Business Management Evaluation Tool

2020 Curricular Materials Review

Idaho CTE Business and Marketing (BAM) Business Management Program Standards[[1]](#footnote-1)

**Publisher information**

* Publisher Name:
* Title:
* Grade Level:
* ISBN #:
* Author:
* Copyright:

# Instructions:

Complete the Publisher Standards Alignment Report below. Please provide written justification as to how the material meets the standard along with location references. If a justification requires additional space, please submit response on an additional document.

# Publisher STANDARDS ALIGNMENT Report:

## Standard BMGT.1.0: Functions of Management

### Performance Standard BMGT.1.1 Planning Function

|  |  |
| --- | --- |
| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE BMGT.1.1.1 Explain what planning is and why it is done. |  |
| CTE BMGT.1.1.2 Demonstrate the ability to set priorities. |  |
| CTE BMGT.1.1.3 Apply the decision‐making process to a business application. |  |
| CTE BMGT.1.1.4 List the steps in problem solving. |  |
| CTE BMGT.1.1.5 Define the role of strategic planning in a business. |  |
| CTE BMGT.1.1.6 Identify factors involved with a strategic plan. |  |
| CTE BMGT.1.1.7 Describe the process involved in developing a budget. |  |
| CTE BMGT.1.1.8 Evaluation and measurement strategies for the effectiveness of plan implementation. |  |
| CTE BMGT.1.1.9 Explore company values, vision and mission statement. |  |

### Performance Standard BMGT.1.2 Organizing Function

|  |  |
| --- | --- |
| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE BMGT.1.2.1 Explain the importance of organizing for the business. |  |
| CTE BMGT.1.2.2 Explain how the organizing function relates to using various resources to accomplish strategic goals. |  |
| CTE BMGT.1.2.3 Explain the advantages and disadvantages of centralization and decentralization. |  |
| CTE BMGT.1.2.4 Describe how the organization provides for accountability through authority and responsibility. |  |
| CTE BMGT.1.2.5 Demonstrate ability to delegate responsibilities. |  |
| CTE BMGT.1.2.6 Develop procedures for efficient workflow. |  |
| CTE BMGT.1.2.7 Prepare an agenda and conduct an orderly meeting. |  |

**Performance Standard BMGT.1.3 Directing Function**

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE BMGT.1.3.1 Identify the need for leadership. |  |
| CTE BMGT.1.3.2 Identify leaders. |  |
| CTE BMGT.1.3.3 Describe leadership qualities (e.g., personality traits) of effective leaders. |  |
| CTE BMGT.1.3.4 Compare and contrast alternative leadership styles and the appropriate style for a given situation. |  |
| CTE BMGT.1.3.5 Compare and contrast the leading/directing function to other management functions. |  |

**Performance Standard BMGT.1.4 Controlling and Evaluating Functions**

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE BMGT.1.4.1 Define the control function and discuss how to apply it to one’s life. |  |
| CTE BMGT.1.4.2 Discuss why the control function is used in business. |  |
| CTE BMGT.1.4.3 Determine the controlling strategy to be used for a given business situation. |  |
| CTE BMGT.1.4.4 Determine alternative actions when goals are not being met in a specific situation (e.g., changing goals, changing strategies). |  |
| CTE BMGT.1.4.5 Prepare managerial reports about production, personnel, equipment, and operational costs. |  |
| CTE BMGT.1.4.6 Evaluate job applicants based upon interviews. |  |

Standard BMGT.2.0: Financial Decision Making

### Performance Standard BMGT.2.1 Internal and External Financial Statements

|  |  |
| --- | --- |
| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE BMGT.2.1.1 Describe why financial statements are important. |  |
| CTE BMGT.2.1.2 Analyze and interpret data on financial statements. |  |

### Performance Standard BMGT.2.2 Financial Data in Planning

|  |  |
| --- | --- |
| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE BMGT.2.2.1 Distinguish between short‐ and long‐term plans. |  |
| CTE BMGT.2.2.2 Describe how a sales forecast can be a short‐ or long‐term plan. |  |

### Performance Standard BMGT.2.3 Financial Data in Planning

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE BMGT.2.3.1 Identify traditional sources for securing financing. |  |
| CTE BMGT.2.3.2 Compare and contrast traditional and nontraditional sources for securing financing. |  |
| CTE BMGT.2.3.3 Identify the relationships among price, market share, and profitability. |  |

