Unit 4: Leadership & Management

Content Area: **Business Management and Information**
Course(s):
Time Period: **Marking Period 1**
Length: **2-3 Weeks**
Status: **Published**

Summary

Introduction to Business is the first course in the Business Management & Information Systems recommended sequence and is intended to expose students to the foundations of the world of business. This unit is part of the larger aforementioned course sequence and specifically focuses on leadership and management where students will understand the actions that managers and leaders take can directly determine the success of a business. By the end of this unit, students will be able to evaluate various leadership styles in accomplishing different business goals; discuss the difference between management, power, leadership, and influence; and develop a management plan in order to efficiently oversee all aspects of a business.

Students in Business Management and Information Systems classes develop skills that are intended to give them a competitive advantage in the workplace. Through the study of core business topics and current events, this curriculum encourages students to refine their speaking and listening skills, collaborate with their peers, and explore and research potential career paths.

Revised: August 2021

Standards

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.

9.3.12.BM.1	Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
9.3.12.BM.3	Explore, develop and apply strategies for ensuring a successful business career.
9.3.12.BM.4	Identify, demonstrate and implement solutions in managing effective business customer relationships.
9.3.12.BM-ADM.2	Access, evaluate and disseminate information for business decision making.
9.3.12.BM-BIM.3	Access, evaluate and disseminate information for business decision making.
12.9.3.IT.1	Demonstrate effective professional communication skills and practices that enable positive customer relationships.

LA.11-12.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.11-12.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.11-12.RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.11-12.SL.11-12.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
LA.11-12.SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LA.11-12.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.11-12.ELA.EE.L.11-12.6	Use general academic and domain-specific words and phrases across contexts.
LA.11-12.ELA.EE.W.11-12.7	Conduct research projects to answer questions posed by self and others using multiple sources of information.
LA.11-12.ELA.EE.W.11-12.8	Write answers to research questions by selecting relevant information from multiple resources.
LA.11-12.ELA.EE.RI.11-12.1	Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.
LA.11-12.ELA.EE.SL.11-12.1.a	Prepare for discussions by collecting information on the topic.
LA.11-12.ELA.EE.SL.11-12.1.c	Ask and answer questions to verify or clarify own ideas and understandings during a discussion.
LA.11-12.ELA.EE.SL.11-12.1.d	Respond to agreements and disagreements in a discussion.
LA.11-12.ELA.EE.SL.11-12.2	Determine the credibility and accuracy of information presented across diverse media or formats.
LA.11-12.ELA.EE.SL.11-12.4	Present an argument on a topic using an organization appropriate to the purpose, audience, and task.
BUS.9-12.9.4.12.D.(3).3	Demonstrate knowledge of day-to-day business functions that ensure continued business operations.
BUS.9-12.9.4.12.D.6	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
BUS.9-12.9.4.12.D.7	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.
BUS.9-12.9.4.12.D.8	Locate, organize, and reference written information from various sources to communicate with others.
BUS.9-12.9.4.12.D.9	Evaluate and use information resources to accomplish specific occupational tasks.
BUS.9-12.9.4.12.D.11	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
BUS.9-12.9.4.12.D.13	Apply active listening skills to obtain and clarify information.
BUS.9-12.9.4.12.D.14	Develop and interpret tables, charts, and figures to support written and oral communications.

BUS.9-12.9.4.12.D.15	Listen to and speak with diverse individuals to enhance communication skills.
BUS.9-12.9.4.12.D.44	Employ leadership skills to accomplish goals and objectives.
PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.6	Summarize the financial risks and benefits of entrepreneurship as a career choice.
PFL.9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

Objectives

Students will know:

- Vocabulary: management, planning, organizing, organizational chart, top-level management, middle manager, operational manager, leading, controlling, line authority, line and staff authority, centralized organization, decentralized organization, departmentalization, entry-level job
- Effective management is what unites a company and can lead to the success of a business
- Management includes planning, organizing, leading, directing and controlling
- There are many different leadership and management styles (ex: autocratic vs. authoritative)
- An important aspect of management is allocating limited resources efficiently

Students will be skilled at:

- Evaluating various leadership styles in accomplishing different business goals
- Discussing the difference between management, power, leadership, and influence
- How to develop a management plan in order to efficiently oversee all aspects of a business
- Analyzing how different leaders plan, organize, lead, direct, and control in order increase productivity and profits

Learning Plan

The learning plan includes, but is not limited to the following:

- Preview the essential questions and connect to learning
- Throughout the unit, students will analyze current business articles and videos that relate to the topics covered.
- Teacher will lead a discussion about management versus leadership emphasizing how one can be a manager, but not necessarily a leader - create a Venn-diagram to illustrate the similarities and differences
- In groups, students will look at a local grocery store and identify different elements required to manage it
- Teacher will lead a discussion about different leadership styles and what leadership style the students prefer and/or think is the most effective

- Explain that managers need to set and plan realistic goals - students will brainstorm how managers use resources to make their goals possible by examining different hypothetical situations
- Teacher will lead discussion regarding levels of management and skills necessary for management
- Students will set SMART goals for themselves for the short term and long term
- Teacher will provide students challenging situations that managers often face - in groups, they will need to develop solutions and associated rationale (ex. A company is experiencing cash flow problems and needs to cut expenses. The manager is considering laying off employees as a result).
- Students will make an organizational chart of Cranford High School and then examine organizational charts for other companies
- Students will watch leadership and management speeches from successful leaders - they will identify common themes and analyze why these leadership styles might yield success
- Students will watch "Simon Sinek: How Great Leaders Inspire Action" - teacher will lead discussion about leadership and how to be a successful leader
- Teacher will lead discussion about how managers are held responsible if an employee does something harmful to the business
- Students will research a successful leader and what made them a great leader
- Students will watch TED talk Simon Sinek "Why Good Leaders Make You Feel Safe"
- Administer Unit Four Test

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, self and peer review, think-pair-share activities, creating visual representations film analysis, Socratic seminars, small group discussions, simulations, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List

The following are approved resources that teachers can include to further unit related objectives:

Why good leaders make you feel safe- Simon Sinek

How great leaders inspire action- Simon Sinek

Management Tutorial – Pick the Right Management Style for You

Steve Jobs talks about managing people

The Puzzle of Motivation

[The difference between Winning and Succeeding](#)

[7 Most Common Leadership Styles](#)

[Management Is 10% Work And 90% People](#)

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Assessments

When taking a Business Management and Information Technology course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

Exit Tickets, Discussions/classwork, Managing a grocery store assignment, Cranford High School organizational chart

Summative Assessments:

Setting goals and allocating resources assignment, Research successful leader project, Unit 4 Test

Alternative Assessment:

Students can idenitfy people that are in leadership roles in their lives. They may write an analysis of why they see these people as leaders explaining the strengths these leaders have and the common skills which makes them good at what they do. They may compare and contrast how these people lead and why they believe they are successful leaders.

Benchmark Assessments:

DECA Case Studies

Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1g8M7CZ5VVwvFk2Ay9DZbjdewOYDyNOzpNeEBgSXPvr0/edit?usp=sharing

These additional strategies are helpful when learning Business Management and Information Systems content and skills:

- Highlighter for close reading and annotation strategies
- Bolded terms in directions
- Reading texts aloud for students to assist in comprehension and analysis
- Providing opportunities for text-to-speech for written responses.
- Use visual presentations of all materials to include graphic organizers.