

# Business Management

## COURSE OUTLINE

**1. Course Title: Business Management**

**2. CBEDS Title: Business Management**

**3. CBEDS Number: 4637**

**4. Job Titles:**

Bill & Account Collector	Office Clerk
Billing & Posting Clerk and Machine Operator	Order Clerk
Brokerage Clerk	Procurement Clerk
Cashier	Production, Planning and Expediting Clerk
Counter & Rental Clerk	Purchasing Managers, Buyers and Purchasing Agent
Customer Service Representative	Receptionist
Data Entry & Information Processing Worker	Shipping & Receiving Clerk
File Clerk	Stock Clerk
Financial Clerk	Sales Representative
Human Resources Assistant	Sales Service Promoter
Information & Record Clerk	Shift Supervisor
Manager	Supervisor
Office & Administrative Support Worker	Teller

**5. Course Description:**

*This competency-based course trains students in business administration & management. This course will provide students with an understanding of the basic theories and principles by which businesses are organized and managed in modern society. They will demonstrate competency by analyzing management functions, principles, and processes that contribute to the achievement of organizational goals. Second semester students will understand the elements of a business plan and its effect on the success of small businesses. This course includes classroom instruction and business simulations.*

**Student Outcomes and Objectives:**

Students will:

1. Define and explain the major management functions.
2. Compare and contrast a variety of organizational structures.
3. Explain how economic and social changes affect businesses.
4. Describe methods, which an organization can use to effectively manage its personnel policies, practices and resources.
5. Examine the effects of domestic and international business on management practices.
6. Compare and contrast management styles.
7. Describe the planning and problem-solving process.
8. Explain the process that converts resources, such as labor and raw materials into finished goods and services.
9. Discuss the impact of research on business planning and development.
10. Demonstrate competency by preparing, describing and representing a business plan.

*Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology, and employment literacy.*

### **Pathway**

<b>Recommended Sequence</b>	<b>Courses</b>	
<b>Introductory</b>	Computer Foundations	
<b>Skill Building</b>	Computer Applications Multi Media & Desktop Publishing	Accounting 1 & 2 Entrepreneurship Retail Merchandising
<b>Advanced Skill</b>	<b>Business Management</b> or Accounting 3, 4 or Business Co-Op or Retail Co-op	

