Washington Township School District

Course Title:	**Business Administration and Management**

Grade Level(s):	**11th and 12th Grade**

Duration:	*Full Year:*	**X**	*Semester:*		*Marking Period:*	

Course Description:	Business Administration and Management is a five (5) credit course that is available to students in grades 10-12, who have successfully completed Introduction to Business or Computer Applications for Business Management. This course explores essential skills and knowledge needed to become highly-qualified business professionals in today's technological business environment. A major focus of this course is preparing students to become successful employees. Business Administration and Management offers students a broad background in business ethics and management principles, business communication and interpersonal skills, human resources, employment skills in marketing, finance, and computer technology. Project-based learning activities are developed around business case studies that emphasize the use of analytical decision-making skills. This course will guide students who aspire to attend college for business administration, as well as prepare students for careers in the 21st Century. Student will participate in DECA as part of this class..
Grading Procedures:	Class grade will consist of a combination of the following areas: Homework, quizzes, tests, class participation, class work, and projects.
Primary Resources:	Administrative Management, Cassidy, Kreitner. Vanhuss DECA Resources Virtual Business - Management

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Shannon Molloy

Under the Direction of:	Jeffrey Snyder

Written: _____Summer 2021_____

Revised: _____

BOE Approval: _____

Business Administration Management

Unit 1: Introduction to Management (5 weeks)
Unit 2: Leadership Essentials (5 weeks)
Unit 3: Managerial Planning (3 weeks)
Unit 4: Human Resources (6 weeks)
Unit 5: Business Communications (6 weeks)
Unit 6: The Environment of Management (5 weeks)
Unit 7: Careers in Management (4 weeks)

Unit 1 Description:

    All employees need to understand concepts of management regardless of whether they are managers or report to managers. Management theory is important because it is the study of how to make people in your organization more productive. With good management, you have to balance a multitude of tasks daily and being familiar with fundamental principles can help greatly. This unit will introduce students to the theory and practice of management, identify and practice skills necessary at every organizational level, the four major functions of management will be explored and a connection between historical and contemporary management theories will be developed.

Unit 1 Duration: 5 Weeks

Desired Results

Standard(s): 9.3.12.BM.3, 9.3.12.BM-ADM.1, 9.3.12.BM-ADM.2

Indicators:

9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.

9.3.12.BM-ADM.1 Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.

9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.

Understandings:

Students will understand that…

- Management is very important to the employee and manager.
- All employees have different skills sets in their role.
- Leadership at different levels have different types of importance.
- There are main categories of management skills.
- To be successful in an organization, certain management strategies need to be implemented.
- There are functions of management.
- Historical and contemporary management theories need to be evaluated.
- Best practices of managers should be shared.
- The organizational pyramid is used to define roles of supervisors and leaders.
- Supervisory roles are essential to develop skills for successful leaders.

Essential Questions:

- Why should a student study management regardless of their career goal?
- What are the two common paths to a management position?
- What are the three broad categories of management skills common to virtually all management positions?
- What is the importance of each category for each managerial level?
- What are the four C's required for success at every organizational level?
- What are three ways to develop conceptual skills.
- What are the four functions of management?
- What are the key elements and the significance of the three historical management theories?
- How is Fayol's Principles of Management applied to today's business world?
- What are the two categories of contemporary management theories?
- What are best practices of managers and how should they be used?
- What are the common supervisor roles and responsibilities?
- What types of skills are needed to be a successful supervisor?
- How does transformational change impact supervisors?
- What are the key trends impacting supervisors?

Assessment Evidence

Performance Tasks:
- Project
- Tests

Other Evidence:
- Worksheets
- Nearpod Interactive Activities
- Power Point Discussions
- Classwork Activities
- In Class Discussions
- Do Nows and Closures
- Class Polling
- Observation
- Tests and Quizzes

Benchmarks:
- Unit Project: Research a Leader
- Unit Test

Learning Plan

Learning Activities:
- **Chapter 2: Basic Management – Functions, Theories, and Best Practices** (2.5 weeks)
  Functions of Management (1 day)
  Historical Management Theories (2 days)
  Contemporary Management Theories (2 days)
  Partner Activity – Strait Talk From the Field (.5 day)
  Group Activity – Short presentation on how supervisors might handle certain management scenarios. (1.5 days)
- **Chapter 3: Effective Supervision: Path to Success for New Managers** (2.5 weeks)
  Supervisors and the Organizational Pyramid (1 day)
  Essential Skills for Successful Supervisors (2 days)
  Managing Change and Trends Impacting Supervisors (1 day)
  Partner Activity – Straight Talk From the Field (.5 day)
  Create an Organizational Chart for Washington Township Public Schools (1.5 days)
  Self-reflection on your personal management style and develop a visual board. (3 days)
- Virtual Business - Management
- Chapter Vocabulary
- More Resources can be found in Business Schoology Group
- DECA Role Plays

Resources:
- Administrative Management Book – Chapters 2 and 3
- NJ DECA Website
- More Resources can be found in Business Schoology Group

