



TENNESSEE DEPARTMENT OF
EDUCATION
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Business Management

Primary Career Cluster:	Business, Management & Administration
Consultant:	Joy Smith, (615) 532-6248, Joy.Smith@tn.gov
Course Code(s):	5889
Recommended Prerequisite(s):	Computer Applications (5891/3638/3721)
Credit:	1
Grade Level:	10-12
Aligned Student Organization(s):	DECA: www.decatn.org FBLA: www.fblatn.org Sarah Williams, (615) 532-2829, Sarah.G.Williams@tn.gov
Teacher Resources:	http://www.tn.gov/education/cte/BusinessManagementAdministration.shtml

Course Description

Students in Business Management will develop a foundation in the many activities, problems, and decisions that are intrinsic to the management of a successful business, as well as an appreciation for the importance of these responsibilities. Areas to be examined include business organization, ethical and legal responsibilities, communication, decision-making, personnel, safety, professional development, and related careers. By gaining an understanding of these areas, students will be better prepared to enhance the business decisions of tomorrow. *(Specific activities will require use of Internet, word processing, and spreadsheet software.)*

Course Standards

Standard 1.0

The student will develop and apply concepts related to human relations, safety, career development, communications, and leadership skills for a global workplace.

The student will:

- 1.1 Demonstrate sensitivity to personal, societal, corporate, and governmental responsibility to community and global issues.
- 1.2 Demonstrate the interpersonal, teamwork, and leadership skills needed to function in diverse business settings, including the global marketplace.
- 1.3 Communicate effectively as writers, listeners, and speakers in diverse social and business

- settings.
- 1.4 Apply the critical-thinking and soft skills needed to function in students' multiple roles as citizens, consumers, workers, managers, business owners, and directors of their own futures.
 - 1.5 Analyze and follow policies for managing legal and ethical issues in organizations and in a technology-based society.
 - 1.6 Investigate the life-long learning skills that foster flexible career paths and confidence in adapting to a workplace that demands constant retooling.
 - 1.7 Assess personal skills, abilities, aptitudes, and personal strengths and weaknesses as they relate to career exploration and apply knowledge gained from individual assessment to research and develop an individual career plan.
 - 1.8 Examine the goals and principles of Future Business Leaders of America.
 - 1.9 Investigate online and office safety procedures and pass a written safety examination with 100% accuracy.
 - 1.10 Demonstrate parliamentary procedure through office staff/chapter organizational meetings.
 - 1.11 Apply appropriate typography concepts to industry documents.

Sample Performance Task

- Design and produce a team project on legal and ethical issues that includes issues and penalties for plagiarism, copied text that does not require permission, and copied data that requires permission and the process used in obtaining permission. Obtain formal permission for use of quotations, art form, design, music, and photographs. Develop and present a total team project utilizing various technology components and appropriate typography concepts.

Standard 2.0

The student will analyze the basic role of business in our society.

The student will:

- 2.1 Interpret the types and nature of business.
- 2.2 Analyze opportunities, problems, and obligations of business.
- 2.3 Evaluate the various careers available in business.

Sample Performance Task

- The students will set up their own simulated businesses and determine which business ownership will best fit the needs of that entity. In doing this, they must explore reasons that a business would choose a particular method of ownership.

Standard 3.0

The student will analyze ways the social and ethical environment of business has changed.



The student will:

- 3.1 Examine the changing nature of the population and adaptations to these changes.
- 3.2 Analyze relationships of ethics to a socially responsible business.
- 3.3 Predict the impact of change on the future of business. (CLE 3102.1.2, CLE 3103.1.2, CLE 3108.1.2)

Sample Performance Task

- In small groups, the students will discuss ethical situations and recommend ways each student would resolve them. Oral presentations could be used to share the information with all students in the class.

Standard 4.0

The student will examine the economic environment of business.

The student will:

- 4.1 Relate the law of supply and demand to business success and failure. (CLE 3102.5.2)
- 4.2 Analyze the market economy as a system for meeting the needs of consumers. (CLE 3103.2.3)
- 4.3 Relate the profitability of a business to pricing and costs. (CLE 3102.1.7, CLE 3103.1.7, CLE 3108.1.7, CLE 3102.2.1)
- 4.4 Relate business success to the business cycle and economic indicators. (CLE 3103.5.2)

Sample Performance Task

- Select one of the goods or services that consumers need and research ways these goods or services are offered in a market economy. Are they provided the same way in other countries?

Standard 5.0

The student will examine the international environment of business.

The student will:

- 5.1 Debate issues related to the balance of trade between countries and their significance to our economy.
- 5.2 Interpret the role of government in establishing parameters to international trade.
- 5.3 Relate issues of international trade to the operation of a business.

Sample Performance Task

- Develop a spreadsheet and graph that plots the impact of cost (interest rates, labor costs, shipping costs, etc.) of a product from another country versus a similar product manufactured in the United States.