**6. Hours:** *Students receive up to 180 hours of classroom instruction.*

**7. Prerequisites:** Computer Foundations & Accounting

**8. Date (of creation/revision):** July 2010

## 9. Course Outline

<b>COURSE OUTLINE</b>				
Upon successful completion of this course, students will be able to demonstrate the following skills necessary for entry-level employment.				
<b>Instructional Units and Competencies</b>	<b>Course Hours</b>	<b>Model Curr. Standards</b>	<b>CA Academic Content Standards</b>	<b>CAHSEE</b>
<p><b>I. CAREER PREPARATION STANDARDS</b></p> <p><b>A. Career Planning and Management.</b></p> <ol style="list-style-type: none"> <li>1. Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.               <ol style="list-style-type: none"> <li>a. Students will identify skills needed for job success</li> <li>b. Students will identify the education and experience required for moving along a career ladder.</li> </ol> </li> <li>2. Understand the scope of career opportunities and know the requirements for education, training, and licensure.               <ol style="list-style-type: none"> <li>a. Students will describe how to find a job.</li> <li>b. Students will select two jobs in the field and map out a timeline for completing education and/or licensing requirements.</li> </ol> </li> <li>3. Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.               <ol style="list-style-type: none"> <li>a. Students will conduct a self—assessment and explain how professional qualifications affect career choices.</li> </ol> </li> <li>4. Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.               <ol style="list-style-type: none"> <li>a. Contact two professional organization and identify the steps to become a member.</li> </ol> </li> <li>5. Understand the past, present and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.               <ol style="list-style-type: none"> <li>a. Students will describe careers in the business industry sector.</li> <li>b. Students will identify work-related cultural differences to prepare for a global workplace.</li> </ol> </li> <li>6. Know the main strategies for self-promotion in the hiring process, such as completing job applications, resume writing, interviewing skills, and preparing a portfolio.               <ol style="list-style-type: none"> <li>a. Students will write and key a resume, cover letters, thank you letters, and job applications.</li> <li>b. Students will participate in mock job interviews.</li> </ol> </li> </ol> <p><b>B. Technology.</b></p> <ol style="list-style-type: none"> <li>1. Understand past, present and future technological advances as they relate to a chosen pathway.</li> <li>2. Understand the use of technological resources to gain access to, manipulate, and produce information, products and services.</li> <li>3. Understand the influence of current and emerging technology on selected segments of the economy.</li> <li>4. Use appropriate technology in the chosen career pathway.</li> </ol> <p><b>C. Problem solving and Critical Thinking.</b></p> <ol style="list-style-type: none"> <li>1. Apply appropriate problem-solving strategies and critical thinking to work-related issues and tasks.</li> <li>2. Understand the systematic problem-solving models that incorporate input, process, outcome and feedback components.</li> </ol>	<p>20</p> <p>Additional hours are integrated throughout the course.</p>	<p>Finance &amp; Business Industry Sector, Model Curriculum Standards</p> <p>3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0</p>	<p><u>Language Arts</u> (8)</p> <p>R 1.3, 2.6 W1.3, 2.5, LC 1.4,1.5 1.6 LS1.2, 1.3, (9/10) R2.1,2.3,2 W2.5 LC1.4 LS 1.1, 2.3 (11/12) R2.3 W2.5 LC1.2 <u>Math</u> (7) NS1.2, 1.7 MR 1.1,1.3 2.7,2.8, 3.1</p>	<p>Lang. Arts R 8.2.1 (9/10) R 2.1, 2.3 W2.5 Math (7) NS 1.2, 1.3, 1.7 MR 1.1, 2.1, 3.1</p>