<table>
<tr><td colspan="2">Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)</td></tr>
<tr><td colspan="2">Standard(s):

9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.</td></tr>
<tr><td>4.0</td><td>Students will be able to:
• Develop a visual board on your personal management style implementing the theories learned.</td></tr>
<tr><td>3.0</td><td>Students will be able to:
• Analyze the historical and contemporary management theories.</td></tr>
<tr><td>2.0</td><td>Students will be able to:
• Define different types of management roles.</td></tr>
<tr><td>1.0</td><td>With help, partial success at level 2.0 content and level 3.0 content:</td></tr>
<tr><td>0.0</td><td>Even with help, no success</td></tr>
</table>

<table>
<tr><td colspan="2">Standard(s):

9.3.12.BM-ADM.1 Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.</td></tr>
<tr><td>4.0</td><td>Students will be able to:
• Develop and analyze an organizational chart for a local business.</td></tr>
<tr><td>3.0</td><td>Students will be able to:
• Assess how a supervisor fits into the organizational chart and explain their main function.</td></tr>
<tr><td>2.0</td><td>Students will be able to:
• Define the role of a supervisor.</td></tr>
<tr><td>1.0</td><td>With help, partial success at level 2.0 content and level 3.0 content:</td></tr>
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<tr><td>Advanced Learners</td><td>• Invite students to explore different points of view on a topic of study and compare the two.
• Assign a leadership role in classroom learning
• Determine where student's interests lie and capitalize on their inquisitiveness.
• Expose students to a selection and use of specialized resources</td></tr>
<tr><td>Struggling Learners</td><td>• Be flexible with time frames and deadlines
• Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
• Group students
• Intentional scheduling/grouping with student/teacher of alternative background
• Provide support as at-risk students move through all levels of knowledge acquisition
• Tap prior knowledge</td></tr>
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	• Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience • Establish a framework allowing ELL students to understand and assimilate new ideas and information • Focus on domain specific vocabulary and keywords • Give alternate or paper copies to accommodate electronic assignments. • Have another student share class notes with him. • Intentional scheduling/grouping with student/teacher of language if possible • Mark texts with a highlighter. • Take more time to complete a task, project, or test. • Use manipulatives, graphic organizer, and real objects when possible • Use visual presentations/verbal materials (ex: word webs and visual organizers).
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:
MA.9-12.N-Q Numbers and Number Systems Quantities
LA.11-12.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.11-12.WHST.11-12.6 Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Integration of 21st Century Skills

Indicators:
 CAEP.9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.

Unit 2 Title: Leadership Essentials

Unit 2 Description:

This unit introduces leadership as a concept, common characteristics of leaders, leadership theories, and leadership styles. Leadership is not an exact science and no ideal leadership style exists. The best style depends on many variables, including personal style, the level of readiness of followers, the organization and the situation. The purpose of this unit is to have the students think about their own theories and preferences as they begin to develop a personal leadership style that works for them personally. One important responsibility of leadership to create high-performance teams to improve an organization. The characteristics that qualify a team as high-performance will be identified as well as the strategies leaders use to develop these teams.

Unit 2 Duration: 5 Weeks

Desired Results

Standard(s): 9.3.12.BM-MGT.6, 9.3.12.BM-MGT.7, 9.3.12.BM-HR.3, 9.3.12.BM-HR.5

Indicators:

9.3.12.BM-MGT.6 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.

9.3.12.BM-MGT.7 Plan, organize and manage an organization/department to achieve business goals.

9.3.12.BM-HR.3 Motivate and supervise personnel to achieve completion of projects and business goals.

9.3.12.BM-HR.5 Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.

Understandings:
Students will understand that…
- Leaders possess certain leadership characteristics.
- There are various leadership theories and models.
- There are differences between transformational and servant leadership.
- High performance teams have specific characteristics that make them successful.
- Empowering employees is essential to developing a strong team.
- Delegation is an important tool in management.
- Developing effective teams should be the ultimate goal of a manager.

Essential Questions:
- What are the characteristics of an inspiring leader?
- What developing young people mean in management?
- What are the basic forms of leadership theories and models?
- What is the difference between transformational and servant leadership?
- What are the characteristics of high-performance teams?
- What are the stages of developing work groups into effective teams?
- What are the three special types of teams?
- How do leaders build effective face-to-face and virtual teams?
- What is empowerment?
- How is empowerment different than delegation?
- What are the steps to delegate effectively?

