

Business Management
Brazos High School
2024-2025 Course Syllabus

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| Teacher | Ms. Randice Nelson |
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Prerequisites: BIM I, BIM II

Course Description: Take it to the next level! What is in business management?

Business management is the process of planning, organizing, directing, and controlling the activities of a business or organization to achieve its goals and objectives. It involves overseeing all aspects of a business, from finance and operations to marketing and human resources. You will apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.



Level 1
Principles of Business,
Marketing, and Finance
Business Information
Management I/Lab

Level 2
Business Law
Virtual Business
Business Information
Management II/Lab

Level 3
Business Management
Global Business
Human Resources
Management

Level 4
Statistics and Business
Decision Making
Practicum in Business
Management
Practicum in Entrepreneurship
Career Preparation I

Business Management is a Level 3 course that supports the Business Management Endorsement and is typically taken after completion of BIM I and BIM II.

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Brazos High School
2024-2025 Course Syllabus

Supplies: Binder of any size, dividers, and notebook paper

Grading: Your grade will be based on classroom work, class participation, quizzes, tests, and special projects.

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| Your grade will be determined by the following: | | |
| Daily work, participation, quizzes | 60% | At least 12 grades per six weeks |
| Tests/Projects | 40% | 2 per six weeks |

- All work will be done in class unless prior arrangements have been made.
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There will be times when work outside of class may be required for projects.
Work should be turned in by the due date for full credit. 10-point deduction when late.
- All make-up work should be done before or after school. If you know you will be missing several days of class, please make prior arrangements to pick up your assignments.

ATTITUDES AND WORK HABITS: Your general attitude toward work assignments, suggestions from the instructor, and relationships with other students in the classroom are indications of your ability to be a success on the job or adapt to the work of business. It is essential to have a healthy, cheerful attitude and responsible work habits during all class sessions.

Consider this your “place of employment” for 45 minutes each day.

Ask yourself, what kind of manager do you want to be?

Absences and Tardies: It is difficult to support your learning when you are not present in class. Course subjects can only be effectively learned when you are in class on a regular basis. However, I definitely understand that illness and such can keep you away from school. Unexcused absences and tardies will be handled in accordance with established BHS policies.

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Brazos High School
2024-2025 Course Syllabus

| EXPECTATIONS: | Additional district rules/expectations: |
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| 1) Complete daily classwork assignments | No technology devices used unless authorized. |
| 2) Participate in discussions and ask questions | Cell phones in class backpacks during lessons. |
| 3) Participate constructively as a team member (must be relevant) | Abide by the school technology rules. |
| 4) Refrain from talking while others are speaking | Keep your work area clean. |
| 5) Problem solve and accept challenges | DO NOT bring candy, drinks, or food into the classroom. |
| 6) Respect others opinions | Only use the internet when directed to do so. |



Be COUGAR ready! Be COUGAR proud!

Unit 1: Professional Standards and Communication Skills

Students will begin the course by discussing effective communication and collaboration skills, teamwork, professionalism, and the importance of demonstrating a positive, productive work ethic. Students will demonstrate these skills and attributes by creating and/or participating in diverse workplace vignettes/scenarios that highlight effective communication, professionalism, collaboration, and teamwork. Students will also participate in classroom activities, presentations, and/or discussions regarding how to recognize personal biases and stereotypes and how to assess personal strengths and weaknesses. Students will also discuss successful methods of time management and task completion in small groups and/or in other classroom activities. As a culminating activity for the unit, student teams will discuss, describe, and/or present summaries of effective communication and collaboration skills, teamwork, time management skills, and instructor expectations regarding classroom rules, schedules, and task completion.

Business Management
Brazos High School
2024-2025 Course Syllabus

Unit 2: Management

Students will define and discuss terms, functions, and concepts of management. Students will develop, demonstrate, and/or apply their knowledge of management roles, influences, and functions in classroom activities, projects, and/or assignments. Students will create and/or use charts, text, diagrams, and/or illustrations to discuss the history and evolution of management and the management pyramid.

