

## 751 Business Management & Marketing

**GRADE:** 11 & 12

**LEVEL:** 1

**CREDITS:** 5

**PREREQUISITES:** None

**BASIC TEXT:** Business Management, Glencoe McGraw-Hill, 2001

### **SUPPLEMENTAL**

**READINGS:** Selected newspaper articles  
Selected case studies from text  
Selected case studies from additional textbooks  
Selected articles from Web  
DECA case study/role plays

### **REQUIRED MATERIALS:**

Daily newspaper access  
Computer/Internet access  
Computer software programs  
Notebook and writing implement

**COURSE DESCRIPTION:** Business Management & Marketing is a highly intensive course concentrating on the analysis, planning and controlling of marketing problems. Topics will include analyzing business opportunities, planning a marketing program, international marketing and marketing in the contemporary environment. Students in this course have the opportunity to participate in DECA, an association of marketing students. This course is recommended for students thinking of a career in business management, marketing, or management analysis, as well as being a management consultant, or owning your own business.

**MISSION RELATED GOALS:** Academic excellence  
Intellectual curiosity  
Respect for others  
Self-confidence  
Foster communication  
Foster problem solving skills

## **STUDENT EXPECTATIONS FOR LEARNING ADDRESSED:**

### Communicate effectively

Students will be able to communicate effectively by listening actively, reading, speaking and writing in addition to the use of technology.

### Solve complex problems

Students will be able to solve complex problems through defining the problem, locating the appropriate sequences required to solve the problem, then verifying a reasonable solution to the problem. Students will also be able to demonstrate and apply a working knowledge of compare, contrast, infer, analyze, and evaluation concepts.

### Work with others toward a common goal

Students will be able to work within a group setting in completing goals. Students will be able to display interpersonal skills, perform individual goals within the group to contribute to the completion of the groups goals, as well as being able to both peer and self assess each other.

### Respect the rights of others

Students will be able to show the respect for the rights of others during class discussions as well as during participation when working in a team setting. During both individual and team related activities, students will have the opportunity to listen to and respect the rights of others regardless of whether or not they agree or disagree with that persons' opinion. This is an occurrence that will take place daily.

### Contribute to the community and global society

Students will be able to contribute to the community and global society through their participation in several DECA related community activities. Some of these activities will include the annual fashion show, which raises funds for the Muscular Dystrophy Association as well as several fundraisers for the local 9-11 Memorial Fund.

### Exercise life skills that promote personal growth

Students will be able to exercise life skills that promote personal growth through self-evaluation and assessment of projects and tasks throughout the school year. Students will also be expected to self-analyze in the process of creating a resume for themselves, which will include personal strengths. Students are asked in the beginning of the course to set goals which they hope to achieve as a result of the class as well and at the end of the semester these goals will be examined to determine whether or not they were met.

**GENERAL PERFORMANCE OBJECTIVES:** Students will have an advanced knowledge and understanding of marketing and marketing concepts. They will be able to apply marketing concepts to several different selling activities. Students will have the opportunity to put their academic learning into a business situation in planning, organizing, and producing a student fashions show. Students will also be able to make oral presentations following a written research paper. Students will also obtain the necessary knowledge and understanding of marketing concepts and ideas to continue on with further education courses in marketing and business concepts at both the secondary and collegiate level of studies.

**MASSACHUSETTS FRAMEWORKS STRANDS:** No specific state framework strands listed for Marketing education.

**CURRICULUM FRAMEWORK LEARNING STANDARDS:**

- \* Demonstrate proficiency in all marketing concepts.
- \* Demonstrated proficiency in the use of computers.
- \* Demonstrates responsibility use of technology.
- \* Demonstrate ability in using technology for research, problem solving, and communication.

**UNITS AND THEMES:**

- Unit 1 – Management Today
- Unit 2 – The Management Environment
- Unit 3 – Foundation Skills
- Unit 4 – Planning Skills
- Unit 5 – Organizing skills

**UNITS AND THEMES:**

Introduction To Management

- \* Be able to recognize and discuss changes taking place in the business world today.
- \* Define and explain the importance of management within a business.
- \* Define and explain what entrepreneurship is.
- \* Be able to discuss the role of women and minorities in business today.

The Management Movement

- \* Explain how the U.S. economy changes during the nineteenth and early twentieth century.
- \* Identify and define the various theories of management.
- \* Explain the Japanese and American business practices and how they are similar and how they are different.
- \* Explain how these differences and similarities have combined to create a Theory Z management style.

Careers In Management

- \* Explain the difference between a job and a career.
- \* Discuss how personal characteristics, values, and lifestyle goals influence career decisions.
- \* Be able to set career goals and create a road map on how to achieve them.
- \* Have the ability to research and find job opportunities.
- \* Be able to write a resume and cover letter for a job.

## **UNITS AND THEMES (Cont.):**

### Ethics and Social Responsibility

- \* Explain why ethics are important in business.
- \* Describe what a code of ethics is.
- \* Discuss ethical dilemmas.
- \* Describe laws that deal with ethical issues.
- \* Explain the change in corporations' views of social responsibility.

