COURSE TITLE: Foundations of Business Leadership

Course Description:
Foundations of Business Leadership focuses on the exploration of leadership and management to determine the impact of management practices on business and industry, management of expectations regarding legal and ethical behavior, and investigation of how resources are managed to achieve company goals. Standards are designed to emphasize principles of sound business management and the analysis of business practices to determine ethical and social responsibilities.

Potential Certifications/Credentials:
Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts, Certiport- Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Microsoft Office Expert 2019/365 - Access / Excel / Word, Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate)
## Course Scope and Sequence

<table>
<thead>
<tr>
<th>Unit #</th>
<th>Unit Title</th>
<th>Estimated Hours</th>
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<tr>
<td>1</td>
<td>Foundational Standards</td>
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<td>2</td>
<td>Introduction to Leadership</td>
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<td>3</td>
<td>Management</td>
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<td>4</td>
<td>Legal Issues</td>
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<td>5</td>
<td>Employee Relations</td>
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<td>6</td>
<td>Role of the Leader</td>
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</table>
Unit Plans of Instruction

Foundational Standards

Supporting—will be taught throughout the course as needed for the unit.

F1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.

F2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.

F3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.

F4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.

F5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

F6. Discuss and demonstrate ways to value diversity.
Unit 2 Title: Introduction to Leadership

Content Standards
1. Describe characteristics and behaviors of a successful leader.
2. Compare and contrast various leadership styles, including their effects on colleagues and organizations.
   2a. Describe how various leadership styles fit into an organization.
   2b. Explain how effective, qualified leadership contributes to the success of organizations.

Unpacked Learning Objectives

Students know:
- The characteristics of a successful leader.
- The behaviors of a successful leader.
- Various leadership styles.
- How the different leadership styles affect colleagues and organizations.
- The different leadership styles.
- What effective leadership looks like.

Students are able to:
- Identify characteristics and behaviors of successful leaders.
- Detect whether a leader is successful or unsuccessful based on the characteristics and behaviors.
- Identify different leadership styles when displayed.
- Identify effective and ineffective leadership qualities.

Students understand that:
- Successful leaders have certain characteristics and behaviors than those of unsuccessful leaders.
- Varying leadership styles have different effects on colleagues and the respective organizations.
- Different organizations have different cultures that function better with certain leadership styles in place.
- Organizations are not successful by chance, but by considerate and intentional leadership.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What characteristics identify a successful leader?</th>
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<td>What are the different types of leadership styles?</td>
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**Exemplar High Quality Unit Task**

Students can identify traits that it takes to become a successful leader. Students can gain valuable skills in leading different types of individuals with intentional leadership styles.

Map of Student Learning by Learning Objective

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<tbody>
<tr>
<td>Describe characteristics and behaviors of a successful leader</td>
<td>Formative: Research Graphic Organizer Think, Pair, Share</td>
<td>Students view recordings or interview leaders listening for and identifying their leadership characteristics and behaviors. Students write a report of a successful leader</td>
<td>ELA: Write a paragraph of findings of a success leader</td>
<td>Word Processing Software Computer</td>
</tr>
<tr>
<td>Compare and contrast various leadership styles, including their effects on colleagues and organizations.</td>
<td>Formative: Lecture Lab Assignment</td>
<td>Students can interview (or view recordings) of leaders to establish their leadership styles and the effects on their colleagues and their organizations.</td>
<td>ELA: Create a pamphlet, or graphic organizer of different leadership styles</td>
<td>Word Processing Software Computer</td>
</tr>
<tr>
<td>Describe how various leadership styles fit into an organization.</td>
<td>Formative: Research Graphic Organizer Think, Pair, Share</td>
<td>Students can review case studies of organization cultures and select different</td>
<td>ELA: Discuss findings</td>
<td>Word Processing Software Computer</td>
</tr>
</tbody>
</table>
leadership styles that would fit best.

Explain how effective, qualified leadership contributes to the success of organizations.
Formative: Lecture
Students analyze case studies where effective leadership and ineffective leadership affected organizations.
ELA: Discuss leadership styles and success contributing to different leadership styles
Word Processing Software

**Key Vocabulary**

- integrity
- competence
- consistency
- loyalty
- openness
- awareness
- vision
- imagination
- responsibility
- authoritative
- autocratic
- bureaucratic
- coach-style
- democratic
- laissez-faire
- participative
- strategic
- transactional
- transformational
- leadership styles
- leadership

**Work-Based Learning, Simulated Work Experiences, and Experiential Learning:**

- Guest Speaker
- Field trip to a local business
- Assist with project for other clubs and organizations or sports programs.

**CTSO Connection:**

- [https://www.fbla-pbl.org/competitiveevents](https://www.fbla-pbl.org/competitiveevents)
- [https://teachfbla.org/welcome/](https://teachfbla.org/welcome/)

- Local, state, or national officer
- state or national advisory members
- membership chairs or members, etc.
### Certification/Credential Connection:

<table>
<thead>
<tr>
<th>IC3 Global Standard 6 (or higher), Microsoft Office Expert 2019/365 - Access / Excel / Word, Microsoft Office Specialist 2019/365 (MOS) (MOS)</th>
<th>Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate</th>
</tr>
</thead>
</table>
Unit 3 Title: Management

Content Standards

3. Identify and describe the roles of individuals at various levels of management.

4. Explain how the functions of management, including planning, organizing, staffing, leading, and controlling, affect the work environment.