Assessment Evidence

Performance Tasks:
- Project
- Tests

Other Evidence:
- Worksheets
- Nearpod Interactive Activities
- Power Point Discussions
- Classwork Activities
- In Class Discussions
- Do Nows and Closures

	- Class Polling
	- Observation
	- Tests and Quizzes

Benchmarks:
- Unit Project: Research a Leader
- Unit Test

Learning Plan

Learning Activities:
- **Chapter 4: Leadership Essentials** (2.5 weeks)
  Leadership (1 day)
  Basic Leadership Theories and Models (3 days)
  Transformational and Servant Leadership (2 days)
  Partner Activity – Strait Talk From the Field (.5 day)
  Group Activity – Short presentation on how supervisors might handle the points of "Leveraging Technology" in the chapter. (.5 days)
- **Chapter 5: High Performance Teams** (2.5 weeks)
  Characteristics of High-Performance Teams (1 day)
  Developing Effective Teams (2 days)
  Empowering Your Team and Delegation (2 days)
  Partner Activity – Straight Talk From the Field (.5 day)
  Create a table identifying types of leadership styles, description of each, and choose the style that would be most effective with given situations. (.5 days)
  Research a CEO of a company and describe their leadership style in the context of their company. Present findings to the class. (3 days)
- Virtual Business - Management
- Chapter Vocabulary
- Schoology Activities
- DECA Role Plays

Resources:
- Administrative Management Book – Chapters 4 and 5
- NJ DECA Website
- More Resources can be found in Business Schoology Group

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

9.3.12.BM-HR.3 Motivate and supervise personnel to achieve completion of projects and business goals.

4.0	**Students will be able to:** - Research a CEO and analyze their characteristics and present findings to the class.
3.0	**Students will be able to:** - Analyze the basic leadership theories and models.
2.0	**Students will be able to:** - Identify leadership characteristics.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Standard(s):	
9.3.12.BM-HR.5 Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction	
4.0	**Students will be able to:** • Develop a guide detailing how to develop high performance team.
3.0	**Students will be able to:** • Assess how a leader empowers their employees.
2.0	**Students will be able to:** • Identify the characteristics of a high performing team.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students	
Advanced Learners	• Invite students to explore different points of view on a topic of study and compare the two. • Assign a leadership role in classroom learning • Determine where student's interests lie and capitalize on their inquisitiveness. • Expose students to a selection and use of specialized resources
Struggling Learners	• Be flexible with time frames and deadlines • Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience • Group students • Intentional scheduling/grouping with student/teacher of alternative background • Provide support as at-risk students move through all levels of knowledge acquisition • Tap prior knowledge
English Language Learners	• Accommodate with completed study guides to assist with preparation on tests • Allow students to give responses in a form (oral or written) that's easier for him/her • Be flexible with time frames, deadlines, or modify assessments • Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience • Establish a framework allowing ELL students to understand and assimilate new ideas and information • Focus on domain specific vocabulary and keywords • Give alternate or paper copies to accommodate electronic assignments. • Have another student share class notes with him. • Intentional scheduling/grouping with student/teacher of language if possible • Mark texts with a highlighter. • Take more time to complete a task, project, or test. • Use manipulatives, graphic organizer, and real objects when possible • Use visual presentations/verbal materials (ex: word webs and visual organizers).

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Learners with a 504	Refer to page four in the [Parent and Educator Guide to Section 504](#) to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:
MA.9-12.N-Q Numbers and Number Systems Quantities
LA.11-12.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.11-12.WHST.11-12.6 Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Integration of 21st Century Skills

Indicators:
CAEP.9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.

Unit 3 Description:

Planning and controlling are major components of the manager's role. This unit will introduce various types of planning and strategies for achieving desired results. Although there are a variety of formal planning systems, in this unit students will explore the essential characteristics including three types of plans, the mission, goals and objectives, priorities, and the implementation and control cycle. The importance of planning with regard to new employee orientation will be explored in depth. The focus will be on orientation and initial training as well as long-term training and coaching to help ensure productive, rewarding, and successful careers. Finally, project planning management as a popular topic in industry today will be examined.

Unit 3 Duration: 3 Weeks

Desired Results

Standard(s): 9.3.12.BM-MGT.3, 9.3.12.BM-MGT.6, 9.3.12.BM-HR.3, 9.3.12.BM-HR.5

Indicators:

9.3.12.BM-MGT.3 Apply economic concepts fundamental to global business operations

9.3.12.BM-MGT.6 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.

9.3.12.BM-HR.3 Motivate and supervise personnel to achieve completion of projects and business goals.

9.3.12.BM-HR.5 Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.

Understandings:
Students will understand that…
- A vision, mission, and values has an important role in an organization.
- Planning is a function of management.
- There are different levels of planning.
- It is important to get employees involved in the planning process.
- Controlling is a function of management.
- There is a relationship between accountability and results.
- It is important to prepare new employees for their first days of work.
- There are different aspects of orientation training.
- An employer needs to have a desired outcome of employee training.
- There are numerous methods of employee training.
- Cultivating a productive coaching relationship is important in planning.
- Project management has an important role in business.
- Projects have scopes and risks involved.
- Forming teams can be influenced by various factors.
- There are key elements of launching a project.
- Sometimes projects need to be terminated.

