is a helpful way to enter data and deserves displaying this feature.

**Teaching Tips**

Point out that data can be entered by selecting a *range* of cells and then typing text or a number. This will populate the range with the typed data.

**Objective 9: Construct Formulas for Mathematical Operations**

**Operators** are symbols with which you can specify the type of calculation you want to perform in a formula.

**Arithmetic operators** are the symbols +, -, \*, /, %, and ^ used to denote addition, subtraction (or negation), multiplication, division, percentage, and exponentiation in an Excel formula.

Excel’s **AutoCalculate** feature displays three calculations in the status bar by default.

An **absolute cell reference** refers to a cell by its fixed position in a worksheet.

The **range finder** is a useful tool for verifying formulas because it visually indicates which workbook cells are included in a formula calculation.

**TEACHING NOTES**

Use the table in Figure 1.44 to discuss operators in Excel.

**Teaching Tips**

Take a moment to define the *arithmetic operators* (symbols that specify a type of calculation). Remind students that when creating a formula, they must use a *cell reference* (not a value) so that if the value in the cell changes Excel *automatically re-calculates* the spreadsheet. *AutoCalculate* is a feature of Excel that displays three calculations in the status bar when a range of numerical cell entries are selected—*Average, Count,* and *Sum.*

Similar to the *mini toolbar* in Word, the *Quick Analysis* button displays a set of commands and formatting tools when you select a range of data.

Remind students that a *relative cell reference* automatically adjusts when the formula is copied but for those times when you want the cell reference to *remain the same,* you must use an *absolute cell reference.* Placing the insertion point to the left of the cell reference, in the *Formula Bar,* and pressing F4 inserts dollar signs ($) in the cell reference, changing it to an *absolute cell reference.* For instance, **C2** displays as **$C$2**. Point out that, when constructing a formula, the referenced cells display bordered in the same color. This feature is known as the *range finder* and provides a visual cue showing the cells included in the formula.

**Objective 10: Edit Values in a Worksheet**

**TEACHING NOTES**

Excel performs calculations on numbers; that is why you use Excel. If you make changes to the numbers, Excel automatically *re*-calculates the results. This is one of the most powerful features of Excel.

**Teaching Tips**

Text and numbers can be edited *directly* in the cell or in the *Formula Bar.* Remind students that Excel recalculates formulas based on edited values.

Numbers can be formatted to display in Percent Style (%). Using the *Increase Decimal* or *Decrease Decimal* button, the number of decimal places can be set.

**Objective 11: Format a Worksheet**

**TEACHING NOTES**

Formatting a worksheet improves the readability as well as the professional appearance. Formatting is accomplished through various commands on the ribbon.

**Teaching Tips**

Cells and the overall layout of the worksheet can be formatted, using various commands on the *Ribbon, shortcut menus,* and *keyboard shortcuts,* similar to other Microsoft Office programs. Demonstrate how to select entire rows or columns and explain how rows and columns can easily be inserted and deleted and Excel will automatically adjust the formulas.

In the *Alignment group,* the *Wrap Text* command can display the contents of a cell on multiple lines. The *alignment group* can also be used to align text *vertically* and *horizontally* in a cell.

Similar to Word, theme colors can be changed as well as margins. A useful feature is the *Center on page* check box, which centers a worksheet horizontally on a page. Headers and Footers can be inserted, aligned *Left, Center,* or *Right.* When the Header or Footer is *a field,* such as the file name, it displays with the *&* symbol. For instance, a file name displays as *&* [File]. Orientations are *Portrait* or *Landscape* and *Tags* can be added in the *Backstage view.*

**Discussion Questions for Chapter 1**

1. Begin the class by asking for specific examples of uses of Excel. What examples have students created themselves?
2. Discuss why you would want to format a worksheet. Perhaps display a worksheet without any formatting and the same worksheet after it’s been formatted.
3. Why is the point-and-click method a good way to create formulas?
4. How can Excel benefit a small business? What applications can students think of to use Excel in a small sole proprietorship?