5. Explain the importance of having a clear vision, creating a mission statement, and establishing goals for an organization.
   5a. Explain how stakeholders’ expectations and other factors can influence the vision, mission, and goals of an organization.
   5b. Explain how to communicate vision, mission, and goals to the organization’s stakeholders.
   5c. Identify and describe steps involved in leading an organization to fulfill its stated mission.

6. Explain the concept of time management and the importance of using effective time management techniques.
   6a. Identify distractions and examine strategies for reducing them.
   6b. Clarify and prioritize tasks to meet goals.
   6c. Identify planning strategies to complete work effectively.

7. Explain the importance of diversity and inclusion within organizations.
   7a. Describe ways to attract and recruit a diverse workforce.
   7b. Describe ways to develop and retain a diverse workforce.
   7c. Describe ways to provide equal employment opportunities to all segments of the population.

8. Identify and discuss ways to overcome personal biases and stereotypes within an organization.
   8a. Identify situations in which discrimination exists.
   8b. Describe the consequences of discrimination for individuals, the company, and society.
   8c. Explain how federal laws protect against discrimination.

9. Apply conflict management strategies to resolve workplace disputes.
   9a. Describe possible conflict in the workplace and its sources.
   9b. Describe how diverse cultural perspectives impact conflict and attempts to manage it.

10. Analyze the ethical responsibility of stakeholders and leaders in an organization.
    10a. Gather and share information on ethics from policy and procedure manuals of several businesses.
    10b. Describe how stakeholders can influence ethical decision-making.

11. Demonstrate how to monitor projects and take corrective action.
    11a. Explain the importance of monitoring projects, analyzing progress, and making changes when necessary.
    11b. Identify and describe areas in a project that should be monitored.
11c. Explain methods for monitoring projects.
11d. Describe corrective measures that can be taken when projects are off track.

Unpacked Learning Objectives

Students know:
- The different levels of management in an organization.
- The functions of management.
- How the functions of management affect each other.
- Why organizations have clear vision, mission statement, and goals.
- What internal and external stakeholders expect from organizations.
- How to communicate vision, mission, and goals to an organization’s stakeholders.
- Research-based strategies that could change organizational culture to fit the company mission.
- The meaning of time management.
- Effective time management techniques.
- What distractions look like in the workplace.
- Strategies for reducing distractions.
- The goals to be accomplished.
- How to prioritize tasks.
- How to write clear and concise task lists.
- Planning strategies to increase work productivity.
- The definition of diversity and inclusion.
- What a diverse workforce looks like.
- Employee recruitment methods.
- Standard methods for developing and retaining employees.
- The importance of having a diverse workforce.
- The meaning of equal employment opportunities.
- The characteristics of all segments of the population.
- The difference between personal bias, stereotypes, and discrimination.
- That discrimination still exists.
- How to identify discrimination when displayed.
- That there are consequences for discrimination.
- The federal laws that protect against discrimination.
- The role of the federal government in making laws.
- Research-based solutions to workplace conflict.
- Steps to resolving workplace conflict/disputes.
- The communication style to use when attempting to resolve workplace conflict/disputes.
- How potential conflict situations arise in the workplace.
● What workplace conflict looks and feels like.
● What diverse cultural perspectives exist in the workplace.
● Sample conflict situations that could arise in the workplace based on certain cultural perspectives.
● What an organization’s ethical responsibility is for its stakeholders and leaders.
● How to review policy and procedure manuals for ethical entries.
● What a stakeholder is and how they can persuade business leaders to make ethical decisions.
● The point at which corrective action be taken during projects.
● Why it is important to monitor projects, analyze progress, and make changes when necessary.
● Which details in a project are the most important and need closer monitoring.
● Methods to monitor projects.
● How to adjust plans if projects do not go as originally planned.

Students are able to:
● Understand the varying levels of management in an organization and their roles.
● Understand and explain the functions of management.
● Explain how management functions individually impact the work environment.
● Create or edit the vision, mission statement, and/or goals for an organization.
● Examine stakeholder expectations and compare them to the vision, mission, and goals of an organization.
● Interpret stakeholder needs in relation to the organization’s vision, mission, and goals.
● Write a mission statement.
● List strategies for implementing the company mission.
● See the value of time management.
● Use effective time management techniques to become more productive.
● Recognize distractions that hinder workplace productivity.
● Discuss strategies that employees can use to reduce distractions.
● Produce a concise and prioritized task list that meets set goals.
● Communicate an effective and detailed plan to complete a task.
● Discuss the benefits of having a diverse and inclusive workforce.
● Analyze current staff demographics.
● Suggest recruitment methods for hiring a diverse workforce.
● Research strategies for the development of a diverse workforce.
● Develop strategies for retention of a diverse workforce.
● Explain equal employment opportunity law.
● Review hiring materials to ensure a company is following EEO laws.
● Discuss examples of personal bias and stereotypes
● Have a sympathetic conversation regarding personal bias and stereotypes.
● Notice and identify discrimination when visible in the workplace.
● Render consequences for individuals, companies, and society for acts of discrimination.
Extensively discuss the federal laws that protect against discrimination.
Discuss how federal laws impact state and local laws.
Identify conflict management strategies to resolve workplace disputes.
Implement workplace conflict management strategies.
Identify possible workplace conflicts.
Research and uncover the sources of workplace conflicts.
Display cultural sensitivity.
Manage cultural diversity.
Assess the ethical responsibility of stakeholders and leaders in an organization.
Find and interpret ethics information found in policy and procedure manuals of businesses.
Recognize how stakeholders influence ethical decision-making.
Take corrective action during a project when necessary.
Monitor projects, analyze progress, and make changes when necessary.
Closely monitor areas in a project that require more attention.
Manage project timelines to ensure frequent monitoring and establish interjection points.
Anticipate and plan for corrective measures to projects that are off task.