Essential Questions:
- What should a vision, mission, and values statement accomplish?
- What are the three types of plans that are linked to the organization's mission?
- What is the importance of goals and SMART goals?
- What are the steps for occupational planning?
- What is the basic planning and control cycle?
- Why is assessing performance and measuring outcomes important?
- Why is accountability important?
- Why is planning new employee orientation important?
- What are the steps for preparing a new hire's first day?
- What topics should be included in the company and job-specific orientations?
- What are the key elements of an orientation training plan?
- Why should companies invest in training?
- What is the six-step plan to link training to job performance?
- What are the strategies for cultivating a productive coaching relationship and developing peak performers?
- How are projects created and authorized?
- What is the scope of a project and how is risk managed?
- What factors influence how project teams are formed?

	- What is the initial or strategic plan?
- Why are Gnatt charts useful in project management?
- How does the project operational plan differ from the initial or strategic plan?
- How are ground rules and team communication guides influencing a project?
- Who is accountable for monitoring and tracking a project from the time it is launched until it is terminated?
- What key things must be accomplished to terminate a project successfully?

Assessment Evidence

Performance Tasks:	Other Evidence:
- Project
- Tests	- Worksheets
- Nearpod Interactive Activities
- Power Point Discussions
- Classwork Activities
- In Class Discussions
- Do Nows and Closures
- Class Polling
- Observation
- Tests and Quizzes

Benchmarks:
- Unit Project: Research a Leader
- Unit Test

Learning Plan

Learning Activities:
- **Chapter 6: Planning, Goal Setting, and Achieving Results** (1 week)
  Vision, Mission, and Values (1 day)
  Planning Essentials (1 day)
  Goals (1 day)
  Controlling (1 day)
  Increasing Accountability for Results (1 day)
- **Chapter 8: Setting Up Employees for Success** (1 week)
  Planning and Preparations (1 day)
  Orientation (1 day)
  Orientation Training (1 day)
  Training for All Employees (1 day)
  Coaching (1 day)
- **Chapter 12: Project Management** (1 week)
  Sources and Scope of Projects (1 day)
  Forming Teams (1 day)
  Project Operational Plan (1 day)
  Launching the Project and Project Termination (1 day)
- Virtual Business - Management
- Chapter Vocabulary
- Schoology Activities
- DECA Role Plays

Resources:
- Administrative Management Book – Chapters 6, 8 and 12
- NJ DECA Website
- More Resources can be found in Business Schoology Group

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

9.3.12.BM-MGT.6 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.

4.0	**Students will be able to:** • Create a mission statement for a potential company.
3.0	**Students will be able to:** • Analyze different company's mission, vision, and value statements.
2.0	**Students will be able to:** • Define mission, vision, and value statements.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Standard(s):

9.3.12.BM-HR.5 Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.

4.0	**Students will be able to:** • Develop a new hire training procedure plan.
3.0	**Students will be able to:** • Assess different ways to train employees..
2.0	**Students will be able to:** • Identify the importance of employee orientation training.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
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Unit Modifications for Special Population Students

Advanced Learners	• Invite students to explore different points of view on a topic of study and compare the two. • Assign a leadership role in classroom learning • Determine where student's interests lie and capitalize on their inquisitiveness. • Expose students to a selection and use of specialized resources
Struggling Learners	• Be flexible with time frames and deadlines • Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience • Group students • Intentional scheduling/grouping with student/teacher of alternative background • Provide support as at-risk students move through all levels of knowledge acquisition • Tap prior knowledge
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Interdisciplinary Connections
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Integration of 21ˢᵗ Century Skills

Indicators:

CAEP.9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

CAEP.9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.

Unit 4 Description:

Of all the resources used in a business, the most important to its success is people. Employees are responsible for the effective use of all other resources in the business. Human resources management includes responsibilities of making decisions, safe operation of equipment, maintaining records, and/or dealing with customers. Students will research effective methods of working with people within an organization from hiring procedures to terminating ineffective employees. Topics of discussion will include forecasting staffing needs, recruitment, selection process, performance appraisal, compensation, and legal and ethical challenges of human resource management. Students will develop an understanding of the magnitude of employment and labor laws, in addition to the complexity of benefits administration in today's corporate environment.

Unit 4 Duration: 6 Weeks

Desired Results

Standard(s): 9.3.12.BM-HR.1, 9.3.12.BM-HR.2, 9.3.12.BM-HR.5, 9.3.12.BM-HR.6

Indicators:

9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.

9.3.12.BM-HR.2 Access, evaluate and disseminate information for human resources management decision making.

9.3.12.BM-HR.5 Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.

9.3.12.BM-HR.6 Plan, monitor and manage day-to-day business activities to foster a healthy and safe work environment.

Understandings:
Students will understand that…
- There are factors that influence staffing needs.
- Steps are involved in staffing.
- A job description is very important.
- Various recruitment strategies are used to recruit employees.
- External sources for recruiting will help fulfill staffing needs.
- A business needs to establish a criteria that will be used in the hiring process.
- Data collection is an important tool for hiring managers.
- Performance appraisals are used to evaluate employees.
- There is a difference between quantitative and qualitative measures.
- Employment and labor laws affect human resources decisions.
- There are laws to protect employees from job discrimination.
- Ethical principles can affect the hiring process.

