Texas CTE

Business Management and Administration (2010): Grade 11

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.

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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

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(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.

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(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.

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

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(E) operate a scanner.

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

(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.

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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

(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.

Business Information Management II

(1) The student demonstrates project management processes to conduct a business project. The student is expected:

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(A) implement a project;

(B) manage a project team;

(C) monitor a business project;

(D) minimize a business project's errors; and

(E) conclude a business project.

(2) The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in the workplace. The student is expected to:

(A) employ verbal skills when obtaining and conveying information;

(B) demonstrate use of content, technical concepts, and vocabulary when analyzing information and following directions;

(C) record information needed to present a report on a given topic or problem;

(D) write internal and external business correspondence that conveys information effectively using correct grammar, spelling, punctuation, and capitalization;

(E) communicate with coworkers to clarify workplace objectives; and

(F) communicate effectively with customers and coworkers to foster positive relationships.

(3) The student describes, locates, organizes, and references written information from various sources to communicate with coworkers and clients. The student is expected to:

(A) locate written information used to communicate with coworkers and customers;

(B) organize information to use in written and oral communication; and

(C) reference the sources of information.

(4) The student evaluates and uses information resources to accomplish specific occupational tasks. The student is expected to:

(A) use informational texts, Internet websites, and technical materials to review and apply information sources for occupational tasks; and

(B) evaluate the reliability of information from informational texts, Internet websites, and technical materials and resources.

(5) The student develops and delivers formal and informal presentations using appropriate media to engage and inform audiences. The student is expected to:

(A) prepare oral presentations to provide information for specific purposes and audiences;

(B) identify support materials that will enhance an oral presentation;

(C) prepare support materials that will enhance an oral presentation;

(D) deliver an oral presentation that sustains listeners' attention and interest;

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(E) align presentation strategies to the intended audience; and

(F) implement multimedia strategies for presentations.

(6) The student interprets verbal and nonverbal behaviors to enhance communication with coworkers and clients. The student is expected to:

- (A) interpret verbal behaviors when communicating with clients and coworkers; and
- (B) distinguish nonverbal behaviors when communicating with clients and coworkers.

(7) The student applies active listening skills to obtain and clarify information. The student is expected to:

- (A) demonstrate the use of content, technical concepts, and vocabulary when analyzing information and following directions;
- (B) employ verbal skills when obtaining and conveying information;
- (C) interpret verbal and nonverbal behaviors to enhance communication;
- (D) apply active listening skills to obtain and clarify information; and
- (E) use academic skills to facilitate effective written and oral communication.

(8) The student develops and interprets tables, charts, and figures to support written and oral communication. The student is expected to:

- (A) create tables, charts, and figures to support written and oral communication; and
- (B) interpret tables, charts, and figures used to support written and oral communication.

(9) The student demonstrates listening and speaking with diverse individuals to enhance communication skills. The student is expected to:

- (A) apply factors and strategies for communicating with a diverse workforce; and
- (B) demonstrate the ability to communicate and resolve conflicts within a diverse workforce.

(10) The student demonstrates public relations skills to increase internal and external customer satisfaction. The student is expected to:

- (A) communicate effectively when developing positive customer relationships; and
- (B) support and maintain a multimedia website.

(11) The student designs solutions to mathematical business problems using spreadsheet technology. The student is expected to:

- (A) recognize and apply lookup tables, built-in functions, macros, and advanced charts and graphs;
- (B) determine the uses of spreadsheets with currencies other than the dollar based on current market value; and
- (C) create and interpret financial statements, including:<ol type="i"> comparisons and projections;
predictions and forecasts; trend analyses; and
charts and graphs.

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(12) The student documents technical knowledge and skills. The student is expected to:

(A) prepare a professional electronic portfolio to include:<ol type="i">
attainment of technical skill competencies;
licensures or certifications;
recognitions, awards, and scholarships;
extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations;
sample letter of application;
abstract of key points of accomplishments;
resumé;
samples of work; and
evaluation from a teacher; and

(B) prepare and present the portfolio to all interested stakeholders such as in a multimedia presentation.

Business Law

(1) The student identifies the different types of law, courts, and regulations in the judicial system. The student is expected to:

(A) identify the concepts of civil and criminal law;

(B) explain the different categories and types of courts and traditional court procedures;

(C) differentiate between business torts and crimes; and

(D) comprehend the rationale for government regulations of business activities.

(2) The student identifies the principles of contracts in business. The student is expected to:

(A) explain the nature and classes of contracts;

(B) cite methods of offer and acceptance;

(C) explain the different capacities to contract;

(D) examine the concepts of consideration;

(E) describe defective agreements;

(F) describe illegal agreements; and

(G) research contemporary cases dealing with contract law using appropriate online technology.

(3) The student explains personal property. The student is expected to:

(A) contrast real property with personal property;

(B) analyze the nature of personal property;

(C) recognize the different types of bailments and obligations and rights under each type; and

(D) research cases dealing with personal property using appropriate online technology.

