Texas CTE

Business Management and Administration (2010): Grade 10

Adopted 2010

Principles of Business, Marketing, and Finance

(1) The student describes the characteristics of business. The student is expected to:

(A) explain the role of business in a global society;

(B) differentiate between goods and services;

(C) identify the types of business;

(D) compare the different forms of ownership;

(E) examine the organizational structure and functions of business;

(F) interpret the nature of balance sheets and income statements;

(G) describe factors that affect the environment; and

(H) explain how organizations adapt to current markets.

(2) The student defines ethics in business. The student is expected to:

(A) distinguish between ethical and unethical business practices; and

(B) contrast ethical, moral, and legal choices that relate to the decision-making process in business situations.

(3) The student differentiates between the types of economic systems with emphasis on the private enterprise system and the United States economy. The student is expected to:

(A) compare and contrast the types of economic systems, including traditional, centrally planned, market, and mixed economies;

(B) identify business cycles;

(C) summarize the characteristics of the private enterprise system;

(D) identify factors affecting a business' profits, revenues, and expenses; and

(E) investigate potential causes of economic decisions such as supply and demand or consumer dollar votes.

Skip to main content

The student relates to the impact of international business on the United States economy. The student is expected to:

(A) compare domestic and world trade; and

(B) explain the impact of imports and exports on the United States economy.

(5) The student identifies the role and impact of government, the legal system, and organized labor in business. The student is expected to:

(A) differentiate among the roles of government in business;

(B) describe types of activities performed by governments in business;

(C) ascertain the role of the legal system in business; and

(D) explain the role of organized labor in society.

(6) The student classifies types of businesses that market goods and services. The student is expected to:

(A) explain the importance of different marketing strategies for goods versus services;

(B) define the terms producers, raw-goods producers, manufacturers, builders, trade industries, retailers, wholesalers, and service businesses;

(C) categorize types of producers in a private enterprise system;

(D) identify types of retailers;

(E) explain the role of retailers in a private enterprise system;

(F) identify examples of wholesalers; and

(G) describe the role of wholesalers in a private enterprise system.

(7) The student analyzes cost and profit relationships in finance. The student is expected to:

(A) explain the concept of productivity;

(B) analyze the impact of specialization and division of labor on productivity;

(C) explain the concept of organized labor and business;

(D) examine the impact of the law of diminishing returns; and

(E) describe the concept of economies of scale.

(8) The student analyzes the sale process, techniques used to enhance customer relationships, and the likelihood of making sales. The student is expected to:

(A) explain the selling process; and

(B) discuss motivational theories that impact buying behavior such as Maslow's Hierarchy of Needs.

(9) The student demonstrates how to advertise to communicate promotional messages to targeted audiences. The student is expected to:

(A) proofread ads for effectiveness; and

Skip to main content

(B) analyze ad performance.

(10) The student understands how to increase sales by employing visual merchandising techniques and using special events to increase sales. The student is expected to:

(A) explain the use of visual merchandising in retailing;

(B) distinguish between visual merchandising and display;

(C) place merchandise for impact;

(D) plan special events; and

(E) prepare stores and departments for special events.

(11) The student understands the fundamental principles of money. The student is expected to:

(A) evaluate forms of financial exchange, including cash, credit, debit, and electronic funds transfer;

(B) identify types of currency, including paper money, coins, banknotes, government bonds, and treasury notes;

(C) list functions of money such as medium of exchange, unit of measure, and store of value;

(D) describe sources of income such as wages and salaries, interest, rent, dividends, capital gains, and transfer payments;

(E) explain the time value of money;

(F) summarize the purposes and importance of credit; and

(G) explain legal responsibilities associated with financial exchanges.

(12) The student demonstrates an understanding of personal financial management. The student is expected to:

(A) explain the importance of providing accurate information;

(B) calculate gross and net pay;

(C) simulate opening and maintaining various types of bank accounts;

(D) reconcile bank statements;

(E) compare the advantages and disadvantages of different types of banking services;

(F) examine investment growth by developing a personal investment plan; and

(G) prepare an individual income tax return.

Skip to main content

(13) The student knows that advertising is the paid form of nonpersonal communication about an identified sponsor's products. The student is expected to:

(A) list types of advertising media;

(B) differentiate between product and institutional advertising; and

(C) identify and evaluate elements of an advertisement.

(14) The student discusses economic concepts impacting prices. The student is expected to:

(A) explain the principles of supply and demand; and

(B) describe the functions of prices in markets such as supply and demand.

