

## DESE Model Curriculum

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

Course Code: 040005/034301

CIP Code: 52.0701/52.0101

### **COURSE INTRODUCTION:**

**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.**

**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.**

**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.**

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<p><b>UNIT DESCRIPTION:</b></p> <p>Students will learn how to actively problem solve and work as a team member in a workplace environment.</p>		<p><b>SUGGESTED UNIT TIMELINE: 1 WEEK</b></p> <p><b>CLASS PERIOD (min.): 50 MINUTES</b></p>			
<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. How does the ability to problem solve apply to the real world?</li> <li>2. What is the value of negotiation?</li> <li>3. Why is it important to work with customer's to satisfy needs?</li> <li>4. Why is it important to work with others from diverse backgrounds?</li> </ol>					
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS			
		National Business Education Standards	CCSS	MBA Research Standards	DOK
<ol style="list-style-type: none"> <li>1. Work cooperatively with others by contributing and accepting ideas, suggestions, and effort</li> </ol>		<p><b>Communication I.B.4.1</b></p>	<p><b>SL.11-12.4</b></p>	<p><b>Understands the concepts, strategies, and systems used to obtain and convey ideas and information.</b></p> <p><b>Understands the techniques and strategies used to foster</b></p>	<p><b>2</b></p>

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				positive, ongoing relationships with customers.	
2. Use problem-solving techniques in dealing with others		Communication II.B.1.4 Communication II.B.4.4	SL.11-12.1.b SL.11-12.4	Understands the techniques and strategies used to foster positive, ongoing relationships with customers.	3
3. Use negotiation skills to resolve conflicts		Communication III.B.3.7	SL.11-12.4	Understands the concepts, strategies, and systems used to obtain and convey ideas and information.  Understands the techniques and strategies used to foster positive, ongoing relationships with	4

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				<b>customers.</b>	
4. Justify viewpoint logically and appropriately		<b>Communication II.B.3.6</b>	<b>SL.11-12.4</b>	<b>Understands the concepts, strategies, and systems used to obtain and convey ideas and information.</b>  <b>Understands the techniques and strategies used to foster positive, ongoing relationships with customers.</b>	<b>3</b>
5. Demonstrate credibility through competence and integrity		<b>Career Development III.B.2.2</b>	<b>SL.11-12.1.B SL.11-12.4</b>	<b>Understands the techniques and strategies used to foster positive, ongoing relationships with customers.</b>	<b>3</b>
6. Describe ways to satisfy clients' or customers' needs		<b>Communication I.B.2.2</b>	<b>SL.11-12.4</b>	<b>Understands the concepts,</b>	<b>2</b>

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		<b>Management V.A.2.3 Career Development III.B.3.4</b>	<b>strategies, and systems used to obtain and convey ideas and information.  Understands the techniques and strategies used to foster positive, ongoing relationships with customers.</b>
<p><b>ASSESSMENT DESCRIPTIONS*:</b> (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc. )</p> <p><b>Group Problem Solving Rubric:</b> as a group, students will problem solve FBLA or DECA workplace scenarios.  <a href="http://museumca.org/goldrush/curriculum/we_accuse/tgrouprubric.html">http://museumca.org/goldrush/curriculum/we_accuse/tgrouprubric.html</a></p> <p><b>Skit Creation Rubric:</b> 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></p> <p><b>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above ( i.e., Grade Level/Course Title/Course Code, Unit #.)</b></p>			
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>		
1, 2, 3, 4, 6	<b>1. Teacher led instruction, cooperative learning, student research.</b>		
5, 6	<b>2. Cooperative learning, role plays</b>		

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Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1, 2, 3, 4, 6	<p><b>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.</b></p>
5, 6	<p><b>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></p>
<p><b>UNIT RESOURCES: (include internet addresses for linking)</b></p> <p>Additional problem solving activities can be found at: <a href="http://www.learningforlife.org/exploring-resources/99-720/x09.pdf">http://www.learningforlife.org/exploring-resources/99-720/x09.pdf</a></p> <p>Problem solving steps: <a href="http://academic.cuesta.edu/acasupp/as/407.htm">http://academic.cuesta.edu/acasupp/as/407.htm</a></p> <p>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></p> <p>Skit Creation Rubric: <a href="http://www.lecs.org/pdf/spjoerg.pdf">www.lecs.org/pdf/spjoerg.pdf</a></p> <p><b>Resources @ MCCE:</b></p> <p><b>BE 13.1303 B585 - Don't Take the Last Donut: New Rules of Business Etiquette</b>            Judith Bowman            FRANKLIN LAKES, NJ, CAREER PRESS, 2007.            BOOK — This book provides the reader with the tools needed to be confident in any business setting?from pitch to presentation, from networking to contract negotiations, and everything in between. Adresses the art of small talk, the protocol of the perfect business introduction, and the many nuances of the business lunch. Included are: The protocol of the proper business introduction; The art of creating a positive first impression; Tips for fool-proof small talk; How to manage an awkward moment; How to gracefully work a room; The vast differences in rules of etiquette around the world.</p> <p><b>BE DVD ROM 16.1 - Manners for the Real World: Basic Social Skills, Revised 2008</b>            Coulter Video, Inc.            WINSTON SALEM, NC, COULTER VIDEO, INC., 2004.            DVD ROM — This program demonstrates how to act during some of the most common interactions between people. Designed for ages from</p>	

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upper elementary school through adult, it features descriptions and demonstrations of appropriate behavior in the areas of: personal hygiene; conversations; introductions; telephone and Internet use; table manners; behavior for ladies and gentlemen; manners in public; serving as a host; being a guest. Each topic is discussed in a segment with a review of key points at the end. Upper elementary school - adult. 44 minutes.

