



2023 Management Essentials

Direct inquiries to:

Instructional Design Specialist
Research and Curriculum Unit
P.O. Drawer DX
Mississippi State, MS 39762
662.325.2510

Mississippi Department of Education
P.O. Box 771
Jackson, MS 39205
601.359.3077

Published by:

Mississippi Department of Education
Jackson, MS 39205

Research and Curriculum Unit
Mississippi State University
Mississippi State, MS 39762

The Research and Curriculum Unit (RCU), located in Starkville, as part of Mississippi State University (MSU), was established to foster educational enhancements and innovations. In keeping with the land-grant mission of MSU, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

Table of Contents

Acknowledgments.....	3
Standards.....	5
Executive Summary	6
Course Outline	7
Unit 1: Introduction to Management.....	8
Unit 2: Business Organization	9
Unit 3: Human Resources Management	10
Unit 4: Operations Management.....	12
Unit 5: Technology and Information Management	13
Unit 6: Financial Management.....	14
Unit 7: Personal Management Skills.....	15
Appendix: National Standards for Business Education	16

Acknowledgments

The Management Essentials curriculum was presented to the Mississippi State Board of Education on April 19, 2023. The following persons were serving on the state board at the time:

Mr. Michael D. Kent, interim state superintendent of education
Mrs. Rosemary G. Aultman, chair
Mr. Glen V. East, vice chair
Mrs. Mary Werner
Dr. Ronnie L. McGehee
Dr. Wendi Barrett
Mr. Matt Miller
Mr. Bill Jacobs
Ms. Micah Hill, student representative
Mr. Charlie Fruge', student representative

The following Mississippi Department of Education (MDE) and RCU managers and specialists assisted in the development of the management essentials curriculum:

Wendy Clemons, the associate state superintendent of the MDE Office of Secondary, Professional Development, and Career Technical Education, supported the RCU and teachers throughout the development of the framework and supporting materials.
Betsey Smith, the director of the RCU, supported RCU staff and teachers throughout the development of this framework and supporting materials.
Courtney McCubbins, the curriculum manager of the RCU, supported RCU staff and teachers throughout the development of this framework and supporting materials.
Angie Davis, a project manager with the RCU, researched and coauthored this framework. helpdesk@rcu.msstate.edu

Special thanks are extended to the educators who contributed teaching and assessment materials that are included in the framework and supporting materials:

Jessica Beaird, Starkville High School, Starkville
Shelia Cole-Johnson, Holmes County Central High School, Lexington
Tina Craft, Richland High School, Richland
Angela Culpepper, Northeast Jones High School, Laurel
Amy Dotson, Tishomingo County High School, Iuka
Dre` Helms, Florence High School, Florence
Katerina Krauss, Tupelo High School, Tupelo
Kim McFarling, Saltillo High School, Saltillo
Arlene Monk, Forest High School, Forest

Appreciation is expressed to the following professionals who provided guidance and insight throughout the development process:

Selena Swartzfager, president of the Mississippi Council on Economic Education

Standards

Some standards and alignment crosswalks are referenced in the appendix. Depending on the curriculum, these crosswalks should identify alignment to some of the standards mentioned below, as well as possible related academic topics as required in the Subject Area Testing Program in Algebra I, Biology I, English II, and U.S. History from 1877, which could be integrated into the content of the units. Mississippi's Management Essentials curriculum is aligned to the following standards:

National Standards for Business Education

The National Business Education Association (NBEA) has created standards to introduce students to the basics of personal finance, the decision-making techniques needed to be wise consumers, the economic principles of an increasingly global marketplace, and the processes by which businesses operate. In addition, these standards provide a solid educational foundation for students who successfully want to complete college programs in various business disciplines. *NBEA Business Education Library* (2020).

nbea.org

International Society for Technology in Education Standards (ISTE)

Reprinted with permission from *ISTE Standards for Students* (2016). All rights reserved. Permission does not constitute an endorsement by ISTE.

iste.org

College- and Career-Readiness Standards

College- and career-readiness standards emphasize critical thinking, teamwork, and problem-solving skills. Students will learn the skills and abilities demanded by the workforce of today and the future. Mississippi adopted Mississippi College- and Career-Readiness Standards (MCCRS) to provide a consistent, clear understanding of what students are expected to learn and so teachers and parents know what they need to do to help them.