Essential Questions:
- Why is effective recruitment important?
- What is the basic process of doing a job analysis, job specifications, and job description?
- Why are both internal and external recruiting important?
- What are the strategies for external recruiting?
- What are the five sources of data used to make selection decisions?
- What are formal performance appraisals and how do they encourage employee feedback?
- What are the five appraisal techniques?
- What is the criteria that makes a performance appraisal legally defensible, and why record keeping is important?
- What steps can be taken to make the appraisal system relevant?
- Why should performance appraisals include both qualitative and quantitative measures?
- What are the factors that influence compensation?
- What are the three basic types of decisions for designing a compensation system?
- What is the difference between individualized and team awards?
- What are the key employment and labor laws that should be familiar to all managers?

	• What is a manager's role in preventing discrimination? • What are the five generally acknowledged unethical practices? • What is the process of making ethical decisions?

Assessment Evidence

Performance Tasks:
- Project
- Tests

Other Evidence:
- Worksheets
- Nearpod Interactive Activities
- Power Point Discussions
- Classwork Activities
- In Class Discussions
- Do Nows and Closures
- Class Polling
- Observation
- Tests and Quizzes

Benchmarks:
- Unit Project – Debate
- Unit Test

Learning Plan

Learning Activities:
- **Chapter 7: Staffing Essentials (**1.5 weeks)
  Forecasting Staffing Needs (1 day)
  Recruitment (1 day)
  Preparing for the Job Analysis, Specifications, and Descriptions (1 day)
  Recruitment Strategies (1 day)
  Partner Activity – Straight Talk From the Field (.5 day)
  The Selection Process (.5 day)
  Group Activity – Students are to create a presentation to the class on how supervisors might find new potential hires) (2 days)
- **Chapter 9: Appraising and Rewarding Performances** (1.5 weeks)
  Performance Appraisal (1 day)
  Making the Appraisal System Relevant (2 days)
  Performance Measures (2 days)
  Compensation (1 day)
  Partner Activity – Straight Talk From the Field (.5 day)
  Group Activity – Break students into teams to make a short presentation to the class of how supervisors might handle performance review situations. (1.5days)
- **Chapter 10: Legal and Ethical Challenges** (3 weeks)
  Employment and Labor Laws (2 days)
  Preventing Job Discrimination (2 days)
  Ethics (2 days)
  Partner Activity – Straight Talk From the Field (.5 day)
  Role Play – Students will role play various employee and human resources manager situations regarding poor performance, performance reviews, and employee benefit changes. (1.5 days)
  Independent Practice – Students will develop and write a job description for a part time supermarket cashier. (2 days)
  Group Activity – Students will work in small groups to determine if the question is legal or illegal to ask during the interview process. (1 day)
  Group Project – Students will use a web based performance evaluation software to create a demonstration on how to use software, develop a performance review on a fictitious employee, them present to the class. (4 days)

- Virtual Business - Management
- Chapter Vocabulary
- Schoology Activities
- DECA Role Plays

Resources:
- Administrative Management Book – Chapters 7, 9, and 10
- NJ DECA Website
- More Resources can be found in Business Schoology Group

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations

4.0	**Students will be able to:** • Develop an employee handbook outlining employment guidelines for employees.
3.0	**Students will be able to:** • Assess the difference between employment laws and antidiscrimination laws.
2.0	**Students will be able to:** • Identify employment laws.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Standard(s):

9.3.12.BM-HR.6 Plan, monitor and manage day-to-day business activities to foster a healthy and safe work environment.

4.0	**Students will be able to:** • Debate on workplace harassment scenarios applying concepts learned.
3.0	**Students will be able to:** • Assess how a business has the responsibility to keep all employees safe.
2.0	**Students will be able to:** • Identify the laws to keep employees safe.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students

Advanced Learners	• Invite students to explore different points of view on a topic of study and compare the two. • Assign a leadership role in classroom learning • Determine where student's interests lie and capitalize on their inquisitiveness. • Expose students to a selection and use of specialized resources

Struggling Learners	• Be flexible with time frames and deadlines • Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience • Group students • Intentional scheduling/grouping with student/teacher of alternative background • Provide support as at-risk students move through all levels of knowledge acquisition • Tap prior knowledge
English Language Learners	• Accommodate with completed study guides to assist with preparation on tests • Allow students to give responses in a form (oral or written) that's easier for him/her • Be flexible with time frames, deadlines, or modify assessments • Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience • Establish a framework allowing ELL students to understand and assimilate new ideas and information • Focus on domain specific vocabulary and keywords • Give alternate or paper copies to accommodate electronic assignments. • Have another student share class notes with him. • Intentional scheduling/grouping with student/teacher of language if possible • Mark texts with a highlighter. • Take more time to complete a task, project, or test. • Use manipulatives, graphic organizer, and real objects when possible • Use visual presentations/verbal materials (ex: word webs and visual organizers).
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product

	Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed [here](#).
	Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the [Parent and Educator Guide to Section 504](#) to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:
MA.9-12.N-Q Numbers and Number Systems Quantities
LA.11-12.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.11-12.WHST.11-12.6 Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Integration of 21st Century Skills

Indicators:
CAEP.9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.

