# Scope & Sequence

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| Course Name: Business Management **TSDS PEIMS Code:** 13012100 | | | **Course Credit:** 1.0  **Course Requirements:** Grade Placement 10-12.  **Prerequisites:** None. |
| **Course Description:** Business Management is designed to familiarize students with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills. | | | |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. | | | |
| **Total Number of Periods**  **Total Number of Minutes**  **Total Number of Hours** | 175 Periods  7,875 Minutes  131.25 Hours\* | \*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. | |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***  (assumes 45-minute periods)  Total minutes per unit | **TEKS Covered**  **130.139. (c) Knowledge and skills** | |
| **Unit 1: Professional Standards and Communication Skills**  Students will begin the course by discussing effective communication and collaboration skills, teamwork, professionalism, and the importance of demonstrating a positive, productive work ethic. Students will demonstrate these skills and attributes by creating and/or participating in diverse workplace vignettes/scenarios that highlight effective communication, professionalism, collaboration, and teamwork. Students will also participate in classroom activities, presentations, and/or discussions regarding how to recognize personal biases and stereotypes and how to assess personal strengths and weaknesses. Students will also discuss successful methods of time management and task completion in small groups and/or in other classroom activities. As a culminating activity for the unit, student teams will discuss, describe, and/or present summaries of effective communication and collaboration skills, teamwork, time management skills, and instructor expectations regarding classroom rules, schedules, and task completion. | 10 periods  450 minutes | (1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:  (A) communicate effectively with others using oral and written skills;  (B) demonstrate collaboration skills through teamwork;  (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;  (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;  (E) comply with all applicable rules, laws, and regulations; and  (F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results.  (8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:  (A) recognize personal biases and stereotypes;  (B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates;  (C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates;  (F) assess personal strengths and weaknesses; and  (G) develop personal traits and behaviors to foster career advancement. | |
| **Unit 2: Management**  Students will define and discuss terms, functions, and concepts of management. Students will develop, demonstrate, and/or apply their knowledge of management roles, influences, and functions in classroom activities, projects, and/or assignments. Students will create and/or use charts, text, diagrams, and/or illustrations to discuss the history and evolution of management and the management pyramid. | 20 periods  900 minutes | (2) The student demonstrates an understanding of the management concept. The student is expected to:  (A) define the term management;  (B) explain management functions, including planning, organizing, staffing, leading, and controlling;  (C) define the management pyramid;  (D) define the role of management;  (E) explain the history and evolution of management; and  (F) identify the external and internal environmental factors that influence management. | |
| **Unit 3: Ethics and Social Responsibility**  Students will define and discuss ethical workplace behavior and decision-making, social responsibility, and socially responsible management policies. Students will develop, demonstrate, and/or apply their knowledge of unit topics in classroom activities, projects, workplace vignettes/scenarios, and/or other assignments. Students will use appropriate online technology to find current events and/or contemporary cases dealing with ethics and social responsibility, and present their findings in small group discussions or other classroom activities. | 15 periods  675 minutes | (2) The student demonstrates an understanding of the management concept. The student is expected to:  (G) define ethical workplace behavior;  (H) summarize how to make ethical decisions;  (I) define social responsibility;  (J) explain how socially responsible management policies are initiated and implemented; and  (K) research contemporary cases dealing with ethics and social responsibility using appropriate online technology. | |