mdek12.org/oea/college-and-career-readiness-standards

Framework for 21st Century Learning

In defining 21st-century learning, the Partnership for 21st Century Skills has embraced key themes and skill areas that represent the essential knowledge for the 21st century: global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; health literacy; environmental literacy; learning and innovation skills; information, media, and technology skills; and life and career skills.

battelleforkids.org/networks/p21/frameworks-resources

Executive Summary

Course Description

Management Essentials includes elements that will help contribute to student success in the business world. This course provides a broad introduction to the management industry by incorporating management functions and theories, general business organization, and personal management skills. Management strategies for human resources, operations, finance, and technology and information will be explored throughout this course.

Applied Academic Credit

The latest academic credit information can be found at mdek12.org/ese/approved-course-for-the-secondary-schools.

Teacher Licensure

The latest teacher licensure information can be found at mdek12.org/oel/apply-for-an-educator-license.

Professional Learning

If you have specific questions about the content of any of the training sessions provided, please contact the RCU at 662.325.2510.

Course Outline

One 1-Carnegie Unit Course

This curriculum consists of one 1-credit course.

Management Essentials—Course Code: 110710

Unit	Title	Hours
1	Introduction to Management	10
2	Business Organization	20
3	Human Resources Management	30
4	Operations Management	20
5	Technology and Information Management	10
6	Financial Management	15
7	Personal Management Skills	35
Total		140

Unit 1: Introduction to Management

Competencies and Suggested Objectives
1. Define the terminology and concepts of management functions. ^{DOK1} <ol style="list-style-type: none">Explain the management function of planning.Explain the management function of organizing.Explain the management function of leading.Explain the management function of controlling.
2. Identify and discuss the evolution of management theories (e.g., Maslow, Bloom, Taylor, Weber, Follett, McGregor). ^{DOK2}
3. Understand the factors of production (e.g., land, labor, capital, entrepreneurship) as it relates to management (e.g., human resources management, operations management, technology and information management, and financial management). ^{DOK1}
4. Explore different management styles (e.g., tactical/strategic, autocratic, democratic, laissez-faire). ^{DOK3}
5. Investigate careers in the management industry. ^{DOK3}

Unit 2: Business Organization

Competencies and Suggested Objectives
1. Analyze the organization of a business. ^{DOK4} <ol style="list-style-type: none">Identify the types of business ownership.Compare and contrast the basic types of business ownership (e.g., sole proprietorship, partnership, corporation, etc.).<ul style="list-style-type: none">Identify variations of basic types of business ownership (e.g., franchise, limited partnership, limited liability company, S corporation, etc.).
2. Describe the types of organizational structures. ^{DOK2} <ol style="list-style-type: none">Explore and create an organizational hierarchy/chart.Distinguish between functional, divisional, and matrix organizational structures.Compare and contrast various organization structures of real-world businesses.Identify the factors that influence an organization's structure (e.g., size, environment, human resources, technology, strategy, etc.).
3. Identify the levels of management. ^{DOK2} <ol style="list-style-type: none">Describe the interaction between and among management levels.Describe the role of self-managed work teams.Identify and analyze emerging trends in organizational structure.Explain the skills needed and the duties performed at various management levels.