Students understand that:
Organizations have different levels of management and responsibilities at those varying levels.
Management functions greatly impact the work environment and culture individually and collectively.
Organizations need to have a clear vision, mission statement, and goals to help with its success.
As organizations make decisions, they must take into account the expectations of their internal and external stakeholders.
Stakeholders need to know that the organization has listened to their needs and wants.
The organizational leader must present the mission and create a culture that will implement that mission.
Time management is a key role to being a successful manager.
Employees are created differently and some need help to remain focused on the job in order to be productive.
Leaders must provide clear direction with set goals for tasks to be carried out efficiently.
In order to complete work effectively there must be a plan in place.
Companies that hire a diverse workforce benefit from their employee contributions.
Some companies must find creative ways to attract, recruit, and retain a diverse workforce.
Diverse workforces require that management has research-based and intentional means for employee development and retention.
Thoughtful consideration should be used when managers provide equal employment opportunities for applicants that are underrepresented in an organization.
Personal biases and stereotypes can be overcome with openness and communication.
Discrimination exists and as a leader, they must be able to identify it.
Individuals, companies, and society as a whole can be penalized for acts of discrimination.
Federal laws are created to protect from discrimination and how they do it.
There are strategies designed to resolve workplace conflict management.
● Conflict will arise in the workplace and its sources can be utilized for resolution.
● Diverse cultural perspectives exist in the workplace and resolving conflict regarding those differences require conscientious research and implementation.
● Stakeholders and leaders have ethical responsibility and know what it is.
● Businesses place ethics information in their policy and procedures manuals.
● Stakeholders play a major role in influencing an organizations’ ethical decision-making.
● Corrective action must be taken when projects are not going as planned.
● Projects must be monitored to ensure success.
● Certain areas of a project should be closely monitored to ensure plan progression.
● Just because an original plan is made and duties are assigned that some responsibilities can be neglected.
● Projects do not always go as planned and adjustments must sometimes be made.

| Unit Driving/Essential Question | What are the roles of management?  
|                                | What are the characteristics of a fair, unbiased, and ethical manager’s role in a business? |
| Exemplar High Quality Unit Task | Students can identify the ethical responsibilities of individuals in the workplace.  
|                                | Students can recognize the characteristics of a good management style. |
### Map of Student Learning by Learning Objective