### **BE DVD ROM 16.2 - Every Call Counts**

Cambridge Educational

MONMOUTH JUNCTION, NJ, CAMBRIDGE EDUCATIONAL, 2003.

DVD ROM — This program combines real-world workplace scenarios with up-to-date "how to" narratives to illustrate key concepts and skills for proper telephone techniques. A strong base of communication etiquette is developed through a series of telephone Dos and Don'ts. Students will learn how to deliver the perfect greeting, screen calls, handle irate callers, transfer callers, and use voicemail. 34 minutes.

### **BE DVD ROM 16.4 - Manners At Work**

Learning Seed

CHICAGO, IL, LEARNING SEED, 2006.

DVD ROM — Good manners are good business, because they make people want to work with you. Etiquette isn't merely about being "nice," it's about being effective in the corporate world. Learn: Making and acknowledging introductions; Proper etiquette up and down the organizational hierarchy; Cubicle courtesies; How to shake hands; Getting along with office co-workers; Electronic etiquette, using cell phones, camera phones, voicemail, and e-mail; Sharing office space and equipment. 20 Minutes

### **BE DVD ROM 16.7 - Office Etiquette**

The School Company

VANCOUVER, WA, THE SCHOOL COMPANY, 2004.

DVD ROM — This program points out where the rules of social and office etiquette differ and suggests ways to ensure grace and smooth functioning in a variety of situations. Polite behavior and proper office etiquette can help provide a sense of confidence in business situations. 6 minutes.

### **BE VIDEO 15 - Business Etiquette: Maximizing Your Opportunity for a Successful Career**

Diamond Educational Productions

COLUMBUS, OH, DIAMOND EDUCATIONAL PRODUCTIONS, 2005.

VIDEO — Business notables address the various facets of proper business etiquette and how it can maximize one's potential for success.

Appropriate dress for the industry, acceptable business behavior, and global relationships are addressed. High School, Post-secondary, Adult 25 minutes

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### **MCE 11.0111 MERC 1 - Human Relations**

Marketing Education Resource Center

COLUMBUS, OHIO, MARKETING EDUCATION RESOURCE CENTER, 2003.

BOOK — Leadership, Attitude and Performance Module. This instructional module contains student booklets and teaching guides with comprehensive lesson plans/teaching guides. This instructional module contains Initiative, Positive Attitude, Adjusting to Change, Goal Setting, Orderly and Systematic Behavior, Handling Feedback, Self-Understanding, Human Relations, Work Ethics, Customer-Service Mindset, Interest and Enthusiasm, Honesty and Integrity, Self-Control and Empathy.

### **MCE DVD ROM 39 - Jane Handly: Would You Do Business With You?**

Jane Handly

WATERFORD, MI, SEMINARS ON DVD, 2005.

DVD ROM — Jane Handly is a speaker, trainer & consultant in the area of customer service & retention. She teaches practical ideas on exceeding expectations, handling difficult situations, increasing internal team work, boosting sales and much more. As dynamic as she is down to earth, her unique style captivates and motivates people to go the extra mile to wow their customers. Part one - 40 minutes, Part two - 38 minutes.

### **MCE DVD ROM 43 - Michael Wickett: Creating Customers for Life**

Michael Wickett

WATERFORD, MI, SEMINARS ON DVD, 2006.

DVD ROM — This program delivers practical and powerful strategies for connecting with customers at a deeper level through questions, listening, and communication excellence. In this program you'll learn: How to ask the most important questions at the right time; Turn customers into walking testimonials; Receive high quality, honest answers to your questions; Outsmart the competition with clever sales ideas; Strengthen relationships by supporting people's aliveness. One hour 32 minutes.

### **MCE DVD ROM 8 - Managing Difficult Situations**

Films for the Humanities & Sciences

PRINCETON, NJ, FILMS FOR THE HUMANITIES & SCIENCES, 2003.

DVD ROM — The customer is not always right, but the customer's needs remain the number one priority. This program moves beyond the fundamentals of good customer service to the problems of dealing with more complex and difficult situations: How do you satisfy customers who want something you cannot give them? How do you work out a deal with a customer when you cannot agree on the terms? What are the most effective ways of dealing with angry customers? 20 minutes.

### **BE 13.1397 F61 - 25 Problem-Solving & Decision-Making Activities**

Dave Francis & Mike Woodcock



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ENGLAND, UK, GOWER PUBLISHING LTD, 2004.

BOOK — Based on a systematic, 8-step approach to problem solving and decision making, this collection offers 25 experiential activities for skill development.

### **BE 13.1397 M11 - Problem Solving, 2nd Edition**

Dandi Daley Mackall

NEW YORK, NY, FERGUSON, 2004.

BOOK — A problem solver is a valuable and highly sought-after person in today's complex workplace. This book illustrates the difference between scientific and creative problem-solving techniques and outlines a five-step problem-solving process that can apply to almost any situation.

### **G&C VIDEO 2 - Life Steps with Michael Pritchard: Creative Problem Solving**

Heartland Media

SAN FRANCISCO, CA, HEARTLAND MEDIA, 2003.

VIDEO — Teens discover positive ways to assert themselves, express complaints, handle misunderstandings and block rumors. They learn specific social skills - mediation, negotiation, active listening, and messages - and how to apply these skills to cooperative-learning groups and student-led activities. 30 minutes.