Unit 3: Human Resources Management

Competencies and Suggested Objectives	
1. Investigate human resources management as a function of planning. ^{DOK3}	a. Define the human resources function of planning.
2. Investigate human resources management as a function of recruitment and selection. ^{DOK3}	a. Explain the recruitment function. b. Identify recruitment sources. c. Identify selection tools and explain their use (e.g., interviews, tests, reference checks, etc.). d. Identify legislation affecting the recruitment and selection processes (e.g., Title VII of the Civil Rights Act of 1964, affirmative action, the Americans with Disabilities Act, the Genetic Information Nondiscrimination Act, etc.). e. Examine how organizations use social media sites during recruitment and selection processes. f. Identify and describe measures of effectiveness (e.g., turnover, time-to-fill, cost per hire, offer acceptance rate, etc.). g. Identify the stages of the onboarding process.
3. Investigate human resources management as a function of employee development. ^{DOK3}	a. Discuss why professional development is a shared responsibility between a business and an employee. b. Explain the difference between job enlargement and job enrichment. c. Describe the relationship between lifelong learning and professional development. d. Examine the relationship between goal setting and performance expectations. e. Differentiate between training and development. f. Align a training/development plan with strategic initiatives. g. Discuss the role of human resources professionals in developing positive relationships between management and employees.
4. Investigate human resources management as a function of performance appraisal/review. ^{DOK3}	a. Identify the two main types of employee evaluations and their purpose (e.g., formal, informal). <ul style="list-style-type: none"> • Explore the advantages and disadvantages of each type of evaluation. b. Analyze the impact of performance appraisals on motivation and job performance. c. Analyze the evaluation process based on existing legislation. <ul style="list-style-type: none"> • Discuss the legal ramifications of performance evaluations.
5. Investigate human resources management as a function of compensation, promotion, benefits, and incentives. ^{DOK3}	a. Identify and describe employee compensation plans, benefits packages, and incentive programs. b. Identify non-salary issues (e.g., flextime, childcare, discounts, tuition programs, etc.) c. Assess an employee compensation package (e.g., wages/salaries, benefits, bonuses, etc.). d. Identify the newest trends in compensation and benefits and the feasibility of such decisions (e.g., unlimited paid time off, remote work, etc.).

- | |
|--|
| <p>6. Investigate human resources management as a function of workforce separation, termination, and transition. ^{DOK3}</p> <ul style="list-style-type: none">a. Define rightsizing and discuss how internal and external factors affect rightsizing (e.g., employee productivity, economic factors, competition, government regulations).b. Explore the legal reasons for terminating employees.c. Describe the process of progressive discipline.d. Discuss considerations for downsizing, the consequences to the employees and the organization, and the techniques and procedures for downsizing.e. Identify the criteria used to make termination and transition decisions.f. Describe the legal implications and processes related to termination and transition decisions.g. Explain the role of human resource professionals when working closely with management to determine the appropriate disciplinary action for an employee.h. Explain the importance of supervisors keeping accurate employee documentation and providing consistent and timely feedback. |
| <p>7. Investigate human resources management as a function of labor relations. ^{DOK3}</p> <ul style="list-style-type: none">a. Explain the role of management in labor relations.b. Describe an employment contract.c. Define right-to-work state and at-will employment.d. Outline the procedures involved in the grievance process.e. Discuss the effectiveness of current legislation in protecting workers' rights. |

Unit 4: Operations Management

Competencies and Suggested Objectives
1. Explore operations management principles and procedures as they apply to product design (i.e., goods/services). ^{DOK3} <ol style="list-style-type: none">Compare methods and tools for designing or redesigning products.Evaluate a product design process.Explain why product design must evolve to meet the changing needs of customers.
2. Explore operations management principles and procedures as they apply to scheduling. ^{DOK3} <ol style="list-style-type: none">Identify factors considered in scheduling and describe the tools that assist in scheduling.Discuss the effectiveness and efficiency of a production schedule.Describe the benefits of just-in-time inventory systems.
3. Explore operations management principles and procedures as they apply to materials procurement. ^{DOK3} <ol style="list-style-type: none">Define supply chain management.Identify factors to consider when selecting suppliers (e.g., quality, price, reliable delivery, etc.).Describe the role of the International Standards Organization (ISO) and its impact on the quality of products.
4. Explore operations management principles and procedures as they apply to inventory management. ^{DOK3} <ol style="list-style-type: none">Define inventory control.Examine inventory control methods and the need for different inventory control systems in various industries (e.g., first in-first out, last in-first out, etc.).
5. Explore operations management principles and procedures as they apply to quality standards. ^{DOK3} <ol style="list-style-type: none">Explain the concept of quality control and its evolution.