### Businesses, Workers, and The Law

- \* Identify the different kinds of laws that affect businesses.
- \* Describe the different kinds of laws that protect workers on the job.
- \* Explain how tax laws affect business profits.
- \* Explain the differences between copyrights, patents, and trademarks.
- \* Describe the different laws that protect workers on the job.
- \* Explain the importance of the National Labor Relations Act.

### Economics

- \* Explain the concepts of scarcity and opportunity cost.
- \* Recognize how supply and demand work to determine price.
- \* Understand why businesses contract and expand during different phases of the business cycle.

### International Business

- \* Explain why countries trade.
- \* Explain why countries export and import.
- \* Explain how and why countries restrict international trade.
- \* Describe the strategies organizations use to compete in the global economy.

### Decision-Making Skills

- \* Explain the differences between intuitive and rational decision making.
- \* List various factors, conditions, risks, and values affecting decision making.
- \* Describe the advantages and disadvantages of group decision making.
- \* Name the different ways managers go about making decisions.
- \* Discuss how to make creative and effective decisions.

## **UNITS AND THEMES (Cont.):**

### Communication Skills

- \* Understand why business managers need effective communication skills.
- \* List the skills needed to listen actively.
- \* Name the five ways that business managers can improve their writing.
- \* Name four ways that business managers can improve their oral communication skills.
- \* Identify which form of communication is appropriate in different business situations.

### Planning and Strategic Management

- \* Explain the differences between formal and functional plans.
- \* Recognize the differences between strategic planning and operational planning.
- \* Discuss the differences among missions, goals, policies, procedures, and rules.
- \* Understand the role of SWOT analysis in planning and strategic management.
- \* Discuss the organizational factors that need evaluation in implementing strategic plans.

### Operations Management and Planning

- \* Explain what operations managers do.
- \* Explain the differences between a continuous-flow and an intermittent-flow operating system.
- \* Name four ways businesses use computers to help them design, engineer, and manufacture products.
- \* Describe the factors managers must consider in choosing a site for their facilities.
- \* Describe the three kinds of facilities layouts.

### Organizing and Work

- \* Recognize the reasons for organizing work.
- \* Understand how businesses prevent their workers from losing interest in their jobs.
- \* Explain why managers need to delegate authority and responsibility.

### Organizational Structure

- \* Know how to read and understand and organizational chart.
- \* List the four types of organizational structures and explain the advantages and disadvantages of each.
- \* Name the factors that affect the type of structure an organization adopts.
- \* Describe the roles of the chief executive officer and the board of directors.

## UNITS AND THEMES (Cont.):

### Understanding Work Groups

- \* Explain the difference between formal and informal work groups.
- \* Discuss group norms, group cohesiveness, and group conformity.
- \* Understand why individuals conform to group norms.
- \* Recognize the importance of work groups to an organization.
- \* Suggest ways to build effective work groups.

### Working With Employees

- \* Understand the methods that organizations use to select employees.
- \* Explain the difference between a transfer, promotion, and separation.
- \* Identify different methods of training employees.
- \* Understand the methods that organizations use to measure performance.
- \* Explain the process of Management By Objectives.
- \* Understand the importance of rewarding employees.

## COURSE OUTLINE:

<u>Semester I</u>		<u>Semester II</u>
Introduction to Course-Expectations	<b>Week 1</b>	CH: 8 Decision-Making Skills
CH: 1 Introduction To Management	<b>Week 2</b>	CH: 9 Communication Skills
CH: 2 The Management Movement	<b>Week 3</b>	CH: 9 Communication Skills
CH: 3 Careers In Management	<b>Week 4</b>	CH: 10 Planning & Strategic Mgmt.
CH: 4 Ethics and Social Responsibility	<b>Week 5</b>	CH: 11 Operations Mgmt. & Planning
CH: 5 Businesses, Workers, and The Law	<b>Week 6</b>	CH: 12 Organizing and Work
CH: 6 Economics	<b>Week 7</b>	CH: 13 Organizational Structure
CH: 7 International Business	<b>Week 8</b>	CH: 14 Understanding Work Groups
CH: 7 International Business	<b>Week 9</b>	CH: 15 Working With Employees
Review and Give Mid Term Exam	<b>Week 10</b>	Review and Give Mid Term Exam

## SUGGESTED INSTRUCTIONAL STRATEGIES:

Teacher lectures  
Student discussions of materials  
Student lecture/teaching  
Interactive discussions  
Video presentations

## SUGGESTED INTEGRATED ACTIVITIES:

Fashion Show Preparation  
Stock Market Game  
School Store Observation  
Current Event Presentations  
Business Report Project  
DECA Conference participation

## USE OF TOOLS/TECHNOLOGY:

Computer Technology  
Internet/Web Research  
Microsoft Word  
Microsoft Excel  
Microsoft Power Point

## ASSESSMENT TECHNIQUES:

All assessment follows the school wide rubric.  
Written Tests  
Written Quizzes  
Written Reports  
Oral Presentations  
Class Participation  
Homework Assignments

Students **Term Grade** is to be determined to include the following breakdown

Test	35%
Quizzes	15%
Homework	20%
Participation	10%
Projects	20%
<b>Total</b>	<b>100%</b>

Students **FINAL Semester Grade** is to be determined to include the following breakdown

Term 1 Grade	40%
Term 2 Grade	40%
Mid Term Exam	10%
Final Exam	10%
<b>Total</b>	<b>100%</b>