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<tbody>
<tr>
<td>Students create an organizational chart and explain different management roles in an organization.</td>
<td>Formative: Research Graphic Organizer Think, Pair, Share</td>
<td>Students will identify the school system’s organization chart. Discuss the management roles, role play different scenarios and how they would handle situations.</td>
<td>SCI: Using charts to demonstrate organizational structure</td>
<td>Presentation Software or Spreadsheet Software Computer Visual Presenter</td>
</tr>
<tr>
<td>Students participate in leadership activities like being CTSO officers or committee chairpersons to execute the functions of management.</td>
<td>Formative: Lecture Lab Assignment</td>
<td>Teacher will explain an annual event such as the Induction Ceremony. Have students start planning stages and functions of management needed</td>
<td>MATH: Students will create a timeline and budget for a CTSO annual event.</td>
<td>Presentation Software or Spreadsheet Software Computer Visual Presenter</td>
</tr>
<tr>
<td>Students research the need for and create a clear vision, mission statement, and goals for an organization.</td>
<td>Formative: Research Graphic Organizer Think, Pair, Share</td>
<td>Students identify the mission state of FBLA/DECA. What is the meaning of a mission statement? How can management continue to support</td>
<td>ELA: Student will research mission statements of various companies</td>
<td>Word Processing Software Internet Sample Mission Statements Computer Visual Presenter</td>
</tr>
<tr>
<td>Students analyze the vision, mission, and goals of a company and as a class brainstorm stakeholder expectations.</td>
<td>Formative: Collaborative Learning</td>
<td>Students make a formalized statement on their findings regarding the vision of a particular company Share with the assigned group their individual findings and finalize by sharing with the entire class.</td>
<td>ELA: Presentation to class findings</td>
<td>Word Processing Software Presentation Software Computer Visual Presenter Suggested company list to share information</td>
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</tr>
<tr>
<td>Students describe the organization's vision, mission, and goals to different stakeholders.</td>
<td>Formative: Collaborative Learning</td>
<td>Students make a formalized statement on their findings regarding the vision of a particular company Share with the assigned group their individual findings and finalize by sharing with the entire class.</td>
<td>ELA: Presentation to class findings</td>
<td>Word Processing Software Presentation Software Computer Visual Presenter Suggested company list to share information</td>
</tr>
<tr>
<td>Students create a mission statement and sections of an employee manual to describe how the mission will be fulfilled.</td>
<td>Formative: Mission Statement project</td>
<td>Students will create their own mission statement and the purpose</td>
<td>ELA: Write a mission statement</td>
<td>Word Processing Software Presentation Software Computer Visual Presenter Suggested company list to share information</td>
</tr>
<tr>
<td>Students examine the daily activities of fictitious employees to determine if they are using effective time management techniques.</td>
<td>Formative: Collaborative Learning</td>
<td>Students will observe videos of the workplace in action. Scribe findings on Graphic Organizer</td>
<td>ELA: Scribing what they observe regarding time management techniques</td>
<td>Videos of workplace in action Graphic Organizer Time management techniques in the business Videos</td>
</tr>
<tr>
<td>Students research distractions in the workplace and present effective ways to reduce them.</td>
<td>Formative: Collaborative Learning Experiments Guided Practice Think/Pair/Share</td>
<td>Students will make a list of how to reduce distractions in the workplace</td>
<td>ELA: Create a list of distractions in the workplace</td>
<td>Prepared presentation of Distractions in the Workplace Video of distractions in the workplace</td>
</tr>
<tr>
<td>Students can plan CTSO or school-wide events making a list of tasks in priority order and written clearly.</td>
<td>Formative: Event Planning and Budget project</td>
<td>Students will create a plan for an event.</td>
<td>ELA: Create a prioritize list of tasks needed to complete a project</td>
<td>Word Processing Software</td>
</tr>
<tr>
<td>Students plan two events; one without implementing planning strategies and the other using planning strategies.</td>
<td>Summative: Event Planning with and without planning strategies</td>
<td>Students will divide into multiple groups Groups will be assigned planning with or without planning strategies Prepare to present finding to class</td>
<td>ELA: Write discussion of group’s findings</td>
<td>Word Processing Software</td>
</tr>
<tr>
<td>Students make a list of advantages and disadvantages of hiring from diverse and inclusive populations.</td>
<td>Formative: Worksheet, Think, Pair and Share</td>
<td>Students will create a graphic organizer in a word processing software</td>
<td>ELA: Create a graphic organizer of advantages and disadvantages</td>
<td>Word Processing Software</td>
</tr>
<tr>
<td>Students review the current hiring practices and staff of a company and present ways for them to attract and recruit a diverse workforce.</td>
<td>Formative: Collaborative Learning Experiments Guided Practice</td>
<td>Students will create a plan of action to attract and recruit a diverse workforce</td>
<td>ELA: Create a plan of action</td>
<td>Word Processing Software</td>
</tr>
<tr>
<td>Students develop an amendment to a company policy manual regarding ways to develop and retain a diverse workforce.</td>
<td>Formative: Collaborative Learning Experiments Guided Practice</td>
<td>Students will create an amendment to develop and retain a diverse workforce</td>
<td>ELA: Create an amendment</td>
<td>Word Processing Software Computer</td>
</tr>
<tr>
<td>Activity</td>
<td>Formative:</td>
<td>Task Description</td>
<td>ELA:</td>
<td>Technology</td>
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<tr>
<td>Students review profiles of applicants for a fictitious position and determine which applicants should be hired in order to have an equally diverse and qualified staff.</td>
<td>Lecture Lab Assignment</td>
<td>Students will discuss the profiles of potential applicants and discuss in a group. Prepare to share with entire class</td>
<td>Form an opinion of applicants; share opinions of findings</td>
<td>Word Processing Software</td>
</tr>
<tr>
<td>Students create case studies or presentations regarding examples of personal bias and stereotypes for a defined audience (i.e. upper, middle, or lower management teams)</td>
<td>Lecture Lab Assignment</td>
<td>Students will create case studies on multiple audiences and personal bias and/or stereotypes</td>
<td>Creating case studies</td>
<td>Word Processing Software Computer</td>
</tr>
<tr>
<td>Students review case studies to see if and where discrimination is present.</td>
<td>Collaborative Learning</td>
<td>Students will review case studies on multiple audiences and personal bias and/or stereotypes</td>
<td>Review and peer edit case studies</td>
<td>Case Studies</td>
</tr>
<tr>
<td>Students present ways individuals can be discriminated against and the consequences of those actions.</td>
<td>Presentations of findings</td>
<td>Students will create a presentations of cases of discrimination in the workplace</td>
<td>Create a presentation</td>
<td>Word Processing Software Computer</td>
</tr>
<tr>
<td>Students research and present on federal laws that protect individuals from discrimination.</td>
<td>Collaborative Learning</td>
<td>Students will discuss discrimination in the workplace and the federal laws that protect individuals in the workplace</td>
<td>Write a paragraph of findings</td>
<td>Word Processing Software Computer</td>
</tr>
<tr>
<td>Students give thought provoking responses to scenarios of conflicts and confrontations in the workplace.</td>
<td>Collaborative Learning</td>
<td>Students discuss scenarios of conflicts and confrontations in the workplace</td>
<td>Write a paragraph of findings</td>
<td>Word Processing Software Computer</td>
</tr>
<tr>
<td>potential workplace conflict scenarios.</td>
<td>Guided Practice</td>
<td>workplace and how to handle</td>
<td>Students will discuss their findings with groups and laster with class</td>
<td>ELA: Write a paragraph of findings</td>
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<tr>
<td>Students examine case studies involving conflict and determine their sources.</td>
<td>Formative: Collaborative Learning Experiments Guided Practice Think/Pair/Share</td>
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<tr>
<td>Students interview culturally diverse individuals discussing conflict they have experienced and how the conflict was managed versus whether they think there was a better alternative.</td>
<td>Formative: Collaborative Learning Experiments Guided Practice</td>
<td>Students will conduct interviews</td>
<td></td>
<td>ELA: Write a paragraph of observations and how to handle situation</td>
</tr>
<tr>
<td>Students contrast or debate the ethical responsibility of stakeholders and leaders in an organization.</td>
<td>Summative: Debate</td>
<td>Students will prepare for a debate regarding ethical responsibility of stakeholders and leaders in an organization</td>
<td></td>
<td>ELA: Create a Speech</td>
</tr>
<tr>
<td>Students investigate the policy and procedure manual for selected companies and share presentations with the class.</td>
<td>Formative: Collaborative Learning Experiments Guided Practice</td>
<td>Students will create presentation of policy and procedures of a particular company</td>
<td></td>
<td>ELA: Create a presentation of findings</td>
</tr>
<tr>
<td>Students analyze how company stakeholders (internal and external) affect ethical decisions.</td>
<td>Formative: Collaborative Learning Experiments Guided Practice</td>
<td>Students will discuss the effects of ethical decisions in the workplace</td>
<td></td>
<td>ELA: Create an opinion of findings and prepare to share</td>
</tr>
<tr>
<td>Activity</td>
<td>Learning Activity</td>
<td>Accomplishment</td>
<td>ELA:</td>
<td>Technology:</td>
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<tr>
<td>Students investigate scenarios and determine the timeframe to insert</td>
<td>Formative: Collaborative Learning Experiments Guided</td>
<td>Students will investigate a case study in a group to share findings and plan</td>
<td>Create a plan of action</td>
<td>Word Processing Software</td>
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<tr>
<td>corrective action in a project.</td>
<td>Practice</td>
<td>of action</td>
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<td>Computer Scenarios/Case Studies</td>
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<tr>
<td>Students create a presentation emphasizing the importance of</td>
<td>Summative: Presentation of findings of the logistics</td>
<td>Students will complete a project and analyze the process and changes needed</td>
<td>Create a report of the project</td>
<td>Word Processing Software</td>
</tr>
<tr>
<td>monitoring projects, analyzing progress, and making changes when</td>
<td>of project management Use Community Service Project</td>
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<td>Computer</td>
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<td>necessary.</td>
<td>Rating Sheet as a presentation and report assessment</td>
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<td>(rubric)</td>
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<tr>
<td>Students plan projects and brainstorm areas that should be closely</td>
<td>Formative: Collaborative Learning Experiments Guided</td>
<td>Students will create a plan of action and discuss responsibilities</td>
<td>Write a proposal of</td>
<td>Word Processing Software</td>
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<tr>
<td>monitored.</td>
<td>Practice</td>
<td></td>
<td>responsibilities and person</td>
<td>Computer</td>
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<td></td>
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<td></td>
<td>responsible</td>
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<tr>
<td>Students create projects and insert timelines that include timely</td>
<td>Formative: Lecture Lab Assignment</td>
<td>Students will create a timeline of project</td>
<td>Create a timeline</td>
<td>Word Processing Software</td>
</tr>
<tr>
<td>checkpoints.</td>
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<td>Computer</td>
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<tr>
<td>Students plan out projects (CTSO or school-wide events) and interject</td>
<td>Formative: Lecture Lab Assignment</td>
<td>Students will discuss solutions to potential issues</td>
<td>Write a Proposal of solutions</td>
<td>Word Processing Software</td>
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<tr>
<td>solutions to potential problems.</td>
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<td>Computer</td>
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</tbody>
</table>
Key Vocabulary