### **Standard BMGT.3.0: Competitive Analysis and Marketing Strategies**

### Performance Standard BMGT.3.1 Business Competition

|  |  |
| --- | --- |
| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE BMGT.3.1.1 Identify ways businesses compete with one another (e.g., quality, service, status, price). |  |
| CTE BMGT.3.1.2 Define market share. |  |
| CTE BMGT.3.1.3 Compare and contrast various forms of competition (e.g., pure competition, oligopoly, monopolistic. |  |
| CTE BMGT.3.1.4 Describe how various laws impact competition (e.g., Sherman Act, Robinson‐Patman). |  |

### Performance Standard BMGT.3.2 Competitive Advantage

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE BMGT.3.2.1 Calculate the return on investment when given a set of financial data. |  |
| CTE BMGT.3.2.2 Describe ways to increase market share. |  |
| CTE BMGT.3.2.3 Analyze relative competitive strengths and weaknesses using appropriate tools [e.g., strengths, weaknesses, opportunities, threats (SWOT)]. |  |

### Performance Standard BMGT.3.3 Internal Comparisons and External Research Services

|  |  |
| --- | --- |
| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE BMGT.3.3.1 Explain the purposes of external research services and explain why businesses use them for competitive purposes. |  |
| CTE BMGT.3.3.2 Explain the purposes of internal research services and why businesses use them (e.g., consumer affairs, consumer panels, and marketing research). |  |
| CTE BMGT.3.3.3 Describe why an ongoing analysis of customer satisfaction is necessary for attaining competitive advantage. |  |

### **Standard BMGT.4.0: Human Resource Management**

### Performance Standard BMGT.4.1 Employee Development

|  |  |
| --- | --- |
| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE BMGT.4.1.1 Explain why orientation and ongoing training are needed for successful employee performance. |  |
| CTE BMGT.4.1.2 State why professional development is a shared responsibility between the business and the individual. |  |
| CTE BMGT.4.1.3 Identify different types of orientation and training needed. |  |
| CTE BMGT.4.1.4 Explain the relationship of continuous training to professional development. |  |
| CTE BMGT.4.1.5 Identify the benefits of other forms of employee development (e.g., workshops, conferences, course work, and professional associations). |  |
| CTE BMGT.4.1.6 Determine preventive actions for office communication problems. |  |
| CTE BMGT.4.1.7 Describe diversity and explain why it matters (e.g. social media). |  |

### Performance Standard BMGT.4.2 Evaluation

|  |  |
| --- | --- |
| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE BMGT.4.2.1 Explain the need for employee evaluation. |  |
| CTE BMGT.4.2.2 Explain how employees are evaluated. |  |
| CTE BMGT.4.2.3 Identify the consequences to employees of positive or negative performance appraisals. |  |
| CTE BMGT.4.2.4 Describe the procedures used in the evaluation process and why they are needed. |  |
| CTE BMGT.4.2.5 Design an evaluation system. |  |
| CTE BMGT.4.2.6 Describe the legal implications of using performance appraisals to terminate or demote employees. |  |
| CTE BMGT.4.2.7 Choose appropriate action in solving problems involving violation of business principles. |  |

### Performance Standard BMGT.4.3 Recruiting and Selection

|  |  |
| --- | --- |
| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE BMGT.4.3.1 Identify recruiting sources of new employees. |  |
| CTE BMGT.4.3.2 Identify methods used to recruit and select employees. |  |
| CTE BMGT.4.3.3 Complete a job application form. |  |
| CTE BMGT.4.3.4 Describe legislation affecting the selection process and why it is important (e.g., affirmative action, right to privacy). |  |
| CTE BMGT.4.3.5 Identify common selection tools and determine why they are used (e.g., interview, tests, reference checks). |  |
| CTE BMGT.4.3.6 Develop a job description and determine how it will be used in the recruiting process.  |  |

### Performance Standard BMGT.4.4 Labor Contract Implementation

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE BMGT.4.4.1 Describe the common elements of a labor contract. |  |
| CTE BMGT.4.4.2 Outline the procedures involved in the grievance process. |  |
| CTE BMGT.4.4.3 Discuss the role of human resources personnel in the collective bargaining process. |  |