(15) The student analyzes career opportunities and formulates a career plan. The student is expected to:

(A) analyze individual goals and interests;

(B) determine individual talents, abilities, and skills; and

(C) develop an individual career plan.

Touch System Data Entry

(1) The student applies the proper keyboarding technique to input data when using the computer. The student is expected to:

(A) demonstrate correct posture and position while conducting data entry;

(B) display proper care and operation of equipment used;

(C) apply the correct touch-system techniques for operating alphabetic keys;

(D) demonstrate the correct touch-system techniques for operating numeric and symbol keys;

(E) use the correct touch-system techniques for operating the ten-key numeric pad; and

(F) correctly use the command and function keys.

(2) The student formats and prints documents such as personal and business letters, short reports, outlines, and compositions. The student is expected to:

(A) demonstrate the ability to work from printed, rough-draft, statistical, handwritten, and unarranged material;

(B) demonstrate the ability to compose at the keyboard;

(C) demonstrate the ability to proofread;

(D) identify the parts of a personal and business letter;

(E) format personal and business letters and envelopes;

(F) format all pages of a report, including a title page, reference page, and bibliography;

Skip to main content

(G) format an outline; and

(H) demonstrate mastery of basic grammar, including using punctuation marks, keying numbers and symbols, and using capitalization when composing.

(3) The student applies correct techniques for the touch-system of operating the keyboard to develop speed and accuracy. The student is expected to:

(A) display improvement in speed and accuracy;

(B) develop the ability to proofread and edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate;

(C) implement the backspace key to correct errors;

(D) apply speed and accuracy in production of documents; and

(E) demonstrate mastery of basic grammar, including using punctuation marks, capitalization, and correct sentence structure.

(4) The student prepares business documents using effective communication. The student is expected to:

(A) interpret and follow directions to produce documents;

(B) demonstrate proficiency in business English, spelling, and proofreading;

(C) identify and apply correct format for business correspondence and documents; and

(D) demonstrate concepts and processes to employ the appropriate steps in document production.

(5) The student improves level of proficiency in producing complex word-processing business documents. The student is expected to:

(A) refine work habits; and

(B) improve techniques, speed, and accuracy in document production.

(6) The student solves problems using document processing skills. The student is expected to:

(A) identify criteria for selection and evaluation of word-processing software;

(B) analyze proper placement, format, and priority of completion;

(C) produce business correspondence such as manuscripts, tables, reports, legal documents, and business forms; and

(D) compose a variety of business documents under timed situations.

(7) The student develops advanced word-processing skills. The student is expected to:

(A) perform advanced word-processing functions such as creating newspaper-style columns, inserting section breaks, creating templates, selecting styles, applying auto formatting, using borders and shading, defining page setup, converting document formats, searching files, addressing envelopes, creating labels, using mail merge, and customizing the desktop by using toolbars, menus, and shortcut keys; and

Skip to main content

(B) apply layout and design concepts in desktop publishing, including graphics, fonts, text boxes, frames, and tables.

(8) The student develops the technology and social skills necessary to work in an office environment. The student is expected to:

(A) create and present a visual and oral report using text and graphics;

(B) prepare and distribute personalized correspondence using mail merge and electronic mail;

(C) relate the social ramifications of computer applications to privacy, values, and ethics;

(D) enhance overall office productivity by responsible use of computer systems;

(E) develop human-relation skills for working in a team environment; and

(F) participate in student leadership activities.

Business Information Management I

(1) The student coordinates information management and business management to aid in business planning. The student is expected to:

(A) explain the strategic role of information systems and information communication technology within an organization;

(B) determine risks and rewards of developing a strategic role for information systems and information communication technology; and

(C) integrate information systems planning with business planning.

(2) The student enhances usability of systems operations to support business strategies and operations. The student is expected to:

(A) identify the management information requirements and business needs of an organization; and

(B) explain issues involved in designing and developing systems for different environments.

(3) The student analyzes available software packages for use in business settings. The student is expected to:

(A) determine equipment and supplies needed;

(B) establish equipment and supplies maintenance systems;

(C) schedule equipment maintenance;

(D) use equipment and supplies maintenance procedures; and

(E) operate a scanner.

(4) The student uses the computer's operating system to execute work responsibilities. The student is expected to:

Skip to main content

(A) move files in the computer operating system; and

(B) create directories.