entry level managers, middle management, upper level management, administrators, executives, superintendents, planning, organizing, staffing, leading, controlling, vision statement, mission statement, organizational goals, stakeholder, management, company mission, time management, distractions, employee productivity, prioritization, planning strategies, diversity, inclusion, diverse workforce, employee development, employee, retention, racial equity, gender equity, age eqiscrimination, equal employment opportunity, personal bias, stereotypes, discrimination, consequences, EEOC, ADA, conflict management, workplace disputes, conflict, cultural diversity, cultural sensitivity, ethical responsibility, ethics, policy and procedure manual, internal stakeholder, external stakeholder, ethical decision-making, corrective action, project monitoring, flexibility, progress, quality of work, communication, budget, group meetings, emails, status reports, reassign tasks, modify schedules, reassess goals

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Guest Speaker, Field trip to a local business, Assist with project for other clubs and organizations or sports programs.

CTSO Connection:

https://www.fbla-pbl.org/competitiveevents
https://teachfbla.org/welcome/

Local, state, or national officer, state or national advisory members, membership chairs or members, etc.

Certification/Credential Connection:

IC3 Global Standard 6 (or higher), Microsoft Office Expert 2019/365 - Access / Excel / Word, Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate)
Unit 4 Title: Legal Issues

Content Standards
12. Identify laws that business leaders should know and the areas to which the laws apply.

Unpacked Learning Objectives

Students know:
● That business leaders will encounter legal issues.

Students are able to:
● Diagnose potential business legal issues.

