



FOUNDATION SKILLS

PATHWAY: All Pathways
COURSE: All CTAE Courses
UNIT 11.14: Advancing Your Enterprise



INTRODUCTION

Annotation:

In this lesson, students will describe and summarize the roles of a business manager. They will also identify ways an entrepreneur's business will remain ethical.

Grade(s):

| | |
|---|------------------|
| X | 9 th |
| X | 10 th |
| X | 11 th |
| X | 12 th |

Time: One 50 minute period

Author: Meghan Cline and Dr. Frank Flanders, based on Entrepreneurship lesson plan from the National FFA Organization

Additional Author(s): Stacey Orr

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

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

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.

GPS Academic Standards:

National / Local Standards / Industry / ISTE:

NL-ENG.K-12.6 Applying knowledge



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will understand the importance of legal business practices.
- Students will understand the importance of ethical business practices.

Essential Questions:

- Why is it important follow legal business practices?
- Why is it important to be ethical in business practices?
- Why is it important to understand the roles of a business manager?

Knowledge from this Unit:

- Students will be able to differentiate between ethical and unethical business practices.

- Students will understand the roles of a business manager.

Skills from this Unit:



ASSESSMENT(S)

Assessment Method Type:

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
 - Quizzes/Tests
 - Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - Self-check rubrics
 - Self-check during writing/planning process
 - Journal reflections on concepts, personal experiences and impact on one's life
 - Reflect on evaluations of work from teachers, business partners, and competition judges
 - Academic prompts
 - Practice quizzes/tests
- Subjective assessment/Informal observations
 - Essay tests
 - Observe students working with partners
 - Observe students role playing
- Peer-assessment
 - Peer editing & commentary of products/projects/presentations using rubrics
 - Peer editing and/or critiquing
- Dialogue and Discussion
 - Student/teacher conferences
 - Partner and small group discussions
 - Whole group discussions
 - Interaction with/feedback from community members/speakers and business partners
- Constructed Responses
 - Chart good reading/writing/listening/speaking habits
 - Application of skills to real-life situations/scenarios
- Post-test

Assessment(s) Title:

Unethical Businesses Activity

Assessment(s) Description/Directions:

Using the Internet, the student will need to locate at least five businesses (local, national, or international) that have been exposed as having unethical business practices. Students will write a short description describing the situation and why it was considered unethical.

Attachments for Assessment(s):



LEARNING EXPERIENCES

Sequence of Instruction

1. Interest Approach

As students are entering the classroom, have some type of classical music playing. Once all students are seated, turn the volume up on the music and allow the students to sit in silence as they listen to the classical selection for approximately thirty seconds. When time is up, offer the following statements.

*Imagine what it would be like to listen to this symphony in person!
What does it take to produce this musical creation?*

Elicit student responses.

"It is amazing to think that simply by combining the sounds from various instruments, we can have such a masterpiece. Even so, a symphony just doesn't happen. There has to be a person that is responsible for directing and guiding each musician. What is that person called?"

Elicit student responses.

"You got it! The person responsible for leading the group is called a conductor."

"What do you know about a musical conductor? What do they do? Why is their job important? Turn to your neighbor and share with them what you know about a musical conductor."

Allow students to share with a neighbor.

"Who will share what they know about a musical conductor?"

Elicit student responses.

"The role of a musical conductor has many dimensions. Not only are they responsible for setting the tempo of the musical selection, but they also shape the entire sound of the symphony. That's a pretty important job."

"Let's consider this though...how does one become a conductor? What do they have to do well? What must they know?"

Allow students to share their thoughts.

"What many of us might not know is that most all conductors started out as successful musicians. Because of their passion for their product, they made the move from an individual contributing to the whole to the person responsible for a much larger presentation. They had to make a drastic change from one role to another. They had to transform themselves from being a musician to that of being a conductor."

“As an entrepreneur, we also have the choice of making a great transformation. Many times, entrepreneurs will make the transition from being entrepreneurs to becoming managers. There is so much more to consider when being a manager, but the rewards are also that much greater.”
“As we start today, it’s important to be curious learners and search for ways that we can apply this information to our businesses.”

2. Roles of a Business Manager

The eight roles of a business manager will be introduced to the student through a carousel activity. Eight students will receive one page of the Eight Manager Roles sheet that lists one role of a business manager and the description of that role. The remaining students will be in eight groups in the room.