(5) The student applies word-processing technology. The student is expected to:

(A) identify customary styles of business documents;

(B) improve touch-system skills using the keyboard and keypad to input data;

(C) use hardware and software flexibility needed to produce documents to address different computer applications; and

(D) demonstrate writing techniques generating ideas and gathering information relevant to the topic and purpose, maintaining accurate records of outside sources.

(6) The student identifies database software to create databases that facilitate business decision making. The student is expected to:

(A) explain the principles of data analysis;

(B) explain the nature of tools that can be used to access information in the database system;

(C) choose appropriate software;

(D) define fields and type of data;

(E) enter database structure;

(F) define relationships of tables;

(G) analyze company's data requirements;

(H) design a database to meet business requirements; and

(I) identify database trends.

(7) The student applies data entry techniques to enter information in databases. The student is expected to:

(A) access information in the database system;

(B) build data in a data warehouse;

(C) create a meaningful data set;

(D) enter data into databases, tables, and forms;

(E) edit data in databases, tables, and forms;

(F) create an interface user form for easier entry of data; and

(G) import and export databases.

(8) The student uses commands to retrieve data and create reports from databases. The student is expected to:

(A) retrieve data from tables and queries;

(B) formulate queries;

(C) create and print reports; and

Skip to main content

(D) manipulate data in the database management system.

(9) The student applies data mining methods to acquire pertinent information for business decision making. The student is expected to:

(A) discuss the nature of data mining;

(B) describe data mining tools and techniques;

(C) discuss the importance of ethics in data mining;

(D) demonstrate basic data mining techniques; and

(E) interpret data mining findings.

(10) The student uses project management processes to plan a business project. The student is expected to:

(A) initiate a business project;

(B) design a business project; and

(C) participate in leadership and career development activities.

(11) The student applies spreadsheet technology. The student is expected to:

(A) perform mathematical processes, including:<ol type="i">
addition, subtraction, multiplication, and division;
percentages and decimals;
order of operations principle;
estimation; and
prediction of patterns of data; and

(B) formulate and produce solutions to a variety of business problems, including:<ol type="i">
budget, personal, and business;
payroll;
inventory;
invoices;
balance sheets;
profit-loss statements;
income tax preparation;
charts and graphs; and
conversion of foreign currencies.

(12) The student applies presentation management technology. The student is expected to:

(A) identify the guidelines for using graphics, fonts, and special effects in presentations;

(B) analyze the effectiveness of multimedia presentations; and

(C) determine the appropriate technology to create and deliver an effective presentation.

Global Business

(1) The student identifies steps in implementing the background for starting an international operation. The student is expected to:

(A) define global business;

(B) describe the rise of global linkages in global business;

(C) describe the position of the United States in global trade; and

(D) list advantages and problem areas for United States firms wanting to enter global business.

Skip to main content

(2) The student analyzes the theories of global trade and investments. The student is expected to:

(A) explain the advantages of specialization;

(B) identify the concept of comparative advantage; and

(C) distinguish between portfolio investment and direct investment.

(3) The student analyzes the role of the international monetary system in the economy. The student is expected to:

(A) describe the role of the International Monetary Fund;

(B) argue for and against floating exchange rates;

(C) argue for and against fixed exchange rates;

(D) explain the impact of the common European currency;

(E) calculate foreign exchange rates; and

(F) research cases dealing with global exchange using appropriate online technology.

(4) The student identifies the importance of international financial markets globally. The student is expected to:

(A) explain how a foreign exchange market functions;

(B) identify the economic factors that influence exchange rates and explain how these factors work; and

(C) differentiate between alternative strategies of global banking.

(5) The student demonstrates various levels of economic integration among foreign countries. The student is expected to:

(A) identify the different levels of economic integration;

(B) explain the various arguments surrounding economic integration; and

(C) describe the organization of the European community.

(6) The student identifies the importance of different trade and investment policies controlling trade. The student is expected to:

(A) understand the role of foreign aid in global trade and investment;

(B) explain the goals and function of the General Agreement on Tariffs and Trade and the North American Free Trade Agreement;

(C) identify the major ways in which imports are being restricted and give reasons for controlling exports; and

(D) research cases and issues on global trade using appropriate online technology.

(7) The student analyzes the implications of politics and laws that control and regulate global business. The student is expected to:

Skip to main content

(A) describe the reasoning behind the effects of controls and the regulation of global business behavior;

(B) analyze the Foreign Corrupt Practices Act; and

(C) discuss the role of international law in the conduct of global business.