Students understand that:
● Legal issues can arise if business leaders are not aware of potential pitfalls.

| Unit Driving/Essential Question | What is the difference between a law and ethics?
|                               | Where can a manager locate the updated laws of running any type of business? |
| Exemplar High Quality Unit Task | Students can identify the ethical and legal forms of running a small business or large corporation. |
## Map of Student Learning by Learning Objective

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</thead>
<tbody>
<tr>
<td>Students design a flowchart based on scenarios regarding business laws leaders face and potential outcomes of compliance or violation.</td>
<td>Formative: Lecture Lab Assignment</td>
<td>Students will study a flowchart of an organization's laws and purpose for being compliant</td>
<td>ELA: Create a flowchart</td>
<td>Equipment List by CTE Cluster</td>
</tr>
</tbody>
</table>

**Equipment List by CTE Cluster**
- Spreadsheet Software
- Computer
- Internet
- Flowchart examples
Key Vocabulary
Title VII of the Civil Right Act of 1964, ADA, Immigration reform, Control Act of 1986, FMLA, OSHA, FLSA, EPA

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Unit 5 Title: Employee Relations

Content Standards
13. Describe the role of a labor union or worker organization.
   13a. Trace the history of labor organizations in the United States.
   13b. Describe the advantages and disadvantages of membership in labor unions and worker organizations for a company’s employees.
   13c. Describe the advantages and disadvantages of labor unions for employers and corporations.

Unpacked Learning Objectives

Students know:
● What role labor unions and worker organizations play in today’s society.
● The historical significance of labor organizations in the U.S.
● The advantages of employee membership in labor unions and worker organizations.
● The disadvantages of employee membership in labor unions and worker organizations.

Students are able to:
● Explain the function of a labor union or worker organization.
● Describe significant historical events regarding labor organizations in the U.S.
● Identify the pros and cons of employee membership in labor unions and worker organizations.
● Discuss advantages and disadvantages of labor unions.

Students understand that:
● Labor unions or worker organizations have different roles with employees and employers.
● There have been significant events through labor organizations in the United States.
● There are pros and cons to affiliation with labor unions for a company’s employees.
● There are pros and cons to affiliation with labor unions for employers and corporations.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>Why is it important for management to have strong employee relationships?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>What are the advantages of labor unions or organizations?</td>
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<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students can identify the functions of labor unions or worker organizations.</td>
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</tbody>
</table>
## Map of Student Learning by Learning Objective

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<tbody>
<tr>
<td>Students can explain the role of a labor union or worker organization.</td>
<td>Formative: Lecture Lab Assignment</td>
<td>Students will create a list of unions available locally, statewide, and nationally</td>
<td>ELA: Discussion of role of labor union</td>
<td>Computer Internet Word Processing Software</td>
</tr>
<tr>
<td>Students create a timeline outlining major accomplishments of labor organizations in the U.S.</td>
<td>Summative: Timeline Project</td>
<td>Students will create a timeline of labor organizations in the U.S</td>
<td>ELA: Create a timeline</td>
<td>Timeline examples Word Processing Software Spreadsheet Software Computer</td>
</tr>
<tr>
<td>Students create skits or comic strips expressing the advantages and disadvantages of membership in labor unions and worker organizations employees.</td>
<td>Formative: Create a skit or cartoon about labor unions</td>
<td>Students will create a skit or cartoon regarding the advantages or disadvantages of labor unions</td>
<td>ELA: Create a script for a skit or a cartoon</td>
<td>Cartoon app Computer Internet</td>
</tr>
<tr>
<td>Students debate for either side of advantages or disadvantages of labor unions for employers and corporations.</td>
<td>Summative: Debate</td>
<td>Students will prepare for a debate regarding ethical responsibility of stakeholders and leaders in an organization</td>
<td>ELA: Create a speech</td>
<td>Word Processing Software Computer</td>
</tr>
</tbody>
</table>

**Equipment List by CTE Cluster**

**Link to Helpful Tech Tools**
## Key Vocabulary

| labor union, collective bargaining, journeyman, trade union, teamsters, workplace safety, fair wages, representative, benefits, social justice, gender equality, labor union |

## Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

| Guest Speaker, Field trip to a local business, Assist with project for other clubs and organizations or sports programs |

## CTSO Connection:


- [https://www.fbla-pbl.org/competitiveevents](https://www.fbla-pbl.org/competitiveevents)
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Unit 6 Title: Role of the Leader

Content Standards

14. Demonstrate professional oral and written communication skills.
   14a. Identify types and characteristics of effective communication and explain its importance in the workplace.
   14b. Discuss the benefits and characteristics of open, honest communication.
   14c. Identify barriers to communication and methods for improving the communication process in the workplace.
   14d. Describe culturally-sensitive communication strategies in the workplace.

15. Demonstrate honesty and integrity.
   15a. Distinguish between honesty and integrity.
   15b. Explain the importance of being honest and showing integrity in the workplace.

   16a. Describe ways to maximize employee engagement and performance.
   16b. Identify effective strategies to boost employee morale.

17. Demonstrate appropriate professional etiquette.
   17a. Explain how workplace habits, attire, hygiene, and awareness of one’s environment (cube etiquette) affect professionalism and the working environment.

18. Demonstrate emotional intelligence skills in dealing with others.
   18a. Define and identify components of emotional intelligence.
   18b. Describe the relationship between emotional intelligence and leadership.

19. Demonstrate leadership and teamwork skills.
   19a. Explain the importance of recognizing personal strengths and weaknesses.
   19b. Discuss ways to identify personal strengths and weaknesses.