Unit 5 Description:

Virtually every managerial function involves some form of communication. Effective communication helps business organizations gain competitive advantage. Students will apply basic communication skills---nonverbal, listening, speaking, reading, and writing---to effective workplace communication. Students will understand that the communication process is a significant part of management. The use of technology and social media to communicate will be explored in depth. The importance of and techniques for intercultural communication in our global economy will be emphasized. Students will explore how they communicate and what role they take in the communication process. They will reach an understanding that developing effective communication skills will enhance significantly their management effectiveness and ultimately their management career.

Unit 5 Duration: 6 Weeks

Desired Results

Standard(s): 9.3.12.BM.5, 9.3.12.BM-BIM.3, 9.3.12.BM-MGT.4, 9.3.12.BM-HR.2

Indicators:

9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.

9.3.12.BM-BIM.3 Access, evaluate and disseminate information for business decision making.

9.3.12.BM-MGT.4 4 Employ and manage techniques, strategies and systems to enhance business relationships.

9.3.12.BM-HR.2 Access, evaluate and disseminate information for human resources management decision making.

Understandings:
Students will understand that…
- Communication is an important aspect of the function of management.
- Effective communication can enhance management effectiveness.
- There is a difference between internal and external communication.
- There are different levels of communication.
- Formal communication has specific characteristics.
- Informal communication has specific communication.
- Communicating with other cultures needs to be analyzed.
- Cross-cultural differences affect communication and relationship building.
- There are barriers to effective workplace communication.
- Skills can be developed to communicate successfully in the workplace.
- There are specific techniques for effective listening.
- There are differences between proactive and reactive language.
- Different types of business documents require reading skills.

Essential Questions:
- What are the types of communication required for an organization?
- How can technology be used to remove time and distance as a communication barrier?
- What are the several ways in which culture affects managerial communication?
- What is meant by media richness and how managers can use it to decide on the media to be used in communicating?
- What are the 4 things you can do or avoid doing to enhance listening?
- What are the techniques for asking effective questions?
- What is nonverbal communication and how does it affect workplace communication?
- What things can you do to improve writing in the workplace?

- Team writing may create special challenges.

Assessment Evidence

Performance Tasks:
- Project
- Tests

Other Evidence:
- Worksheets
- Nearpod Interactive Activities
- Power Point Discussions
- Classwork Activities
- In Class Discussions
- Do Nows and Closures
- Class Polling
- Observation
- Tests and Quizzes

Benchmarks:
- Unit Project – Business Documents Project
- Unit Test

Learning Plan

Learning Activities:
- **Chapter 13: Effective Workplace Communication (**1 week)
  Effective Workplace Communication (2 days)
  Intercultural Communication (2 days)
  Communicating for Workplace Success (1 day)
  Partner Activity – Straight Talk From the Field (.5 day)
  Group Activity – Students are to create a presentation to the class on how to develop workplace communication (2.5 days)
  Role Play – Customer complaint and manager (2 days)
  Business simulation on how to communicate (2 days)
  Team Activity – Listening activity – build the design using words to explain the design (2 days)
  Gallery Walk – Business communication gallery walk (1 day)
  Project – Developing business communication documents (10 days)
  Project – Develop a business plan implementing concepts from all the units (10 days)
- Virtual Business - Management
- Chapter Vocabulary
- Schoology Activities
- DECA Role Plays

Resources:
- Administrative Management Book – Chapter 13
- NJ DECA Website
- More Resources can be found in Business Schoology Group

| **Unit Learning Goal and Scale** |
| *(Level 2.0 reflects a minimal level of proficiency)* |

Standard(s):

9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.

4.0	**Students will be able to:** • Develop business documents and communications on business scenarios.
3.0	**Students will be able to:** • Assess the difference between proactive and reactive communication.
2.0	**Students will be able to:** • Identify types of business communication.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Standard(s):

9.3.12.BM-HR.2 Access, evaluate and disseminate information for human resources management decision making.

4.0	**Students will be able to:** • Simulate examples of good and poor communication..
3.0	**Students will be able to:** • Assess how a leader can be an effective listener.
2.0	**Students will be able to:** • Identify the difference between verbal and non-verbal communication.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students	
Advanced Learners	• Invite students to explore different points of view on a topic of study and compare the two. • Assign a leadership role in classroom learning • Determine where student's interests lie and capitalize on their inquisitiveness. • Expose students to a selection and use of specialized resources
Struggling Learners	• Be flexible with time frames and deadlines • Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience • Group students • Intentional scheduling/grouping with student/teacher of alternative background • Provide support as at-risk students move through all levels of knowledge acquisition • Tap prior knowledge
English Language Learners	• Accommodate with completed study guides to assist with preparation on tests • Allow students to give responses in a form (oral or written) that's easier for him/her