**Performance Standard BMGT.4.5 Compensation, Promotion, Benefits, and Incentives**

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE BMGT.4.5.1 Identify benefits available to all employees. |  |
| CTE BMGT.4.5.2 Explain the methods used to compensate employees (e.g., wages, salary, commission). |  |
| CTE BMGT.4.5.3 Identify various career paths available to employees. |  |
| CTE BMGT.4.5.4 Calculate wages paid under various compensation methods. |  |
| CTE BMGT.4.5.5 Describe policies and procedures used to manage compensation (e.g., company performance, benchmarking, profit sharing). |  |
| CTE BMGT.4.5.6 Establish criteria for promoting employees. |  |
| CTE BMGT.4.5.7 Describe the relative merits and possible disadvantages of internal promotion vs. hiring from outside. |  |

**Performance Standard BMGT.4.6 Separation, Termination, and Transition**

|  |  |
| --- | --- |
| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE BMGT.4.6.1 Define the concept of downsizing and why it occurs. |  |
| CTE BMGT.4.6.2 Describe programs available to assist displaced employees. |  |
| CTE BMGT.4.6.3 Discuss how internal and external factors can affect downsizing (e.g., economy, competition, government regulations). |  |
| CTE BMGT.4.6.4 Identify the consequences of downsizing on the individual, the company, the economy, and society. |  |
| CTE BMGT.4.6.5 Discuss whether a company has a responsibility to provide retraining programs and severance packages for displaced workers. |  |

**Performance Standard BMGT.4.7 Labor Legislation**

|  |  |
| --- | --- |
| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE BMGT.4.7.1 Describe how the workplace has changed as a result of labor legislation (e.g., drug testing, ADA, sexual harassment, safety). |  |
| CTE BMGT.4.7.2 Describe why the workplace has changed as a result of labor legislation.  |  |
| CTE BMGT.4.7.3 Discuss the viability of specific labor legislation. |  |
| CTE BMGT.4.7.4 Discuss the effect of legislation has had on company productivity and profitability.  |  |

### Performance Standard BMGT.4.8 Internal Communications

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE BMGT.4.8.1 Describe the methods used by management to communicate with employees (e.g., formal and informal). |  |
| CTE BMGT.4.8.2 Demonstrate the effective use of various communication methods. |  |
| CTE BMGT.4.8.3 Differentiate among the various electronic and non-electronic telecommunication methods. |  |
| CTE BMGT.4.8.4 Explain the importance of timely communication of information pertinent to employees. |  |

### **Standard BMGT.5.0: Organizational Structure**

### Performance Standard BMGT.5.1 Basic Organizational Structures

|  |  |
| --- | --- |
| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE BMGT.5.1.1 Identify the levels of management. |  |
| CTE BMGT.5.1.2 Describe line vs. staff departments and the authority relationship between them. |  |
| CTE BMGT.5.1.3 Differentiate between tall and flat organizational structures. |  |

### Performance Standard BMGT.5.2 Business Ownership

|  |  |
| --- | --- |
| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE BMGT.5.2.1 Identify and provide examples of basic ownership forms. |  |
| CTE BMGT.5.2.2 Compare and contrast the forms of business ownership. |  |
| CTE BMGT.5.2.3 Identify variations of basic ownership forms (e.g., franchises, employee stock ownership programs). |  |

### Performance Standard BMGT.5.3 Organizational Models

|  |  |
| --- | --- |
| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE BMGT.5.3.1 State the advantages and disadvantages of the team concept to the organization. |  |
| CTE BMGT.5.3.2 Discuss the interrelationships of a variety of organizational models (e.g., line, line and staff, functional). |  |
| CTE BMGT.5.3.3 Analyze organizational charts and determine how they need to be modified. |  |
| CTE BMGT.5.3.4 Design an organizational chart. |  |
| CTE BMGT.5.3.5 Describe the effects of group dynamics on group decision making and consensus building. |  |

### **Standard BMGT.6.0: General Management Skills**

### Performance Standard BMGT.6.1 Time Management Skills

|  |  |
| --- | --- |
| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE BMGT.6.1.1 Discuss the importance of time management, both professionally and personally, including the consequences of poor time management skills. |  |
| CTE BMGT.6.1.2 Perform a personal time management analysis for a given period of time. |  |
| CTE BMGT.6.1.3 Develop a time management plan using cases and simulations. |  |

### Performance Standard BMGT.6.2 Technology in Management

|  |  |
| --- | --- |
| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE BMGT.6.2.1 Describe the role of technology in the overall management process. |  |
| CTE BMGT.6.2.2 Use current technology in various facets of the managerial process. |  |