Unpacked Learning Objectives

Students know:

- Professional oral and written communication skills.
- Types of effective communication.
- Characteristics of effective communication.
- The benefits of open, honest communication.
- The characteristics of open, honest communication.
● The different types of communication barriers.
● Methods for improving the communication process in the workplace.
● How to be culturally sensitive in the workplace.
● The meaning of honesty and integrity.
● The definitions of honesty and integrity.
● The importance of being honest.
● The importance of showing integrity.
● What leadership is and its effects on employees and the workplace.
● How changes in leadership styles can impact employee engagement, performance, and organizational culture.
● Ways to encourage employee engagement and employee performance.
● The definition of employee morale.
● Effective tools and strategies to encourage employee morale.
● What professional etiquette is for different situations.
● The factors that affect professionalism and the working environment.
● Emotional intelligence skills.
● The components of emotional intelligence.
● How to define emotional intelligence.
● How to define leadership.
● Various leadership and teamwork skills.
● Why understanding personal strengths and weaknesses is important.
● Different ways to assess personal strengths and weaknesses.

Students are able to:
● Professionally communicate, orally and written.
● Comprehend the types and characteristics of effective communication.
● Demonstrate the characteristics of open, honest, communication and analyze the benefits.
● Identify different communication barriers.
● Implement methods for improving the communication process in the workplace.
● Demonstrate culturally sensitive communication strategies in the workplace.
● Show others how to be honest and have integrity.
● Distinguish differences between honesty and integrity.
● Discuss the importance of workplace honesty and integrity.
● Describe leadership actions that positively or negatively impact employee engagement, performance, and organizational culture.
● Employ strategies to maximize employee engagement and performance.
● Apply effective strategies to boost employee morale.
● Display professional etiquette during role play scenarios.
● Simplify the process for how workplace habits, attire, hygiene, and cube etiquette affect professionalism and the working environment.
● Employ emotional intelligence skills in dealing with others.
● Select emotional intelligence components when presented.
● Explain how emotional intelligence and leadership are connected.
● Enact certain leadership and teamwork skills based on a scenario or case study.
● Recognize personal strengths and weaknesses and how they might affect an organization.
● Highlight their personal strengths and indicate areas for their personal growth.

Students understand that:
● There are professional skills needed to perform oral and written communication tasks in the workplace.
● There are several characteristics of effective communication in the workplace.
● There are undeniable benefits from applying open and honest communication characteristics.
● The workplace communication process is capable of improvement if barriers are addressed.
● Leaders must try to be culturally sensitive in the workplace.
● It is more important to show honesty and integrity than to know what they are.
● Honesty and integrity are two distinct characteristics.
● The importance of being honest and showing integrity in the workplace.
● Effective leadership can positively impact employee engagement, performance, and the culture of an organization.
● Efforts to maximize employee engagement and performance must be intentional and consistent.
● Employees must be encouraged by leadership.
● Professional behavior is required for certain situations.
● There are several factors that affect professionalism and the working environment.
● Performing leadership roles involves emotional intelligence skills when dealing with others.
● Emotional intelligence has different components.
● Emotional intelligence and leadership are two different concepts.
● Leadership and teamwork skills can be learned and acquired.
● Assessing personal strengths and weaknesses is necessary for personal and professional growth.
● Personal strengths and weaknesses must be assessed to better understand who they are.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What type of communication skills are important to be a good leader? What does it mean to display professionalism?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students can identify the ethical and social responsibilities of a leader. Students can understand the importance of professionalism in and outside a work environment.</td>
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</tbody>
</table>
# Map of Student Learning by Learning Objective