	• Be flexible with time frames, deadlines, or modify assessments • Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience • Establish a framework allowing ELL students to understand and assimilate new ideas and information • Focus on domain specific vocabulary and keywords • Give alternate or paper copies to accommodate electronic assignments. • Have another student share class notes with him. • Intentional scheduling/grouping with student/teacher of language if possible • Mark texts with a highlighter. • Take more time to complete a task, project, or test. • Use manipulatives, graphic organizer, and real objects when possible • Use visual presentations/verbal materials (ex: word webs and visual organizers).
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:
MA.9-12.N-Q Numbers and Number Systems Quantities
LA.11-12.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.11-12.WHST.11-12.6 Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Integration of 21st Century Skills

Indicators:
  CAEP.9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.

Unit 6 Description:

The culture of an organization is a key factor in setting the tone and feel of the work environment. A strong corporate culture encourages everyone in the organization to help create and maintain a positive, creative, and productive workplace. Students will be exposed to best practices used to motivate, create a positive work environment, encourage creativity and innovation, and create a productive workforce. In creating a strong corporate culture, managers undeniably encounter workplace challenges. Students will explore the strategies and legal considerations in resolving difficult employee situations.

Unit 6 Duration: 5 Weeks

Desired Results

Standard(s): 9.3.12.BM.6, 9.3.12.BM-ADM.1, 9.3.12.BM-BIM.4

Indicators:

9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.

9.3.12.BM-ADM.1 Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.

9.3.12.BM-BIM.4 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.

Understandings:	Essential Questions:
Students will understand that… - Corporate culture sets the tone of the work environment. - Motivation is a role of managers. - There are dimensions of motivation in business. - Managers share best practices for motivating employees. - There is a relationship between creativity and innovation. - Core values are important to support innovation. - Managers need to create a positive work environment. - Communication, productivity, and costs can be impacted by the physical workplace. - Managers can take steps to get underachievers back on track. - Progressive disciple has specific activities to improve the process. - Thomas and Kilman developed specific ways to implement conflict resolution. - There are ways to identify and deal with difficult workplace situations.	- Why is corporate culture important in creating an effective work environment? - What are the four steps managers can take to enhance employee motivation? - What are the expected behaviors that might be included in an organizational attitude standard? - What are the five core values necessary to support innovation? - How does the concept of learning be more creative and how can managers help employees become more creative? - What are the six steps managers can take to help create a positive work environment? - How can managers create a more positive work environment? - What is the six step process for getting underachievers back on track? - What is progressive discipline? - What are the steps for implementing a progressive discipline plan? - Why is handling termination effectively important? - What are the tips for handling termination effectively? - What are two difficult situations to manage and how would managers handle them?

Assessment Evidence

Performance Tasks:	Other Evidence:
- Project - Tests	- Worksheets - Nearpod Interactive Activities - Power Point Discussions

	• Classwork Activities
	• In Class Discussions
	• Do Nows and Closures
	• Class Polling
	• Observation
	• Tests and Quizzes

Benchmarks:
- Unit Project – Research a Company's Culture
- Unit Test

Learning Plan

Learning Activities:
- **Chapter 11: Building a Positive, Creative, and Productive Work Environment (**2 weeks)
  Instilling Corporate Culture (2 days)
  Motivation (2 days)
  Developing an Organizational Attitude (2 days)
  Creativity and Innovation (2 days)
  Creating a Positive and Productive Work Environment (2 days)
- **Chapter 14: Managing Workplace Challenges** (1 week)
  Getting Underachievers on Track (1 day)
  Progressive Discipline (1 day)
  Employee Termination (1 day)
  Resolving Workplace Termination (1 day)
  Dealing with Difficult Situations (1 day)
  Project – Research a company's culture and make a presentation (10 days)
- Virtual Business - Management
- Chapter Vocabulary
- Schoology Activities
- DECA Role Plays

Resources:
- Administrative Management Book – Chapter 11 and 14
- NJ DECA Website
- More Resources can be found in Business Schoology Group

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.

4.0	**Students will be able to:** • Develop a presentation on a company and it's corporate culture.
3.0	**Students will be able to:** • Assess the ways managers motivate employees.
2.0	**Students will be able to:** • Define corporate culture.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Standard(s):
9.3.12.BM-BIM.4 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.