| **Unit 4: Planning and Decision-Making**  Students will define and discuss proper planning as well as types of planning, and identify steps of the management decision-making process. Students will develop, demonstrate, and/or apply their knowledge of unit topics in classroom activities, projects, workplace vignettes/scenarios, and/or other assignments. Students will use appropriate online technology to define and discuss how various businesses function in global environments, and present their findings in small group discussions and/or other classroom activities. | 15 periods  675 minutes | (3) The student recognizes the importance of planning in an organization. The student is expected to:  (A) define the term planning;  (B) explain the necessity of proper planning;  (C) define types of planning such as marketing, financial, and organizational;  (D) identify steps of the management decision-making process, including:  (i) identifying the problem or opportunity;  (ii) gathering relevant information or data;  (iii) determining alternative courses of action;  (iv) evaluating each alternative;  (v) computing an optimal decision;  (vi) implementing the chosen course of action; and  (vii) evaluating the decision feedback and determining if any changes are necessary;  (E) determine competitive advantage;  (F) establish organizational strategy;  (G) determine innovative strategies;  (H) identify the need for change;  (I) define global management; and  (J) explain how the organization will function in a global environment. | |
| **Unit 5: Organizations**  Students will define and discuss the concepts and importance as well as types of organizations. Students will develop, demonstrate, and/or apply their knowledge of unit topics in classroom activities, projects, workplace vignettes/scenarios, and/or other assignments. Students will create and/or use charts, diagrams, text, and/or illustrations to define and explain departmentalization and the chain of command, as well as to compare and explain the advantages and disadvantages of different types of organizations. Students will explain how to design an adaptive organization in classroom activities, projects, workplace vignettes/scenarios, and/or other assignments. | 15 periods  675 minutes | (4) The student recognizes the importance of organizations. The student is expected to:  (A) explain how to design an adaptive organization;  (B) define the concepts, methods, and types of departmentalization;  (C) define the chain of command;  (D) explain line authority;  (E) define staff authority;  (F) explain the advantages and disadvantages of different types of organizations, including line, line and staff, and matrix;  (G) define delegation in a management context;  (H) compare and contrast centralized and decentralized organizations;  (I) identify the concept of teams and teamwork; and  (J) define span of control or span of management. | |
| **Unit 6: Human Resources**  Students will define and discuss ethics in human resource issues, sexual harassment, federal employment laws, and employee recruitment, selection, and training. Students will explain the needs and benefits of a diverse workforce, the selection and training process of new employees, professional development, compensation, and the costs of employee turnover in classroom activities, projects, workplace vignettes/scenarios, and/or other assignments. Students will use appropriate online technology to research staffing recruitment, downsizing, and workplace diversity, and present their findings in small group discussions and/or other classroom activities. | 25 periods  1125 minutes | (5) The student explains the role of staffing within an organization. The student is expected to:  (A) describe ethics in human resource issues;  (B) explain or define the major federal employment laws;  (C) define adverse impact and employment discrimination;  (D) identify sexual harassment in the workplace;  (E) explain the methods of recruiting potential employees;  (F) define the selection process for new employees;  (G) explain the types of training needed for newly hired employees;  (H) define professional development in terms of current employees;  (I) explain employee compensation in a competitive environment;  (J) define the potential need for downsizing;  (K) rationalize the costs of employee turnover and what can be done to reduce turnover rate;  (L) explain the need and benefits of a diverse workforce; and  (M) research contemporary cases addressing recruitment, downsizing, and diversity using appropriate online resources. | |
| **Unit 7: Leadership and Project Management**  Students will be given examples of business projects to examine and discuss. Students will participate in classroom team activities, presentations, and/or discussions regarding leadership and project management processes, then successfully demonstrate and apply the project management processes from start to finish. Students will present and/or discuss their projects and how they improve workflow and/or minimize costs in simulated workplace/occupational scenarios with other students playing the roles of coworkers, supervisors, and subordinates. | 20 periods  900 minutes | (8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:  (C) identify and practice effective team-building skills involving situations with coworkers, supervisors, and subordinates;  (D) participate in leadership activities;  (9) The student demonstrates project-management skills to improve workflow and minimize costs. The student is expected to:  (A) initiate a project, which includes identifying resources needed for a project;  (B) develop a project plan;  (C) execute a project;  (D) monitor and control a project; and  (E) close a project. | |
