

**DESE Model Curriculum: Business Management (CIP Code: 52.0701/52.0101)**

GRADE LEVEL/UNIT TITLE: 11-12/The Role of Workplace Expectations

<b>COURSE INTRODUCTION</b>		
<p>An instructional program that generally describes the planning, organizing and controlling of a business, including organizational and human aspects, with emphasis on various theories of management, the knowledge and understanding necessary for managing people and functions, and decision making.</p> <p>Business management prepares students for administrative and management occupations. Students learn to make decisions based on data, develop leadership skills, and select appropriate management styles for varying employment situations. Not only is this area of study vital to the development of all business students, it also provides skills and knowledge that can be used effectively on many occasions when professional management skills are needed.</p> <p>This course is designed to help students develop an understanding of skills and resources needed to manage a business. Instruction includes a general overview of American business, forms of business ownership, personnel management, labor-management relations, public and human relations, taxation, and government regulations. The use of computers and software as tools in making business decisions in areas such as accounting, sales analysis, and inventory control is also introduced.</p>		
<b>UNIT DESCRIPTION</b>	<b>SUGGESTED UNIT TIMELINE</b>	
Students will learn how to actively problem solve and work as a team member in a workplace environment.	1 week	
	<b>CLASS PERIOD (min.)</b>	
	50 minutes	
<b>ESSENTIAL QUESTIONS</b>		
<ol style="list-style-type: none"> <li>How does the ability to problem solve apply to the real world?</li> <li>What is the value of negotiation?</li> <li>Why is it important to work with customers to satisfy needs?</li> <li>Why is it important to work with others from diverse backgrounds?</li> </ol>		
<b>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</b>	<b>MBA RESEARCH STANDARDS</b>	<b>DOK</b>
1. Work cooperatively with others by contributing and accepting ideas, suggestions, and effort	<ol style="list-style-type: none"> <li>Understands the concepts, strategies, and systems used to obtain and convey ideas and information.</li> <li>Understands the techniques and strategies used to foster positive, ongoing relationships with customers.</li> </ol>	2
2. Use problem-solving techniques in dealing with others	<ol style="list-style-type: none"> <li>Understands the techniques and strategies used to foster positive, ongoing relationships with customers.</li> </ol>	3

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3. Use negotiation skills to resolve conflicts	1. Understands the concepts, strategies, and systems used to obtain and convey ideas and information. 2. Understands the techniques and strategies used to foster positive, ongoing relationships with customers.	4
4. Justify viewpoint logically and appropriately	1. Understands the concepts, strategies, and systems used to obtain and convey ideas and information. 2. Understands the techniques and strategies used to foster positive, ongoing relationships with customers.	3
5. Demonstrate credibility through competence and integrity	1. Understands the techniques and strategies used to foster positive, ongoing relationships with customers.	3
6. Describe ways to satisfy clients' or customers' needs	1. Understands the concepts, strategies, and systems used to obtain and convey ideas and information. 2. Understands the techniques and strategies used to foster positive, ongoing relationships with customers.	2
<b>ASSESSMENT DESCRIPTIONS</b>		
1. Group Problem Solving Rubric: as a group, students will problem solve FBLA or DECA workplace scenarios. <a href="http://museumca.org/goldrush/curriculum/we_accuse/tgroup rubric.html">http://museumca.org/goldrush/curriculum/we_accuse/tgroup rubric.html</a>		
2. Skit Creation Rubric: students will be divided into groups to create a skit that demonstrates a problem in the workplace. <a href="http://www.lecs.org/pdf/spjoerg.pdf">www.lecs.org/pdf/spjoerg.pdf</a>		
<b>OBJ. #</b>	<b>INSTRUCTIONAL STRATEGIES</b>	
1-4, 6	1. Teacher led instruction, cooperative learning, student research.	
5, 6	2. Cooperative learning, role plays	
<b>OBJ. #</b>	<b>INSTRUCTIONAL ACTIVITIES</b>	
1-4, 6	1. Students, as a group, will be given a DECA or FBLA role-play situation to solve common workplace scenarios (i.e. sexual harassment, employee theft, employee relationships, bullying). Students should be able to discuss problem-solving techniques with class.	
5, 6	2. Students will be divided into groups of 3-4 persons. Students will create a skit demonstrating a situation that satisfies clients' or customers' needs. (i.e. Susie purchased a cell phone case that was advertised as water proof, however, in an incident, Susie realized it was not. She was very dissatisfied with the product and has requested a refund.)	
<b>UNIT RESOURCES</b>		
1. Group Problem Solving Rubric: <a href="http://museumca.org/goldrush/curriculum/we_accuse/tgroup rubric.html">http://museumca.org/goldrush/curriculum/we_accuse/tgroup rubric.html</a>		
2. Skit Creation Rubric: <a href="http://www.lecs.org/pdf/spjoerg.pdf">www.lecs.org/pdf/spjoerg.pdf</a>		