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(4) The student identifies the concept of sales in the context of business law. The student is expected to:

(A) identify the nature of goods and services;

(B) explain the formalities of sale;

(C) characterize the transfer of title and risks in sales contracts;

(D) identify and explain the types and categories of warranties, product liability, and consumer protection; and

(E) research cases dealing with contract sales using appropriate online technology.

(5) The student researches negotiable instruments. The student is expected to:

(A) explain the nature of negotiable instruments;

(B) identify the essentials of negotiability;

(C) explain promissory notes and drafts;

(D) explain negotiation and discharge;

(E) assess the liabilities of the parties and holders in due course;

(F) identify the defenses in dealing with negotiable instruments; and

(G) research cases dealing with negotiable instruments using appropriate online technology.

(6) The student analyzes the concepts of agency and employment. The student is expected to:

(A) establish the nature and creation of an agency;

(B) explain the operation and termination of an agency;

(C) recognize the nature of employer and employee relations;

(D) explain employee rights;

(E) identify the tenets of labor legislation; and

(F) research cases dealing with employment law using appropriate online technology.

(7) The student identifies the different types of business organization. The student is expected to:

(A) explain a sole proprietorship;

(B) explain the creation and operation of a partnership;

(C) discuss the nature and creation of a corporation;

(D) depict the ownership of a corporation; and

(E) describe the management and dissolution of a corporation.

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The student explains risk bearing devices. The student is expected to:

(A) identify the principles of insurance;

(B) review the types of insurance;

(C) recognize security devices such as fidelity bonds and securities;

(D) discuss the appropriateness and categories of bankruptcy; and

(E) research contemporary cases dealing with risk bearing devices using appropriate online technology.

(9) The student describes the legal contexts of real property. The student is expected to:

(A) explain the nature of real property;

(B) establish the proper methods for the transfer of real property;

(C) describe the different types of real estate mortgages;

(D) review contemporary landlord-tenant law;

(E) explain wills, inheritances, and trusts; and

(F) research cases dealing with real estate law using appropriate online technology.

(10) The student knows how to use self-development techniques and interpersonal skills to accomplish legal tasks and solve cases. The student is expected to:

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

(B) participate in leadership and career development activities.

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.

(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;

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(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:

(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.

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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;

(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.

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	(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.
Human Resources Management	**(1) The student demonstrates an understanding of the traditional human resources functions. The student is expected to:** (A) define the term human resources; (B) classify the basic human resources functions such as recruiting, selecting, training, developing, and compensating; (C) explain the contemporary social and workplace issues facing human resources managers such as globalization, diversity, new technologies, knowledge workers, and changing trends in the workplace; (D) explain how contemporary human resources deals with change such as proactive, reactive, downsizing, outsourcing, offshoring, and employee leasing; (E) illustrate how the changing demographic trends in the workplace impact diversity in human resources management; (F) categorize the basic responsibilities of a human resources manager, including:<ol type="i"> - advice and counsel; - service; - policy formulation and implementation; and - employee advocacy; (G) explain the basic competencies required of an effective human resources manager, including business mastery, human resources mastery, change mastery, and personal credibility; and (H) define the need and proper steps for strategic planning in human resources, including:<ol type="i"> - mission, vision, and values; - environmental analysis; - internal analysis; - strategy formulation; - strategy implementation; and - evaluation and assessment.
	(2) The student understands and explains how to meet human resources requirements. The student is expected to: (A) analyze the major Equal Employment Opportunity laws;

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(B) discuss federal laws and executive orders that influence human resources management;

(C) explain the importance of establishing and implementing strong policies and procedures for dealing with sexual harassment;

(D) examine the contemporary social and political issues facing human resources, including:<ol type="i">
sexual orientation;
immigration reform and control; and
Uniform Guidelines on Employee Selection Procedures;

(E) explain the proper procedures and requirements to comply with Equal Employment Opportunity Commission rules and regulations;

(F) analyze the contemporary concepts of job analysis, employee involvement, and flexible work schedules;

(G) create a job description; and

(H) research current cases dealing with equal employment using appropriate online technology.

(3) The student demonstrates the proper methods and sources of recruitment. The student is expected to:

(A) evaluate the proper methods of recruiting externally;

(B) explain the proper methods of recruiting internally;

(C) hypothesize how to develop a diverse pool of talent for employment consideration; and

(D) explain the application of Equal Employment Opportunity Commission guidelines to the recruitment process.

(4) The student demonstrates the proper methods of employee selection. The student is expected to:

(A) explain how to match an applicant to a job using job analysis and a job description;

(B) explain the different types of commonly used pre-employment tests such as polygraph tests, honesty and integrity testing, graphology, physical examination, and drug testing;

(C) clarify the relevant factors that should be considered in conducting a criminal background check; and

(D) demonstrate the proper methods of conducting pre-employment interviews.

