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PROGRAM CONCENTRATION: **Business & Computer Science**
CAREER PATHWAY: **Administrative Information/Support**
COURSE TITLE: **Business Procedures**

Course Description: The goal of this course is to provide students with a project-based approach to prepare them for careers in administrative information technology. The course will cover general office skills and procedures, attitudes and work habits, professional dress, career acquisition skills, and information processing. Competencies will be developed in finance and accounting as well as communication. Personal leadership and management skills will be developed and practiced throughout the course. Competencies for the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the core employability skills standards and technical skill standards. This course may be used with a work-based learning program.

LEADERSHIP & MANAGEMENT
Students will demonstrate an understanding of management theories and functions, business organizations, and business leadership skills.

BCS-BP-1. Students will develop personal leadership and management skills to function effectively and efficiently in a business environment.

a. Identify various leadership styles.
b. Identify and evaluate qualities of effective leadership.
c. Examine the characteristics of work teams and the process of establishing a cohesive work group.
d. Demonstrate effective teamwork.
e. Identify and discuss management theories.
f. Compare and contrast the different levels of management.
g. Analyze the pros and cons of different management decisions.
h. Identify, explain, and create an organizational chart.
i. Explain the concept of a chain of command.
j. Outline decision making and problem solving steps.
k. Create SMART (specific, measurable, attainable, realistic, time-bound) goals.
l. Describe the importance of life-long learning through continuing education and membership in professional organizations.
m. Identify effective stress management techniques.

Academic Standards:
SSCG10b The student will describe the legislative process including the roles played by committees and leadership. Explain the function of various leadership positions within the legislature.

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SSEPF6a,b The student will describe how the earnings of workers are determined in the marketplace. Identify skills that are required to be successful in the workplace. Explain the significance of investment in education, training, and skill development.

ELA10RC2 The student participates in discussions related to curricular learning in all subject areas.

SCSh3 Students will identify and investigate problems scientifically.

SSEF6 The student will explain how productivity, economic growth, and future standards of living are influenced by investment in factories, machinery, new technology, and the health, education, and training of people.

OFFICE OPERATIONS
Students will develop skills necessary to perform routine office tasks.

BCS-BP-2. Students will organize and plan activities for a business setting.

a. Plan and organize own work.
b. Identify and use effective time-management techniques.
c. Plan physical layout of an office.
d. Schedule office appointments and maintain the calendar.
e. Make travel arrangements and prepare itineraries.
f. Plan meetings or conferences and prepare agendas.
g. Plan a social event.
h. Determine the appropriate software to solve common business problems.
i. Compile data for reports.
j. Reproduce documents.
k. Identify appropriate records management techniques.
l. Maintain inventory of software and hardware.
m. Prepare correspondence and documents for mailing.
n. Utilize an information database.
o. Compose written directions and routine correspondence.

Academic Standards:
ELA11W3 The student uses research and technology to support writing.

MM2P3 Students will communicate mathematically.

FINANCE & ACCOUNTING
Students will develop skills necessary to maintain financial documents in a business environment.

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BCS-BP-3. Students will demonstrate financial and accounting skills needed to function effectively and efficiently in a business environment.

a.   Prepare bank documents (checks, deposit slips).
b.   Maintain and reconcile a checking account.
c.   Manage a petty cash fund.
d.   Prepare and maintain payroll records.
e.   Develop an office budget.
f.   Create various financial documents including purchase orders, invoices, payment vouchers, and expense reports.
g.   Identify, prepare, and analyze various financial statements.

Academic Standards:
MM2P5 Students will represent mathematics in multiple ways.

MM2P1a,b Students will solve problems using appropriate technology. Build new mathematical knowledge through problem solving. Solve problems that arise in mathematics and in other contexts.

MM3P4 Students will make connections among mathematical ideas and to other disciplines.

ELA9RC3 The student acquires new vocabulary in each content area and used it correctly.

SSEPF2a The student will explain that banks and other financial institutions are businesses that channel funds from savers to investors.

COMMUNICATION
Students will develop skills necessary to communicate effectively in a business environment.