<ul style="list-style-type: none"> <li>3. Use critical thinking skills to make informed decisions and solve problems.</li> <li>4. Apply decision-making skills to achieve balance in the multiple roles of personal, home, work and community life.</li> </ul> <p>D. Health and Safety.</p> <ul style="list-style-type: none"> <li>1. Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.</li> <li>2. Understand critical elements of health and safety practices related to a variety of business environments.</li> </ul> <p>E. Responsibility &amp; Flexibility.</p> <ul style="list-style-type: none"> <li>1. Understand the qualities and behaviors that constitute a positive and professional work demeanor.</li> <li>2. Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.</li> <li>3. Understand the need to adapt to varied roles and responsibilities.</li> <li>4. Understand that individual actions can affect the larger community.</li> </ul> <p>F. Ethics and Legal Responsibilities</p> <ul style="list-style-type: none"> <li>1. Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.</li> <li>2. Understand the concept and application of ethical and legal behavior consistent with workplace standards. <ul style="list-style-type: none"> <li>a. Contact a business and obtain a copy of their rules for employment.</li> <li>b. Role play difference ethical scenarios.</li> </ul> </li> <li>3. Understand the role of personal integrity and ethical behavior in the workplace.</li> </ul> <p>G. Leadership and Teamwork.</p> <ul style="list-style-type: none"> <li>1. Understand the characteristics and benefits of teamwork, leadership, citizenship in the school, community, and workplace settings.</li> <li>2. Understand the ways in which professional associations, such as FBLA and competitive career development activities enhance academic skills, career choices, and contribute to promote employability.</li> <li>3. Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.</li> <li>4. Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.</li> <li>5. Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.</li> </ul>				
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Instructional Units and Competencies	Hours	Model Curr. Standards.	CA Academic Standards	CAHSEE
<p><b>I. MANAGEMENT FUNCTIONS</b></p> <p><b>A. Planning</b></p> <ol style="list-style-type: none"> <li>1. Forecasting</li> <li>2. Strategic Planning</li> <li>3. Operational Planning</li> <li>4. Activity: create sales, production &amp; financial plans</li> </ol> <p><b>B. Leading</b></p> <ol style="list-style-type: none"> <li>1. Motivation</li> <li>2. Maslow's Hierarchy of Needs</li> <li>3. Styles &amp; forms</li> <li>4. Pitfalls</li> </ol> <p><b>C. Organizing</b></p> <ol style="list-style-type: none"> <li>1. Difference between 1st line &amp; senior management</li> <li>2. Centralized vs. decentralized</li> <li>3. Line vs. staff</li> <li>4. Managing in different structures</li> </ol> <p><b>D. Controlling</b></p> <ol style="list-style-type: none"> <li>1. Compare actual with desired performance</li> <li>2. Tools</li> <li>3. Tips</li> <li>4. Activity: create a sales analysis comparing forecast to actual results &amp; draw conclusions</li> </ol> <p><b>E. Projects demonstrating understanding of basic functions of management (small groups)</b></p> <ol style="list-style-type: none"> <li>1. Card House project</li> <li>2. Pumpkin Decorating project</li> </ol>	25	<p>Accounting Services Pathway A4.1, 4.4</p> <p>Business Financial Management Pathway C1.1, 1.2</p>	<p>ELA 9-10; R; 2.3, 2.5, 2.8 ELA 11-12; 2.1 – 2.6</p>	<p>(7) NS1.2, .3, .6, .7 (6)P3.5 (7)MR2.1 (10)WA1.1, .2; (8)R2.1 (10)R2.1, .5; (10)WS1.2, .9;</p>
<p><b>II. ORGANIZATIONAL STRUCTURE</b></p> <p><b>A. Organizational Theory</b></p> <p><b>B. Line and Staff Relationships</b></p> <p><b>C. Form and Function of Organizational Structures</b></p> <p><b>D. Classical Organizational Structures</b></p> <p><b>E. Team Management</b></p>	5	<p>Banking &amp; Related Services Pathway B2.3</p>		
<p><b>III. HUMAN RESOURCE MANAGEMENT</b></p> <p><b>A. Classical School</b></p> <p><b>B. Behavioral School</b></p> <p><b>C. Scientific Management School</b></p> <p><b>D. Systems School</b></p> <p><b>E. Activities: Maslow's Hierarchy of Needs</b></p>	10	<p>Banking &amp; Related Services Pathway B2.2</p>		

Instructional Units and Competencies	Hours	Model Curr. Standards.	CA Academic Standards	CAHSEE
<b>IV. CHANGE THEORY</b> A. Global Competition B. Global Economy C. Technology D. Diversity E. Historical Legislation F. Growing Legislation G. Expectations & Competencies	5		ELA 9-10; W; 1.3 – 1.7, 1.9 SS 12; E; 12.2.7 SS 12; E; 12.2.5 SS 12; E; 12.6.1 & 12.6.3	
<b>V. COMPETITION</b> A. Competition in Business & Economy B. Economic Principles of a Market Economy C. Controlling Business Power D. Forms of Business Ownership <ol style="list-style-type: none"> <li>1. Liability</li> <li>2. Taxation</li> <li>3. Pros &amp; cons</li> </ol>	5	Accounting Services Pathway A3.1 C1.3 C3.2		
<b>VI. HUMAN RESOURCE DEVELOPMENT &amp; MANAGEMENT</b> A. Define B. Employee Satisfaction C. Recruitment D. Hiring E. Managing Performance F. Training & Development	10	Banking & Related Services Pathway B2.2		
<b>VII. INTERNATIONAL BUSINESS</b> A. International Trade B. Barriers to International Trade C. Activity: International Customs D. Working in a Global Economy E. Cultural Bias F. Hoffstedes Dimensions of Culture G. Other Cultural Differences H. Learning from a Global Environment	10	Marketing Sales & Service Industry Sector  Business Financial Management Pathway C2.4  International Pathway C1.3, 2.6		
<b>VIII. COMPETING IN A GLOBAL MARKETPLACE</b> A. Working in a global economy B. Cultural bias C. Hoffstedes dimensions of culture D. Other cultural differences E. Learning from a global environment F. Activity: Doing Business Internationally: Some Management Tips	5	Marketing Sales & Service Industry Sector C1.2, C2.2		