(8) The student researches the business elements of cultural challenges and diversity. The student is expected to:

(A) explain the role of culture in global business;

(B) identify various elements of culture; and

(C) suggest ways for managers to understand and deal with cultural diversity.

(9) The student demonstrates the process in implementing a global operation. The student is expected to:

(A) identify the various forms of entry strategies used by firms to initiate global business activity;

(B) give examples of indirect exporting and importing;

(C) evaluate the advantages and disadvantages of licensing;

(D) describe the functions of export management companies;

(E) research current cases on imports, exports, and balance of trade using appropriate online technology;

(F) relate effects of copyrights and trademarks and intellectual property rights on global business; and

(G) identify advertising media used in foreign markets such as newspaper, radio, television, Internet, and magazine.

(10) The student analyzes the cost effect when using global logistics for a mode of transportation. The student is expected to:

(A) define global logistics;

(B) distinguish between materials management and physical distribution;

(C) list the factors that influence the selection of particular transportation modes;

(D) describe the usefulness of free trade zones;

(E) research free trade zones, both locally and statewide, using appropriate online technology; and

(F) relate the effects of geography, time zones, work days, resources, and natural harbors on global business.

(11) The student identifies different strategies for exporting in the global market. The student is expected to:

(A) discuss the procedure by which a foreign target market is selected;

Skip to main content

(B) determine the pricing strategy for export items;

(C) identify various data-based analytical techniques available for estimating market potential; and

(D) evaluate the reasons behind the need to standardize or to adapt the marketing mix.

(12) The student identifies the functional changes in process with global human resource management. The student is expected to:

(A) explain the objectives of human resource management in a global firm;

(B) describe how the human resources function changes as a firm goes global;

(C) identify sources of recruitment for staffing positions abroad; and

(D) describe differences and similarities of training employees in different countries.

(13) The student analyzes employability skills to obtain successful employment with a company. The student is expected to:

(A) assess personal global marketability;

(B) identify appropriate employment opportunities abroad;

(C) evaluate global employment options such as salaries, benefits, and prerequisites; and

(D) generate an orientation manual for people preparing to live and work in a foreign country.

(14) The student knows how to use self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to:

(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates; and

(B) participate in leadership and career development activities.

Virtual Business

(1) The student analyzes an overview of starting and growing a virtual business office. The student is expected to:

(A) identify the nature, history, and duties of a virtual business office;

(B) list benefits afforded to virtual assistants and their clients;

(C) assess personality characteristics to determine suitability for being a self-employed virtual business office employee; and

(D) inventory skills, interests, strengths, and weaknesses to determine appropriate services to offer.

(2) The student demonstrates online and off-line marketing, including establishing a web presence. The student is expected to:

(A) create and design a website for a virtual business office;

Skip to main content

(B) describe details of setting up a virtual business office;

(C) determine appropriate marketing and advertising of a virtual business office;

(D) describe steps to successfully market a virtual business office; and

(E) participate in leadership and career development activities.

(3) The student develops contracts appropriate for virtual business office services provided. The student is expected to:

(A) research details of setting up a virtual business office;

(B) determine particulars of communicating with clients locally and remotely; and

(C) appropriately set fees for virtual business office services provided.

(4) The student establishes pricing, billing, and collections procedures. The student is expected to:

(A) research pricing and billing practices of a virtual business office;

(B) research and determine appropriate recordkeeping and tax issues; and

(C) apply fundamental bookkeeping skills for a virtual business office.

(5) The student describes legal and tax issues related to running a virtual business office. The student is expected to:

(A) determine local licensing requirements and properly set up a virtual business office and research support resources; and

(B) describe the advantages and disadvantages of the various forms of legal construction of a virtual business office.

(6) The student maintains business records to facilitate management. The student is expected to:

(A) describe the nature of business records needs for a virtual business office; and

(B) maintain customer records.

(7) The student acquires information to analyze business decision making. The student is expected to:

(A) monitor internal records for business information; and

(B) conduct an environment scan to obtain business information and interpret statistical findings.

(8) The student demonstrates project-management skills to improve workflow and minimize costs. The student is expected to:

(A) identify resources needed for a project;

(B) develop a project plan and apply project-management tools to monitor project progress;

(C) evaluate project results; and

Skip to main content

(D) coordinate work with that of team members and assist with overflow work.