**Performance Standard BMGT.6.3 Networking Skills**

|  |  |
| --- | --- |
| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE BMGT.6.3.1 Describe the advantages of networking in order to achieve personal and professional advancement. |  |
| CTE BMGT.6.3.2 Identify available resources inside and outside of the school useful for making professional contacts (e.g., career development centers, business schools, alumni, business leaders). |  |
| CTE BMGT.6.3.3 Develop liaisons with community and professional organizations using strategies such as internships, volunteer work, and membership in organizations. |  |
| CTE BMGT.6.3.4 Demonstrate a knowledge of professional organizations. |  |

### Performance Standard BMGT.6.4 Entrepreneurial Thinking

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE BMGT.6.4.1 Define the entrepreneurial way of thinking and describe why it is important (e.g. opportunity recognition). |  |
| CTE BMGT.6.4.2 Use the entrepreneurial way of thinking in one’s own life. |  |
| CTE BMGT.6.4.3 Apply the entrepreneurial way of thinking to solving managerial problems. |  |

### **Standard BMGT.7.0: Knowledge of Ethics**

### Performance Standard BMGT.7.1 Ethics in Decision Making

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE BMGT.7.1.1 Describe a personal code of ethical behavior. |  |
| CTE BMGT.7.1.2 Explain the importance of trust for the successful conduct of business. |  |
| CTE BMGT.7.1.3 Give examples of how unethical behavior results in higher prices for consumers (e.g., insurance fraud). |  |
| CTE BMGT.7.1.4 Describe how and why different cultures have different ethical systems. |  |
| CTE BMGT.7.1.5 Explain the difference between ethics and governmental regulations. |  |
| CTE BMGT.7.1.6 Describe a business code of ethical behavior. |  |
| CTE BMGT.7.1.7 Give examples of how unethical behavior leads to governmental regulations. |  |
| CTE BMGT.7.1.8 Determine appropriate action in situations requiring application of business ethics. |  |
| CTE BMGT.7.1.9 Explain the law of precedent in the legal system. |  |
| CTE BMGT.7.1.10 Discuss legislation related to technology with a focus on electronic transitions, computers, and the internet. |  |

### Performance Standard BMGT.7.2 Code of Ethics

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE BMGT.7.2.1 Describe the role of technology in the overall management process. |  |
| CTE BMGT.7.2.2 Use current technology in various facets of the managerial process. |  |
| CTE BMGT.7.2.3 Identify ethical considerations resulting from increasing business positioning with politicians (e.g., should gifts, lobbying, and honoraria be given to political leaders for business gain?) |  |
| CTE BMGT.7.2.4 Identify ethical considerations involving employer/employee relationships (e.g., poor working conditions, hours wasted on the job, employee theft). |  |
| CTE BMGT.7.2.5 Identify ethical considerations affecting consumers (e.g., false advertising, shoplifting). |  |
| CTE BMGT.7.2.6 Select the best ways to handle confidential information. |  |
| CTE BMGT.7.2.7 Examine the role of social responsibility in decision making. |  |

### Performance Standard BMGT.7.3 Social Responsibility

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE BMGT.7.3.1 Define social responsibility. |  |
| CTE BMGT.7.3.2 Identify ways in which a business organization demonstrates social responsibility. |  |
| CTE BMGT.7.3.3 Identify ways in which a business organization demonstrates social responsibility toward its internal and external stakeholders. |  |
| CTE BMGT.7.3.4 Discuss the impacts resulting from business organizations being socially responsibility toward their internal and external stakeholders. |  |
| CTE BMGT.7.3.5 Recognize the long‐term impact of practicing social responsibility. |  |
| CTE BMGT.7.3.6 Identify government regulations that have resulted from social irresponsibility. |  |

### **Standard BMGT.8.0: Government Regulations and Social Responsibility**

### Performance Standard BMGT.8.1 Government Regulations

|  |  |
| --- | --- |
| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE BMGT.8.1.1 Compare the relative merits of having more vs. less government regulation of business. |  |
| CTE BMGT.8.1.2 Identify the effects regulation has had on specific industries (e.g., long‐distance telephone service). |  |
| CTE BMGT.8.1.3 Compare specific government regulations and their impact on doing business both domestically and internationally. |  |
| CTE BMGT.8.1.4 Identify the regulating responsibilities held by various government agencies (e.g., FTC, USDA, CPSC). |  |
| CTE BMGT.8.1.5 Discuss how business influences government regulation (e.g., through lobbying). |  |