Standard 6.0

The student will examine how effective decision-making skills are used in the management process.

The student will:

- 6.1 Classify the steps in an effective decision-making process.
- 6.2 Evaluate the procedures for making everyday managerial decisions.

Sample Performance Task

- Interview the manager of three different businesses. Compare and contrast the decision-making skills of each manager. Students will choose personal style preferences and justify their selection. Present results in a written format or an oral presentation.

Standard 7.0

The student will describe the communication process and any barriers to communication, including ways to improve communication.

The student will:

- 7.1 Illustrate terms needed for effective communication.
- 7.2 Analyze the networks of communication.
- 7.3 Interpret why communication is important.
- 7.4 Examine the various barriers to communication.
- 7.5 Analyze ways that businesses may improve their own communication.

Sample Performance Task

- Offer a simulation such as “Mean Jeans” to teach how those businesses within a community function and communicate.

Standard 8.0

The student will analyze the steps in strategic business planning and the implementation of the necessary goals.

The student will:

- 8.1 Illustrate the need for strategic business planning.
- 8.2 Assess the goals to be included in strategic business planning.
- 8.3 Analyze the steps in developing a strategic business plan.
- 8.4 Create a business plan.



Sample Performance Task

- Student groups will set forth different strategic plans they believe could be utilized by an athletic team in their school to win the state championship. After the season, review the plan to determine if any of the goals were met.

Standard 9.0

The student will examine various types of organizational structures.

The student will:

- 9.1 Compare and contrast the types of organizational structures used in businesses.

Sample Performance Task

- Prepare the organizational structure for an employer in your community.

Standard 10.0

The student will analyze the role of human resources in a business organization.

The student will:

- 10.1 Examine the types of activities that occur in a human resources department.
- 10.2 Analyze methods of selecting new personnel and promoting, transferring, and releasing current personnel.
- 10.3 Analyze how laws and regulations affect a human resource department.
- 10.4 Compare employee benefits that may be available through an employer.

Sample Performance Task

- Student groups attempt to define the type of questions that may and may not be asked of a potential employee.

Standard 11.0

The student will consider the ways a manager can motivate through leadership.

The student will:

- 11.1 Analyze the needs of employees.
- 11.2 Discuss leadership skills integral to groups.
- 11.3 Evaluate strong leadership skills.



Sample Performance Task

- Students will debate the issues relating to employees establishing programs to meet the needs of the employee.

Standard 12.0

The student will examine ways to manage conflict and stress in the workplace.

The student will:

- 12.1 Demonstrate an understanding of the nature of conflict and the difference between beneficial and undesirable conflict.
- 12.2 Compare and contrast the methods of resolving conflict.

Sample Performance Task

- Present a conflict that occurred between two managers. Divide the class into groups to debate and devise methods of resolving the conflict. Compare and contrast the different solutions between each group.

Standard 13.0

The student will analyze how to bring together a diverse workforce.

The student will:

- 13.1 Define diversity and the importance of having it in an organization.
- 13.2 Determine the characteristics needed to bring together people from varying backgrounds in order to use their talents toward a common goal.

Sample Performance Task

- Analyze the diversity of the classroom and explore ways each student could offer different talents to tackle a problem.

Standard 14.0

The student will determine how to choose standards for both internal and external controls.

The student will:

- 14.1 Examine the basic steps in the process of controlling.
- 14.2 Analyze ways standards are used in a business.



Sample Performance Task

- The students will write standards they believe must be implemented in a classroom to assist the educational process. In-groups students can debate reasons some standards are more important than others.

Standard 15.0

The student will examine the need for continued professional development.

The student will:

- 15.1 Examine the necessity to continue the educational process after employment is found.
- 15.2 Assess the value of being a member of your professional organization.

Sample Performance Task

- Describe the condition of a business organization that refused to continue to attempt to improve itself.
- Research to determine what professional organizations meet in the area that relate to the student's field of interest.

Standard 16.0

The student will examine the legal and financial operations of a business.

The student will:

- 16.1 Analyze a company's legal structure.
- 16.2 Interpret the importance of copyrights, patents, and trademarks on a business.
- 16.3 Analyze key aspects of operating a business.
- 16.4 Analyze types of negotiable instruments.
- 16.5 Classify financial statements:
 - a. budgets, revenue, profits, income and expense statements (*CLE 3102.1.2, CLE 3103.1.2, CLE 3108.1.2*)
 - b. cost of goods sold or manufactured, etc. (*CLE 3102.5.2*)
 - c. cost of employees benefits (*CLE 3102.1.7, CLE 3103.1.7, CLE 3108.1.7*)
 - d. cost of property and employees safety (*CLE 3102.2.1*)
- 16.6 Debate the importance of a business plan.

Sample Performance Task

- Design a business plan for a virtual office.