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<tbody>
<tr>
<td>Students participate in a CTSO event which has oral and written portions.</td>
<td>Formative: Collaborative Learning Experiments Guided Practice</td>
<td>Students will attend a CTSO meeting and present a workshop/activity</td>
<td>ELA: Create a presentation</td>
<td>Word Processing Software Computer</td>
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<tr>
<td>Students create a collage or vision board highlighting the types and characteristics of effective communication in the workplace.</td>
<td>Formative: Collaborative Learning Experiments Guided Practice</td>
<td>Students will create a visual of types of effective communication in the workplace</td>
<td>ELA: Create a visual of some type (pamphlet, vision board, etc)</td>
<td>Word Processing Software Computer</td>
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<tr>
<td>Students write a poem, newspaper article, comic strip, or song explaining the benefits and characteristics of open, honest communication.</td>
<td>Formative: Collaborative Learning Experiments Guided Practice</td>
<td>Students will work in a group to create a unique way to explain benefits and characteristics of open, honest communication</td>
<td>ELA: Write a paragraph of findings</td>
<td>Word Processing Software Computer</td>
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</tr>
<tr>
<td>Students analyze case studies and/or real life situations that reflect communication barriers and discover methods for improving communication in the workplace.</td>
<td>Formative: Collaborative Learning Experiments Guided Practice Think/Pair /Share</td>
<td>Students will discuss their findings with groups and later with class</td>
<td>ELA: Write a paragraph of findings</td>
<td>Word Processing Software Computer</td>
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<tr>
<td>Students can respond to case studies to show the proper way to show culturally sensitive communication strategies at work.</td>
<td>Formative: Collaborative Learning Experiments Guided Practice</td>
<td>Students will review case studies regarding culturally sensitive communication strategies</td>
<td>ELA: Write a paragraph of observations and how to handle situation</td>
<td>Word Processing Software Computer Case studies</td>
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<tr>
<td>Students respond to scenarios where honesty and integrity are in question.</td>
<td>Summative: Debate</td>
<td>Students will prepare for a debate regarding honesty and integrity</td>
<td>ELA: Create a speech</td>
<td>Word Processing Software Computer</td>
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<tr>
<td>Students can match situations by whether they represent honesty or integrity.</td>
<td>Formative: Collaborative Learning Experiments Guided Practice</td>
<td>Students will make opinions regarding honesty or integrity used in situation</td>
<td>ELA: Create a presentation of findings</td>
<td>Word Processing Software Computer Network</td>
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<tr>
<td>Students can create a presentation reflecting the importance of honesty and integrity in the workplace.</td>
<td>Formative: Collaborative Learning Experiments Guided Practice</td>
<td>Students will create a presentation regarding honesty and integrity in the workplace</td>
<td>ELA: Create a presentation</td>
<td>Presentation Software Computer</td>
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<tr>
<td>Students conduct leadership activities possibly through CTSO positions and enact effective leadership styles to analyze engagement, performance, and organizational culture.</td>
<td>Formative: Lecture Lab Assignment</td>
<td>Teacher will explain an annual event such as the Induction Ceremony. Have students start planning stages and functions of management needed</td>
<td>MATH: Students will create a timeline and budget for a CTSO annual event.</td>
<td>Presentation Software or Spreadsheet Software Computer Visual Presenter</td>
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<tr>
<td>Students respond to scenarios by presenting ways to maximize employee engagement and performance.</td>
<td>Formative: Collaborative Learning Experiments Guided Practice</td>
<td>Students will create a presentation regarding maximizing employment engagement and performance</td>
<td>ELA: Create a presentation</td>
<td>Presentation Software Computer</td>
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<tr>
<td>Students present ideas on boosting employee morale when presented with scenarios.</td>
<td>Formative: Guided Practice</td>
<td>Students will discuss ideas on boosting morale</td>
<td>ELA: Verbally share suggestions and ideas</td>
<td>Internet Computer</td>
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<tr>
<td>Students role play professional event scenarios and enact professional etiquette.</td>
<td>Think/Pair/Share Collaborative Learning</td>
<td>Students will study role plays and discuss opinions</td>
<td>ELA: Verbally share suggestions and ideas</td>
<td>Role Plays Internet Computer</td>
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<tr>
<td>Students create a presentation on how workplace habits, attire, hygiene, and cube etiquette affect professionalism and the working environment.</td>
<td>Formative: Collaborative Learning Experiments Guided Practice</td>
<td>Students will create a presentation regarding maximizing employment engagement and performance</td>
<td>ELA: Create a presentation</td>
<td>Presentation Software Computer</td>
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<tr>
<td>Students enact role plays that involve using emotional intelligence skills.</td>
<td>Think/Pair/Share Collaborative Learning</td>
<td>Students will study role plays and discuss opinions</td>
<td>ELA: Verbally share suggestions and ideas</td>
<td>Role Plays Internet Computer</td>
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</tr>
<tr>
<td>Students can view case studies and/or scenarios and select the emotional intelligence component displayed.</td>
<td>Think/Pair/Share Collaborative Learning</td>
<td>Students will study role plays and discuss opinions</td>
<td>ELA: Verbally share suggestions and ideas</td>
<td>Role Plays Internet Computer</td>
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<tr>
<td>Students can explain how emotional intelligence and leadership affect each other.</td>
<td>Formative: Collaborative Learning Experiments Guided Practice</td>
<td>Students research emotional intelligence</td>
<td>ELA: Write a paragraph of the findings</td>
<td>Word Processing Software Computer</td>
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<tr>
<td>Students participate in CTSO activities that allow them to showcase their</td>
<td>Formative: Lecture Lab Assignment</td>
<td>Students will create an activity to be used in a CTSO meeting to help introduce teamwork skills</td>
<td>ELA: Create an activity to enhance teamwork skills</td>
<td>Presentation Software or Spreadsheet Software Computer Visual Presenter</td>
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<tr>
<td>Leadership and teamwork skills.</td>
<td>and their importance of these skills</td>
<td>Students can make a list of observed and solicited personal strengths and weaknesses.</td>
<td>Formative: Collaborative Learning Experiments Guided Practice</td>
<td>Students will observe an activity/meeting</td>
<td>ELA: Write a report of findings from observations</td>
<td>Students will research and conduct a personality assessment</td>
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<tr>
<td>Students will research and utilize personality assessments that will help them to better understand themselves.</td>
<td>Formative: Collaborative Learning Experiments Guided Practice</td>
<td>Students will research and conduct a personality assessment</td>
<td>Internet Computer</td>
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</tr>
</tbody>
</table>
Key Vocabulary

oral communication, written communication, verbal, nonverbal, active listening, feedback, visual, cultural awareness, trust, transparency, conflict, manipulation, physical barriers, perceptual barriers, emotional barriers, cultural barriers, language barriers, gender barriers, interpersonal barriers, withdrawal, cultural sensitivity, honesty, integrity, employee engagement, employee performance, organizational culture, employee morale, professional etiquette, workplace habits, attire, hygiene, cube etiquette, professionalism, emotional intelligence, communication skills, self-awareness, self-regulation, social skills, empathy, internal motivation, administrative skills, critical thinking, leadership skills, teamwork strengths, weaknesses, personal swot, personality tests, Myers Briggs, enneagram

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