### Performance Standard BMGT.8.2 Community Involvement

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE BMGT.8.2.1 Discuss why the definition of “community” (e.g., local area, regional area, national, international) differs among businesses. |  |
| CTE BMGT.8.2.2 Identify specific ways in which a company can help its community (e.g., jobs, taxes, contributions to special community projects). |  |
| CTE BMGT.8.2.3 Explain the pros and cons of various levels of community involvement by a business. |  |

### **Standard BMGT.9.0: Functions of Organized Labor**

### Performance Standard BMGT.9.1 Roles of Organized Labor and Its Influences

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE BMGT.9.1.1 Describe the history of the labor movement and why unions were organized. |  |
| CTE BMGT.9.1.2 Describe the collective bargaining process including the use of mediators and arbitrators. |  |
| CTE BMGT.9.1.3 Describe legal strategies used by labor and management to gain competitive advantage in contract negotiations (e.g., strikes, boycotts, layoffs, lockouts).  |  |
| CTE BMGT.9.1.4 Identify federal legislation which has affected organized labor and management and explain its effect. |  |
| CTE BMGT.9.1.5 Explain why the participation of workers in labor unions has changed. |  |
| CTE BMGT.9.1.6 Describe illegal strategies which have been used by labor and management to gain competitive advantage (e.g., wildcat strikes, secondary boycotts, preventing workers from forming unions). |  |
| CTE BMGT.9.1.7 Describe the changing provisions for the labor contract and reasons for such changes. |  |
| CTE BMGT.9.1.8 Describe the process involved in forming and operating a labor union. |  |

### **Standard BMGT.10.0: Operations Management**

### Performance Standard BMGT.10.1 Operations Management Principles and Procedures

|  |  |
| --- | --- |
| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE BMGT.10.1.1 Describe the importance of maintaining close working relationships with external suppliers. |  |
| CTE BMGT.10.1.2 Identify the factors considered when selecting suppliers (e.g., quality, price, reliable delivery). |  |
| CTE BMGT.10.1.3 Identify sources for raw materials and parts, both domestic and international. |  |
| CTE BMGT.10.1.4 Compare and contrast the production of parts internally vs. procurement from external sources. |  |

### Performance Standard BMGT.10.2 Managing Inventory

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE BMGT.10.2.1 Identify the problems associated with having too much or too little inventory. |  |
| CTE BMGT.10.2.2 Apply methods used to count and inspect incoming inventory.  |  |
| CTE BMGT.10.2.3 Identify the basic forms of inventory carried by a manufacturing firm (e.g., materials and parts, work in process, finished goods). |  |
| CTE BMGT.10.2.4 Identify appropriate situations in which a Just‐In‐Time inventory system can and should be used. |  |
| CTE BMGT.10.2.5 Develop a system for maintaining inventory system can and should be used. |  |
| CTE BMGT.10.2.6 Develop a system for maintaining inventory control (e.g., receiving, tracking, securing, reordering).  |  |

### **Standard BMGT.11.0: Positive Customer Relations**

### Performance Standard BMGT.11.1 Positive Relationships to Enhance Company Image

|  |  |
| --- | --- |
| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE BMGT.11.1.1 Evaluate the nature of positive customer relations. |  |
| CTE BMGT.11.1.2 Demonstrate a customer service mindset. |  |
| CTE BMGT.11.1.3 Apply business policies to respond appropriately to customer inquiries. |  |
| CTE BMGT.11.1.4 Explain management’s role in customer relations. |  |

### Performance Standard BMGT.11.2 Resolving Conflicts to Encourage Repeat Business

|  |  |
| --- | --- |
| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE BMGT.11.2.1 Resolve difficult customer situations. |  |
| CTE BMGT.11.2.2 Formulate solutions to customer/client complaints. |  |

### Performance Standard BMGT.11.3 Brand Promise

|  |  |
| --- | --- |
| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE BMGT.11.3.1 Describe a company’s brand promise. |  |
| CTE BMGT.11.3.2 Determine ways of reinforcing a company’s image through employee performance. |  |

### Performance Standard BMGT.11.4 Customer Relationship Management

|  |  |
| --- | --- |
| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE BMGT.11.4.1 Discuss the nature of customer relationship management. |  |
| CTE BMGT.11.4.2 Explain the role of ethics in customer relationship management. |  |
| CTE BMGT.11.4.3 Describe the use of technology in customer relationship management.  |  |