| **Unit 8: Leadership Roles and Theories**  Students will define and discuss motivation, rewards, real and perceived inequities in the workplace, and the Expectancy Theory. Students will analyze the communication process and how to improve it as well as explain the qualities of leadership and the roles and traits of an effective leader in classroom activities, projects, workplace vignettes/scenarios, and/or other assignments. Students will create and/or use charts, text, diagrams, and/or illustrations to discuss and explain the different styles of leadership, and to compare and contrast formal and informal communication. | 15 periods  675 minutes | 6) The student demonstrates the qualities of leadership. The student is expected to:  (A) define motivation;  (B) distinguish between extrinsic and intrinsic rewards;  (C) explain how to address real or perceived inequities in the workplace;  (D) define the Expectancy Theory;  (E) explain how rewards and goals affect motivation;  (F) compare a leader to a manager;  (G) explain the roles of a leader;  (H) explain the traits of an effective leader;  (I) define the different styles of leadership, including autocratic, democratic, and free rein;  (J) explain when each style of leadership is appropriate;  (K) define the management communication process;  (L) explain the concept of employee perception;  (M) analyze the communication process;  (N) compare and contrast formal and informal communication; and  (O) explain how to improve communication within an organization. | |
| **Unit 9: Quality Control and Information**  Students will define and discuss the control process and the necessity of quality control. Students will learn and explain the importance of managing for productivity and growth and the importance of gathering and sharing information in classroom activities, projects, workplace vignettes/scenarios, and/or other assignments. Students will create and/or use charts, text, diagrams, and/or illustrations to discuss and explain the five primary control methods. | 15 periods  675 minutes | (7) The student understands the necessity of the control process. The student is expected to:  (A) examine the control process;  (B) illustrate the five primary control methods;  (C) explain the importance of quality control;  (D) define the strategic importance of management information;  (E) develop the importance of gathering and sharing information; and  (F) explain the importance of managing for productivity and growth. | |
| **Unit 10: Characteristics of Quality**  Students will define and discuss TQM, ISO standards, and quality-related characteristics for products and services. Students will learn and explain service operations and create a service quality survey in classroom activities, projects, workplace vignettes/scenarios, and/or other assignments. Students will create and/or use charts, diagrams, text, or illustrations to analyze manufacturing operations, define inventory in the management context, and explain the fiscal importance of controlling inventory. Students will use appropriate online technology to research and critique recent winners and to explain the Baldridge National Quality Award and the Deming Award, and then present and/or discuss their findings and opinions. | 15 periods  675 minutes | (7) The student understands the necessity of the control process. The student is expected to:  (G) define the quality-related characteristics for products;  (H) explain International Standards Organization (ISO) standards, including ISO 9000 and ISO 14000;  (I) define the quality-related characteristics for services;  (J) explain the Baldridge National Quality Award;  (K) explain the Deming Award;  (L) research and critique recent winners of the Baldridge awards using appropriate online technology;  (M) research and critique recent winners of the Deming award using appropriate online technology;  (N) define Total Quality Management;  (O) explain service operations;  (P) develop a service quality standards instrument such as a customer satisfaction survey or SERVQUAL survey;  (Q) analyze manufacturing operations;  (R) define inventory in the management context; and  (S) explain the fiscal importance of controlling inventory. | |
| **Unit 11: Career Development and Leadership Skills**  Students will research, explore, and discuss examples and benefits of CTSO and/or other extracurricular leadership and team-building student activities. Students will then prepare and effectively present brief oral and/or written reports on a CTSO or other extracurricular organization they are willing to join or are already participating in. Students will assess their own personal strengths, weaknesses, behaviors, and traits, and discuss how various personal traits and behaviors can positively and negatively affect career advancement. | 10 periods  450 minutes | (1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:  (A) communicate effectively with others using oral and written skills;  (8) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:  (D) participate in leadership activities;  (E) participate in career development activities;  (F) assess personal strengths and weaknesses; and  (G) develop personal traits and behaviors to foster career advancement. | |