BCS-BP-4. Students will demonstrate effective reading, writing, speaking, and listening skills while performing business assignments and responsibilities.

a.   Select the appropriate communication method for a given situation.
b.   Compose and produce a variety of mailable business letters, memorandums, reports, and e-mails.
c.   Demonstrate effective career planning, e.g. career plan, career portfolio.
d.   Compose a letter of application, resume, and follow up letter.
e.   Complete a job application and other related employment forms.
f.   Analyze and respond effectively to interview questions.
g.   Proofread business documents to ensure they are clear, correct, concise, complete, courteous, and consistent.

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h. Apply rules for grammar, word usage, punctuation, and capitalization.
i. Research, compose, prepare, and present a formal business presentation using proper techniques individually or as a group member.
j. Plan and conduct a business meeting utilizing parliamentary procedure.
k. Identify barriers to listening.
l. Demonstrate effective listening skills.
m. Distinguish between verbal and nonverbal communication skills.
n. Compare and contrast how nonverbal communication has different meanings in various cultures.
o. Differentiate between passive, assertive, and aggressive behaviors.
p. Describe basic etiquette and manners in social and business situations.
q. Demonstrate proper technique and etiquette when receiving and placing calls and when using voice mail, speaker phones, video, and audio conferencing.
r. Give and follow instructions.
s. Give, receive, and respond appropriately to constructive criticism.
t. Differentiate between paraphrasing and plagiarism.
u. Understand the importance of and practice confidentiality.

Academic Standards:

ELA10LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

ELA11W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA11W4 The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing.

ELA11C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

SCSh6 Students will communicate scientific investigations and information clearly.

SOCIAL, ETHICAL, AND HUMAN ISSUES
Students will gain an understanding of the role of ethics and social responsibility in business and the functions of human resources.

BCS-BP-5. Students will examine the role of ethics and social responsibility in business decision making.

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   a.   Define ethics and social responsibility and develop a personal code of ethics.
   b.   Explain the relationship between ethics and government laws and regulations.
   c.   Examine business codes of ethics and how they contribute to ethical business environments.
   d.   Explain ways in which business organizations demonstrate social responsibility toward their internal and external stakeholders.
   e.   Examine current and emerging ethical and social responsibility issues in a multinational business environment.
   f.   Identify consequences of unethical and illegal conduct.
   g.   Analyze and evaluate case studies of ethical and unethical behavior.
   h.   Investigate office relationships, sexual harassment, ethics, customer and employee rights, tact, courtesy, and correct business behavior.

Academic Standards:
ELA10W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure.

SSEM14 The student will explain the organization and role of business and analyze the four types of market structures in the U.S. economy.

SSCG21 The student will demonstrate knowledge of criminal activity.

SSCG22 The student will demonstrate knowledge of the criminal justice process.

BCS-BP-6. Students will explain human resource functions and their importance to an organization's successful operation.

   a.   Evaluate recruitment sources and selection tools available to staff and organization.
   b.   Discuss the benefits of training and development and lifelong learning as they relate to successful employee performance.
   c.   Examine the employee evaluation process and its impact.
   d.   Discuss compensation plans, benefit packages, and incentive programs available to employees.
   e.   Investigate the criteria used in the promotion, transfer, discipline, or release of employees.
   f.   Describe the role of organized labor and its influence on government and business.

Academic Standards:
ELA11LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

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SSCG11 The student will describe the influence of lobbyists (business, labor, professional organizations) and special interest groups on the legislative process.

Reading Across the Curriculum

Reading Standard Comment
After the elementary years, students engage in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in *context*.

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

CTAE-RC-1 Students will enhance reading in all curriculum areas by:
Reading in All Curriculum Areas
- Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
- Read both informational and fictional texts in a variety of genres and modes of discourse.
- Read technical texts related to various subject areas.

Discussing Books
- Discuss messages and themes from books in all subject areas.
- Respond to a variety of texts in multiple modes of discourse.
- Relate messages and themes from one subject area to messages and themes in another area.
- Evaluate the merit of texts in every subject discipline.

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-Examine author's purpose in writing.

-Recognize the features of disciplinary texts.

Building Vocabulary Knowledge

-Demonstrate an understanding of contextual vocabulary in various subjects.

-Use content vocabulary in writing and speaking.

-Explore understanding of new words found in subject area texts.

Establishing Context

-Explore life experiences related to subject area content.

-Discuss in both writing and speaking how certain words are subject area related.

-Determine strategies for finding content and contextual meaning for unknown words.

CTAE Foundation Skills

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and post secondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

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CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.