Instructional Units and Competencies	Hours	Model Curr. Standards.	CA Academic Standards	CAHSEE
<p><b>IX. PRODUCTION &amp; OPERATIONS MANAGEMENT</b></p> <p>A. Production vs. Manufacturing</p> <ol style="list-style-type: none"> <li>1. Types of Manufacturing</li> <li>2. Improving Manufacturing</li> <li>3. Quality Manufacturing</li> </ol> <p>B. Service Businesses</p> <ol style="list-style-type: none"> <li>1. Characteristics of Service</li> <li>2. Operating Service Businesses</li> </ol> <p>C. Labor Resources</p> <p>D. Calculating Productivity</p>	10	<p>Business Financial Management Pathway C1.1, C1.2</p> <p>Entrepreneurship Pathway B5.4</p>	<p>ELA 9-10; LS; 1.1, 1.3, 1.4, 1.11, 1.12</p> <p>ELA 9-10; W; 2.5</p>	<p>M 6; SP; 1.1</p> <p>M 7; NS; 1.2, 1.3</p>
<p><b>X. POLICY &amp; STRATEGY FORMULATION</b></p> <p>A. Strategy vs. Policy</p> <p>B. SWOT analysis</p> <p>C. Scientific Problem Solving</p> <p>D. Goal vs. Budget</p> <p>E. Schedules, Procedures &amp; Standards</p>	10			
<p><b>XI. MARKETING</b></p> <p>A. Importance and Nature of Marketing</p> <p>B. Marketing Functions</p> <p>C. Marketing Concept</p> <p>D. Marketing Strategy</p> <p>E. Marketing Mix</p> <p>F. Marketing Plan</p> <p>G. Product Life Cycle</p> <p>H. Types of Consumer Products</p> <p>I. Successful Marketing Strategies</p> <p>J. Product Development and Distribution</p>	20	<p>Marketing Sales &amp; Service Industry Sector B4.2, B4.3</p>		
<p><b>XII BUSINESS SIMULATION</b></p> <p>A. Banking &amp; Bookkeeping</p> <p>B. Business Communication</p> <p>C. Payroll</p> <p>D. Accounts Payable &amp; Receivable</p> <p>E. Shipping &amp; Receiving</p> <p>F. Business Credit</p> <p>G. Advertising</p> <p>H. Human Resources</p>	30	<p>Accounting Services Pathway A2.6</p> <p>Marketing Sales &amp; Service Industry Sector B1.1 B1.2 B1.4</p>		

Instructional Units and Competencies	Hours	Model Curr. Standards.	CA Academic Standards	CAHSEE
<p><b>XII. BUSINESS PLANS</b></p> <ul style="list-style-type: none"> <li>A. Description of Business</li> <li>B. Setting Goals</li> <li>C. Marketing Plan</li> <li>D. Market Research</li> <li>E. Target Market</li> <li>F. Management Plan</li> <li>G. Organizational Chart</li> <li>H. Job Descriptions</li> <li>I. Financial Plan <ul style="list-style-type: none"> <li>1. Pro forma Cash Flow Statement</li> <li>2. Pro forma Income Statement</li> <li>3. Pro-forma Balance Sheet</li> </ul> </li> </ul>	15	<p>Entrepreneurship B2.0, B2.2, B2.3, B2.4, B2.5</p> <p>Business Financial Management Pathway C1.1, C2.1</p>		

10. Additional recommended/optional items

a. Articulation: None

b. Academic credit: None

c. Instructional strategies:

Methods of Instruction:

- a. Lecture
- b. Audio Visual Materials
- c. Research Readings and Written Presentations
- d. Homework Assignments
- e. Group & Individual Projects
- f. Discussion & Group Dynamics
- g. Quizzes, Tests, Performance Evaluations & Final Exam
- h. Guest Speakers & Projects
- i. Internet Exploration
- j. Extended Simulations

d. Instructional materials: None

e. Certificates: None