NOTE: Based upon the number of students, this activity might need to be modified. If you have a small class, give four students roles and have the remaining students in four groups around the room.

The students that receive the roles will be the “manager.” The remaining students will be “employees.” The managers will try to get the employees to guess what role they are playing through their words and actions. Based upon the given scenario, the managers will make statements that illustrate the role. For example, if a manager is a motivator, they would make statements and actions that would motivate their employees.

“We have an amazing opportunity today because we are transforming ourselves from entrepreneurs to managers. What does that mean?”

Elicit student responses.

“That’s right! Because our entrepreneurship has become so successful, it is time for us to hire some employees. We need eight volunteers that are willing to begin that transformation.”

Take volunteers. If not enough students volunteer, select them. Again, based upon the number in class, this could vary.

“Thanks volunteers! Please come to the front of the room. Congratulations! You are now successful business owners. You might be wondering what type of business you own. You are the owner of your very own snow cone stand.”

Write the following scenario on the board:

Business Scenario: You are in the second year of owning and operating a snow cone stand. The first year was very successful. Because of the success, you have hired two employees to work for you. This is your first experience as a manager, and you want to be successful. In order to learn more about managing people, you do some research and discover that managers typically have eight roles to play. It is your job to play the roles in your business to keep the business successful and your employees happy.

“Managers! What questions do you have about your business?”

“Now those of you still sitting at your desk might be wondering what your role is. That’s right. You are the new employees and in the front of the room is your manager.”

“When I say, “Manage,” each manager will pair up with an employee. The manager will try to get the employee to guess what role they are playing by their actions and words based upon the business scenario. Managers, don’t tell the employees what role you are playing, but if they guess

it correctly, make sure they write it down on some scratch paper. Each manager will have 30 seconds with each employee. Who will summarize the directions of this activity for us?"

Select a volunteer to summarize the directions of the activity.

"Thanks. What questions are there? Manage!"

As students begin the first rotation, it is important to make sure that the managers are making statements and actions according to the scenario. Watch the time and determine which way the students will rotate when time is finished.

If employees guess the role correctly, they will need to write that role down on scratch paper. When all the managers have had a chance to role play each role, ask the students to return to their seats. Process the activity with the following questions:

"Thanks for your participation! Not only did we have some great managers, but we really had some great employees that were able to decipher what role their manager was demonstrating. Let's think about this last experience..."

- What were some of the roles that the managers were playing?
- How were you able to determine what role the managers were playing?
- Managers, how did you decide how to demonstrate that role?
- Thinking specifically about the role you played, why would that role be important as a business manager?

Hand out copies of Roles of a Business Manager Notesheet, or make a transparency.

I. Roles of a Business Manager

a. **Planner:**

- i. Managers set long-term and short-term goals for day-to-day activities.

b. **Organizer:**

- i. Managers organize the business's operations including defining the role each employee plays.

c. **Leader:**

- i. Managers are responsible for influencing their employees to achieve the goals of the business.

d. **Staffer:**

- i. Managers must determine the strengths, skills and experiences of employees and place them accordingly. Additionally, managers are responsible for developing employee training.

e. **Coordinator:**

- i. Managers must maintain an effective and consistent communication system and schedule meetings as needed.

f. **Representative:**

- i. It is the manager's duty to communicate a positive image of the business to the community.

g. **Innovator:**

- i. Business managers should always be searching for new ways to meet organizational goals.

h. **Motivator:**

- i. Each decision that a business manager makes has the potential to affect employee motivation and morale positively or negatively.

After providing the eight roles of a business manager, ask the students the following questions.

“There are many roles that a manager must play. Ponder this...what role do you think is most important?”

Allow time for students to think.

“Turn to your neighbor and share with them the role you think is most important and why you selected it.”

Allow time to share and then elicit student responses.

“Who will share with us what their partner came up with? Thanks for sharing.”

“Sometimes it takes years before an entrepreneur will have the need or the means to add employees. However, if they get to that point, it is very important to remember that as a manager, each role needs to be played. Just as important, however, is the need to maintain ethical standards within your business.”