Unit 3: Ethics and Social Responsibility

Students will define and discuss ethical workplace behavior and decision-making, social responsibility, and socially responsible management policies. Students will develop, demonstrate, and/or apply their knowledge of unit topics in classroom activities, projects, workplace vignettes/scenarios, and/or other assignments. Students will use appropriate online technology to find current events and/or contemporary cases dealing with ethics and social responsibility, and present their findings in small group discussions or other classroom activities.

Unit 4: Planning and Decision-Making

Students will define and discuss proper planning as well as types of planning, and identify steps of the management decision-making process. Students will develop, demonstrate, and/or apply their knowledge of unit topics in classroom activities, projects, workplace vignettes/scenarios, and/or other assignments. Students will use appropriate online technology to define and discuss how various businesses function in global environments, and present their findings in small group discussions and/or other classroom activities.

Business Management
Brazos High School
2024-2025 Course Syllabus

Unit 5: Organizations

Students will define and discuss the concepts and importance as well as types of organizations. Students will develop, demonstrate, and/or apply their knowledge of unit topics in classroom activities, projects, workplace vignettes/scenarios, and/or other assignments. Students will create and/or use charts, diagrams, text, and/or illustrations to define and explain departmentalization and the chain of command, as well as to compare and explain the advantages and disadvantages of different types of organizations. Students will explain how to design an adaptive organization in classroom activities, projects, workplace vignettes/scenarios, and/or other assignments.

Unit 6: Human Resources

Students will define and discuss ethics in human resource issues, sexual harassment, federal employment laws, and employee recruitment, selection, and training. Students will explain the needs and benefits of a diverse workforce, the selection and training process of new employees, professional development, compensation, and the costs of employee turnover in classroom activities, projects, workplace vignettes/scenarios, and/or other assignments. Students will use appropriate online technology to research staffing recruitment, downsizing, and workplace diversity, and present their findings in small group discussions and/or other classroom activities.

Unit 7: Leadership and Project Management

Students will be given examples of business projects to examine and discuss. Students will participate in classroom team activities, presentations, and/or discussions regarding leadership and project management processes, then successfully demonstrate and apply the project management processes from start to finish. Students will present and/or discuss their projects and how they improve workflow and/or minimize costs in simulated workplace/occupational scenarios with other students playing the roles of coworkers, supervisors, and subordinates.

Unit 8: Leadership Roles and Theories

Students will define and discuss motivation, rewards, real and perceived inequities in the workplace, and the Expectancy Theory. Students will analyze the communication process and how to improve it as well as explain the qualities of leadership and the roles and traits of an effective leader in classroom activities, projects, workplace vignettes/scenarios, and/or other assignments. Students will create and/or use charts, text, diagrams, and/or illustrations to discuss and explain the different styles of leadership, and to compare and contrast formal and informal communication.

Business Management
Brazos High School
2024-2025 Course Syllabus

Unit 9: Quality Control and Information

Students will define and discuss the control process and the necessity of quality control. Students will learn and explain the importance of managing for productivity and growth and the importance of gathering and sharing information in classroom activities, projects, workplace vignettes/scenarios, and/or other assignments. Students will create and/or use charts, text, diagrams, and/or illustrations to discuss and explain the five primary control methods.

Unit 10: Characteristics of Quality

Students will define and discuss TQM, ISO standards, and quality-related characteristics for products and services. Students will learn and explain service operations and create a service quality survey in classroom activities, projects, workplace vignettes/scenarios, and/or other assignments. Students will create and/or use charts, diagrams, text, or illustrations to analyze manufacturing operations, define inventory in the management context, and explain the fiscal importance of controlling inventory. Students will use appropriate online technology to research and critique recent winners and to explain the Baldrige National Quality Award and the Deming Award, and then present and/or discuss their findings and opinions.

Unit 11: Career Development and Leadership Skills

Students will research, explore, and discuss examples and benefits of CTSO and/or other extracurricular leadership and team-building student activities. Students will then prepare and effectively present brief oral and/or written reports on a CTSO or other extracurricular organization they are willing to join or are already participating in. Students will assess their own personal strengths, weaknesses, behaviors, and traits, and discuss how various personal traits and behaviors can positively and negatively affect career advancement.