Business Management

(1) The student demonstrates an understanding of the management concept. The student is expected to:

(A) define the term management;

(B) explain management functions, including planning, organizing, staffing, direct lending, and controlling;

(C) define the management pyramid;

(D) define the role of management;

(E) explain the history and evolution of management;

(F) identify the external and internal environmental factors that influence management;

(G) define ethical workplace behavior;

(H) summarize how to make ethical decisions;

(I) define social responsibility;

(J) explain how socially responsible management policies are initiated and implemented; and

(K) research contemporary cases dealing with ethics and social responsibility using appropriate online technology.

(2) The student recognizes the importance of planning in an organization. The student is expected to:

(A) define the term planning;

(B) explain the necessity of proper planning;

(C) define types of planning;

(D) identify steps of the management decision-making process, including:<ol type="i">
identify the problem or opportunity;
gather relevant information or data;
determine alternative courses of action;
evaluate each alternative;
compute an optimal decision;
implement the chosen course of action; and
evaluate the decision feedback and determine if any changes are necessary;

(E) determine competitive advantage;

(F) establish organizational strategy;

(G) determine innovative strategies;

(H) identify the need for change;

(I) define global management; and

(J) explain how the organization will function in a global environment.

(3) The student recognizes the importance of organizations. The student is expected to:

Skip to main content

(A) explain how to design an adaptive organization;

(B) define the concepts, methods, and types of departmentalization;

(C) define the chain of command;

(D) explain line authority;

(E) define staff authority;

(F) explain the advantages and disadvantages of different types of organizations, including:<ol type="i">
line;
line and staff; and
matrix;

(G) define delegation in a management context;

(H) compare and contrast centralized and decentralized organizations;

(I) identify the concept of teams and teamwork; and

(J) define span of control or span of management.

(4) The student explains the role of staffing within an organization. The student is expected to:

(A) explain or define the major federal employment laws;

(B) define adverse impact and employment discrimination;

(C) identify sexual harassment in the workplace;

(D) explain the methods of recruiting potential employees;

(E) define the selection process for new employees;

(F) explain the needs and types of training for newly hired employees;

(G) define professional development in terms of current employees;

(H) explain how employees should be compensated in a competitive environment;

(I) define the potential need for downsizing;

(J) rationalize the costs of employee turnover and what can be done to reduce turnover rate;

(K) explain the need and benefits of a diverse workforce; and

(L) research contemporary cases addressing recruitment, downsizing, and diversity using appropriate online resources.

(5) The student demonstrates the qualities of leadership. The student is expected to:

(A) define motivation;

(B) distinguish between extrinsic and intrinsic rewards;

(C) explain how to address real or perceived inequities in the workplace;

(D) define the Expectancy Theory;

(E) explain how rewards and goals affect motivation;

(F) compare a leader to a manager;

Skip to main content

(G) explain the roles and functions of a leader;

(H) explain the traits of an effective leader;

(I) define the different types and styles of leadership and explain when each is appropriate, including autocratic, Democratic, and free rein;

(J) define the management communication process;

(K) explain the concept of employee perception;

(L) analyze the communication process;

(M) compare and contrast formal and informal communication; and

(N) explain how to improve communication within an organization.

(6) The student understands the necessity of controlling. The student is expected to:

(A) examine the control process;

(B) illustrate the five primary control methods;

(C) explain the importance of quality control;

(D) define the strategic importance of management information;

(E) develop the importance of gathering and sharing information;

(F) explain the importance of managing for productivity and growth;

(G) define the quality-related characteristics for products and services;

(H) explain International Standards Organization (ISO) standards, including ISO 9000 and ISO 14000;

(I) explain the Baldridge National Quality Award;

(J) explain the Deming Award;

(K) define Total Quality Management;

(L) explain service operations;

(M) analyze manufacturing operations;

(N) define inventory in the management context;

(O) explain the fiscal importance of managing and controlling inventory; and

(P) research recent winners of the Baldridge and Deming awards using appropriate online technology and critique the winners.

(7) The student knows self-development techniques and interpersonal skills to accomplish management objectives. The student is expected to:

(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates; and

(B) participate in leadership and career development activities such as involvement with appropriate student and local management associations.

(8) The student demonstrates project-management skills to improve workflow and minimize costs. The student is expected to:

Skip to main content

(A) identify resources needed for a project;

(B) develop a project plan; and

(C) apply project-management tools to monitor progress.