4.0	**Students will be able to:** • Role play management scenarios and handling difficult situations.
3.0	**Students will be able to:** • Assess how a manager can resolve workplace conflict.
2.0	**Students will be able to:** • Identify the characteristics of underachieving.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students	
Advanced Learners	• Invite students to explore different points of view on a topic of study and compare the two. • Assign a leadership role in classroom learning • Determine where student's interests lie and capitalize on their inquisitiveness. • Expose students to a selection and use of specialized resources
Struggling Learners	• Be flexible with time frames and deadlines • Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience • Group students • Intentional scheduling/grouping with student/teacher of alternative background • Provide support as at-risk students move through all levels of knowledge acquisition • Tap prior knowledge
English Language Learners	• Accommodate with completed study guides to assist with preparation on tests • Allow students to give responses in a form (oral or written) that's easier for him/her • Be flexible with time frames, deadlines, or modify assessments • Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience • Establish a framework allowing ELL students to understand and assimilate new ideas and information • Focus on domain specific vocabulary and keywords • Give alternate or paper copies to accommodate electronic assignments. • Have another student share class notes with him. • Intentional scheduling/grouping with student/teacher of language if possible • Mark texts with a highlighter. • Take more time to complete a task, project, or test. • Use manipulatives, graphic organizer, and real objects when possible • Use visual presentations/verbal materials (ex: word webs and visual organizers).

Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:
	• Variation of time: adapting the time allotted for learning, task completion, or testing
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	• Variation of output: adapting how a student can respond to instruction
	• Variation of size: adapting the number of items the student is expected to complete
	• Modifying the content, process or product
	Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.
	Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:
MA.9-12.N-Q Numbers and Number Systems Quantities
LA.11-12.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.11-12.WHST.11-12.6 Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Integration of 21st Century Skills

Indicators:
 CAEP.9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.

Unit 7 Title: Careers in Management

Unit 7 Description:

The focus of this unit is career exploration specifically within the Business Management and Administration Career Cluster. Understanding self-awareness and emotional intelligence and being aware of the tools available to assist with these areas are the first steps in enhancing an individual's career potential. The same steps can be used to help the employees as a manager. Students will use numerous self-assessment tools that evaluate a range of topics, including personality learning styles, communication style, and conflict resolution style. Using this understanding, students will research careers within the Business Management and Administration Career Cluster that match their individual assessment. In addition, students will finalize their year-long culminating activity, a Manager's Toolkit Portfolio, analyzing their work experience, soft skills, emotional intelligence, and strengths and weaknesses for use in the workplace or interviews.

Unit 7 Duration: 4 Weeks

Desired Results

Standard(s): • 9.2.12.CAP.2, 9.2.12.CAP.6, 9.3.12.BM.3

Indicators:

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.3.12.BM.3: Explore, develop and apply strategies for ensuring a successful business career.

Understandings:	Essential Questions:
Students will understand that… • Tools are available to help with management career path decisions. • There are specific skills required for employees to be successful. • Managerial skills can be developed. • There are alternatives to developing managers. • Strengths and weaknesses can be identified. • Assessment tools are useful in recruitment and placement of employees. • Management careers have different pathways within the career cluster. • A cover letter, resume, references, and job interview are key elements in career search. • Career development includes creating your own brand, knowledge of the industry, networking, volunteering and internships.	• What are the potential paths to a management career? • What type of skills are required to be a successful manager? • How do professional organizations help develop managers? • What is meant by self-awareness? • How can you adapt a SWOT analysis to career planning? • How can you uses self-assessment tools for personal discovery? • How should managers use assessment tools to make personnel decisions? • What is emotional intelligence? • How can you leverage your strengths in the workplace? • What are the different types of business management and administration careers are available? • What are the parts of the resume? • What is the importance of a cover letter?

Assessment Evidence

Performance Tasks:	Other Evidence:
• Project • Tests	• Worksheets • Nearpod Interactive Activities • Power Point Discussions

	· Classwork Activities
	· In Class Discussions
	· Do Nows and Closures
	· Class Polling
	· Observation
	· Tests and Quizzes

Benchmarks:
- Unit Project – Create a Career Portfolio
- Unit Test

Learning Plan

Learning Activities:
- **Chapter 1: Management Career Paths (**1 weeks)
  Paths to Management Careers (1 day)
  Skills Required for Success (2 days)
  Managerial Skills Development (1 days)
  Management Development Alternatives (1 day)
- **Chapter 15: Enhancing Your Management Career Potential** (1 week)
  Self-Awareness (1 day)
  SWOT Analysis (1 day)
  Self-Assessment tools (1 day)
  Skills Inventory Tools (.5 day)
  Leveraging Strengths in the Workplace (.5)
  Project – Create a Career Plan (10 days)
- Virtual Business - Management
- Chapter Vocabulary
- Schoology Activities
- DECA Role Plays

Resources:
- Administrative Management Book – Chapter 1 and 15
- NJ DECA Website
- More Resources can be found in Business Schoology Group

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.

4.0	**Students will be able to:**
	· Develop a presentation on a company and it's corporate culture.
3.0	**Students will be able to:**
	· Assess the ways managers motivate employees.
2.0	**Students will be able to:**
	· Define corporate culture.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Standard(s):
9.3.12.BM-BIM.4 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.

4.0	**Students will be able to:**
	• Role play management scenarios and handling difficult situations.
3.0	**Students will be able to:**
	• Assess how a manager can resolve workplace conflict.
2.0	**Students will be able to:**
	• Identify the characteristics of underachieving.
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Integration of 21st Century Skills

Indicators:
CAEP.9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.