(5) The student describes the need for training. The student is expected to:

(A) analyze the information necessary prior to the implementation of any job-related training, including task analysis and person analysis;

(B) design a training program;

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(C) explain how to implement a training program;

(D) evaluate a training program;

(E) illustrate the necessity for new employee orientation and the topics that should be covered;

(F) explain the concept of on-the-job training and other forms of skills training; and

(G) understand the need for training newly hired employees in proper Equal Employment Opportunity Commission rules and procedures, including training on sexual harassment.

(6) The student describes the need to develop and evaluate employees. The student is expected to:

(A) explain why employees often need additional training such as learning new skills and technologies and complying with new laws and regulations;

(B) construct an employee appraisal program that complies with all applicable laws; and

(C) explain who should evaluate employees, including:<ol type="i">
supervisors and managers;
peers;
customers or clients; and
subordinates.

(7) The student describes how to implement a compensation program. The student is expected to:

(A) interpret the basis of compensation and how it meets with organizational objectives;

(B) explain the factors that influence the pay and benefits system;

(C) summarize pay for performance, commission, and piece-rate systems;

(D) explain how to perform a wage and salary survey;

(E) interpret competence-based pay;

(F) understand the major federal regulations that influence employee compensation, including:<ol type="i">
Davis-Bacon Act;
Walsh-Healy Act; and
Fair Labor Standards Act such as minimum wage and overtime;

(G) identify some of the contemporary issues regarding compensation, including:<ol type="i">
equal pay;
wage-rate compression;
comparable worth;
low salary budgets; and
employee stock ownership plan;

(H) explain pay for performance incentives such as bonuses, merit pay, profit sharing, recognition, and stock options;

(I) explain the ethical and public relations issues regarding executive compensation; and

(J) research contemporary cases dealing with executive compensation using appropriate online technology.

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The student masters the intricacies of creating and implementing a benefits plan. The student is expected to:

(A) explain the federally mandated benefits, including:<ol type="i">
Federal Insurance Contributions Act Tax;
Federal Unemployment Tax Act;
workers' compensation;
Consolidated Omnibus Budget Reconciliation Act;
Family and Medical Leave Act; and
Older Workers Benefit Protection Act;

(B) summarize the major discretionary benefits such as healthcare, payment for time not worked, holidays, vacation, sick leave, personal days off, supplemental unemployment benefits, life insurance, long-term care insurance, retirement, pension plans, and thrift plans; and

(C) explain the ancillary services sometimes offered to employees such as employee assistance plans, personal counseling, child and elder care, credit unions, cafeterias, employee discounts, legal services, and recreation and health clubs.

(9) The student discusses the importance of workplace safety and health rules and regulations. The student is expected to:

(A) interpret the Occupational Safety and Health Act;

(B) explain the right-to-know laws;

(C) construct a program promoting safety awareness;

(D) explain the necessity of enforcing safety rules and investigating and recording any workplace accidents;

(E) demonstrate what can be done to prevent or address workplace violence;

(F) explain what can be done to address employee stresses in the workplace; and

(G) research contemporary cases addressing workplace violence using appropriate online technology.

(10) The student discusses employee-management relations. The student is expected to:

(A) explain employee rights versus employer responsibilities;

(B) define discipline and how to implement disciplinary policies and procedures;

(C) identify the proper methods of discharging employees;

(D) define the concept of Alternative Dispute Resolution;

(E) summarize the major federal labor relations laws, including:<ol type="i">
Railway Labor Act;
Norris-LaGuardia Act;
Wagner Act; and
Landrum-Griffin Act;

(F) define why and how employees unionize;

(G) explain employer tactics used to oppose unionization and what employers cannot do during the unionization process;

(H) explain the structure and functions of a union;

(I) discuss the major union organizations such as AFL-CIO, national unions, local unions, and international unions;

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(J) summarize the collective bargaining process and the issues typically negotiated, including wages, hours, and working conditions;

(K) explain a typical grievance procedure;

(L) define grievance arbitration;

(M) explain the contemporary challenges facing labor organizations and unions, including:<ol type="i">
foreign competition;
technological change; decline in union membership; and
employers' focus on maintaining good working conditions to maintain non-union status; and

(N) research contemporary cases on labor relations using appropriate online technology.

(11) The student analyzes the future global considerations impacting human resources. The student is expected to:

(A) explain how human resources addresses managing across borders;

(B) identify the difficulties and solutions for recruiting and selecting employees internationally;

(C) discuss how to deal with compensation issues for management and employees in a host country environment;

(D) identify the problems and solutions for addressing international employee evaluations and appraisals; and

(E) explain the international organized labor environment and different national approaches to labor participation in management.

(12) The student knows 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 such as local human resources.

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.

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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;

(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

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(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.

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

(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;

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(E) explain how rewards and goals affect motivation;

(F) compare a leader to a manager;

(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.

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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

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