3. Ethics and Legalities of an Entrepreneurial Business

“The Golden Rule. We have all heard of it, and hopefully, it is something that we apply to every aspect of our lives. What does the Golden Rule mean to you?”

Elicit student responses.

“Thanks for sharing. Simply put, the Golden Rule reminds us to treat others as we would like to be treated. This also applies to entrepreneurs and business managers.”

“As the entrepreneur, your values set the ethical standards for your business. If you think it is okay to be rude to your employees or not treat customers fairly, your employees will most likely do the same. If this happens, your business will not survive.”

Provide each student with a copy of Ethical Business Practices Worksheet. This activity sheet lists 10 business practices. Have each student determine if the practice is ethical or unethical. If they think the practice is unethical, they will need to be prepared to defend their answers.

“In just a moment you will be receiving an activity sheet that lists 10 business practices. Individually, determine if you think the practice is ethical or unethical. If you think the practice is unethical, be prepared to defend your answer. You will have three minutes to make a decision for each statement. What questions do you have? You may begin when you receive your activity sheet.”

Give the students an opportunity to work through the activity sheet.

When they are finished, ask the following questions:

- Which statement was easiest for you to select as ethical or unethical? Why?
- Why would it be important for an entrepreneur to be aware of ethical issues?
- What are some potential ethical issues you might have in your entrepreneurship program?

Use the following activity to review four of the ethical business practices. This activity challenges students to capitalize on the silence and allows students to create motions for the content. Others guess the answer and explain how the motion helps to remember the content.

“When I say, “Partner,” we will have five seconds to find a partner and focus your attention to the front of the room. Partner! Thank you. When I say, “Silence,” we will have four minutes to create silent motions. Using your activity sheet, select four ethical business practices with your partner and create silent actions or a skit that represents each ethical business practice you have selected. Be prepared to share with the class. Questions? Silence!”

Allow a few pairs to act out their ethical business practices with the rest of the class guessing which one they are acting out.

“Nice work! It is critical that as you begin your entrepreneurship plan, you think about how you can guarantee that your business remains ethical and legal as it grows.”

Attachments for Learning Experiences:

- Eight Manager Roles
- Ethical Business Practices Worksheet
- Roles of a Business Manager Notesheet

Notes & Reflections:



CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

Business Manager Party

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Use the Business Manager Party to review the roles of a business manager. At this party, identities of the guests are understood only through their words and actions; the host does not know who is in attendance. Here’s how it works: Selected students or volunteers are guests at a party. Each guest acts out his or her unique character taken from the unit or today’s lesson as the host of the party deciphers the guest’s identity. The guest’s character is a fact, vocabulary word, concept or step in a process. For example, students are learning the caste system of India or the feudal system of the Middle Ages. For each class of people, a student portrays their characteristics through words and actions. One student is selected to be the host of the party. The host greets each guest at the door, welcomes him or her to the party, briefly interacts with him or her and then greets the next guest. As the party grows, and the last guest arrives, the host and guests interact in a cacophony of conversation. At the end of the party, the host guesses each guest’s identity.

Attachments for Culminating Performance Task:



UNIT RESOURCES

Web Resources:

Attachment(s):

- One copy of Eight Manager Roles
- Copies of Ethical Business Practices Worksheet for each student
- Copies of Roles of Business Manager Notesheet for each student (or one transparency)

Materials & Equipment:

What 21st Century Technology was used in this unit:

| | | | | | |
|--------------------------|-------------------------|--------------------------|--------------------|--------------------------|---------------------------------|
| <input type="checkbox"/> | Slide Show Software | <input type="checkbox"/> | Graphing Software | <input type="checkbox"/> | Audio File(s) |
| <input type="checkbox"/> | Interactive Whiteboard | <input type="checkbox"/> | Calculator | <input type="checkbox"/> | Graphic Organizer |
| <input type="checkbox"/> | Student Response System | <input type="checkbox"/> | Desktop Publishing | <input type="checkbox"/> | Image File(s) |
| <input type="checkbox"/> | Web Design Software | <input type="checkbox"/> | Blog | <input type="checkbox"/> | Video |
| <input type="checkbox"/> | Animation Software | <input type="checkbox"/> | Wiki | <input type="checkbox"/> | Electronic Game or Puzzle Maker |
| <input type="checkbox"/> | Email | <input type="checkbox"/> | Website | | |