### **Standard BMGT.12.0: Project Management**

### Performance Standard BMGT.12.1 Project Plan

|  |  |
| --- | --- |
| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| CTE BMGT.12.1.1 Prepare and critique a project plan. |  |
| CTE BMGT.12.1.2 Explain the importance of organizing the implementation of the plan.  |  |
| CTE BMGT.12.1.3 Explain the various resources available to accomplish the goal of plan implementation. |  |
| CTE BMGT.12.1.4 Describe the elements of project delegation. |  |
| CTE BMGT.12.1.5 Describe how proper implementation of human resources provides accountability by delegating authority and responsibility. |  |
| CTE BMGT.12.1.6 Implement the plan. |  |

# Indicators of quality Rubric:

Standards aligned and Integrated Curriculum:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The curriculum is based on industry-validated technical standards and competencies.
 |  |
| 1. The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/or local standards, as appropriate.
 |  |
| 1. The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette.
 |  |
| 1. The curriculum allows for student application of integrated knowledge and skills in authentic scenarios.
 |  |
| 1. Materials used reflect current workplace, industry and/or occupational practices and requirements.
 |  |

Access and Equity:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements.
 |  |
| 1. Materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study.
 |  |
| 1. Contains guidance to support differentiated and culturally responsive (i.e., purposefully represents diverse cultures, linguistic backgrounds, learning styles and interests) instruction in the classroom so that every student’s need are addressed by including:
	1. Suggestions for how to promote equitable instruction by making connections to culture, home, neighborhood, and community as appropriate.
	2. Appropriate scaffolding, interventions, and supports, including integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers) that neither sacrifice content nor avoid language development for English language learners, special needs, or below grade level readers.
	3. Digital and print resources that provide various levels of readability.
	4. Modifications and extensions for all students, including those performing above their grade level, to deepen understanding of the content.
	5. Materials in multiple language formats.
 |  |

Student Focus:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material supports the sequential and cumulative development of foundational skills and progresses in specificity to build students’ depth of knowledge and skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards.
 |  |
| 1. Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.
 |  |
| 1. The material provides many and varied opportunities for students to work with each standard within the grade level.
 |  |
| 1. The material cross-refers and integrates other content areas.
 |  |
| 1. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.
 |  |
| 1. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.
 |  |
| 1. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.
 |  |
| 1. The material has activities and assignments that reflect varied learning styles of students.
 |  |
| 1. The material includes appropriate instructional strategies.
 |  |
| 1. Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are fully integrated into the material.
 |  |

Pedagogical Approach:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Provides guidance for teachers throughout for how learning experiences build on each other to support students in developing a deep understanding of the content.
 |  |
| 1. Provides scaffolded supports for teachers to facilitate learning of the content so that students are increasingly responsible for making sense of the content.
 |  |
| 1. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.
 |  |
| 1. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.
 |  |
| 1. Includes appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, reviewed, and augmented with visual representations when appropriate.
 |  |
| 1. Allows teachers to access, revise, and print form digital resources (e.g., readings, labs, assessments, rubrics).
 |  |
| 1. Uses varied modes (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-, formative, summative, peer, and, self-assessment measures of learning.
 |  |
| 1. Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance and to support teachers in planning instruction and providing ongoing feedback to students.
 |  |
| 1. Provides multiple opportunities for students to demonstrate and receive feedback on performance of practices connected with their understanding of concepts.
 |  |

Presentation and Design:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material has an aesthetically appealing appearance.
 |  |
| 1. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use.
 |  |
| 1. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.
 |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.
 |  |
| 1. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text.
 |  |

Technology:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Technology and digital media support, extend, and enhance learning experiences.
 |  |
| 1. The material has “platform neutral” technology (i.e., cloud based) and availability for networking.
 |  |
| 1. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).
 |  |

For Questions Contact

Content & Curriculum

Idaho State Department of Education

650 W State Street, Boise, ID 83702

208 332 6800 | [www.sde.idaho.gov](http://www.sde.idaho.gov/)

1. [Idaho BAM Business Management Program Standards](https://cte.idaho.gov/wp-content/uploads/2016/01/Business.Mgt_.Program.Standards.pdf) [↑](#footnote-ref-1)