Unit 5: Technology and Information Management

Competencies and Suggested Objectives
1. Describe how organizations use technology to access, share, and protect information. ^{DOK2} <ol style="list-style-type: none">Identify methods organizations use to collect and manage information.Evaluate methods for protecting information.
2. Differentiate between e-commerce and e-business. ^{DOK3} <ol style="list-style-type: none">Contrast e-commerce and e-business.Hypothesize how successful e-business systems depend on more than just technical expertise in website design.

Unit 6: Financial Management

Competencies and Suggested Objectives	
1. Explore the financial statements used by management in the decision-making process. ^{DOK3}	
a. Interpret the data shown on financial statements (e.g., income statement, balance sheet, cash flow statement, statement of net worth, etc.).	
b. Identify sources of financial information for industries and publicly held firms.	
2. Identify sources of short- and long-term financing. ^{DOK1}	
a. Explain when to use each type of financing in a business.	
3. Analyze risks to businesses and ways to minimize and manage risks. ^{DOK3}	
a. Examine the process of developing a risk management plan.	

Unit 7: Personal Management Skills

Competencies and Suggested Objectives	
1. Apply personal management skills as they relate to time management. ^{DOK4}	<ul style="list-style-type: none"> a. Explain the importance of time management. b. Design, implement, and evaluate a personal time management schedule.
2. Develop personal management skills as they relate to stress management. ^{DOK4}	<ul style="list-style-type: none"> a. Identify stressors in personal life and determine appropriate reactions. b. Identify stressors in the business environment and determine appropriate reactions. c. Recognize the benefits of motivational stress.
3. Develop personal management skills as they relate to professional growth and development. ^{DOK4}	<ul style="list-style-type: none"> a. Recognize the need for life-long learning and understand why it is important when managing your career.
4. Develop personal management skills as they relate to effective communication. ^{DOK4}	<ul style="list-style-type: none"> a. Identify effective communication skills. b. Apply active listening skills. c. Use feedback to enhance the communication process. d. Discuss nonverbal cues and what they communicate. e. Identify major problems that prevent effective communication. f. Discuss the advantages and disadvantages of written and oral communication. g. Research examples of effective and ineffective forms of communication.
5. Develop personal management skills as they relate to motivation and performance. ^{DOK4}	<ul style="list-style-type: none"> a. Define motivation and explain the relationship between motivation and performance. b. Identify ways managers can motivate employees.
6. Develop personal management skills as they relate to conflict management. ^{DOK4}	<ul style="list-style-type: none"> a. Define conflict management and distinguish between constructive and destructive approaches to conflict management. b. Describe the importance of maintaining relationships during conflicts. c. Discuss the importance of communication and its role in conflict management. d. Demonstrate the process of conflict resolution.
7. Develop personal management skills as they relate to ethics and social responsibility. ^{DOK4}	<ul style="list-style-type: none"> a. Describe the characteristics of a personal code of ethical behavior (e.g., honesty, integrity, personal responsibility, etc.). b. Describe ethical dilemmas faced by managers. c. Create a personal code of ethics.

Appendix: National Standards for Business Education

National Standards for Business Education Crosswalk for Management Essentials								
	Units	1	2	3	4	5	6	7
Standards								
NBEA-CM1 Foundations of Communication								X
NBEA-CM2 Interpersonal Skills								X
NBEA-MG1 Management Functions		X						
NBEA-MG2 Management Theories		X						
NBEA-MG3 Business Organization			X					
NBEA-MG4 Personal Management Skills								X
NBEA-MG5 Ethics and Social Responsibility				X				X
NBEA-MG6 Human Resources Management				X				X
NBEA-MG7 Organized Labor				X				
NBEA-MG8 Employee Relations				X				X
NBEA-MG9 Technology and Information Management						X		
NBEA-MG10 Industry Analysis		X						
NBEA-MG11 Financial Decision Making							X	
NBEA-MG12 Operations Management					X			

Communication

NBEA-CM1 – Foundations of Communication

- Listen actively, use the communication process, read and research information, and integrate technology to enhance communication effectiveness.

NBEA-CM2 – Interpersonal Skills

- Apply interpersonal skills in personal and professional environments to communicate effectively.

Management

NBEA-MG1 – Management Functions

- Analyze the management functions and their implementation and integration in a business environment.

NBEA-MG2 – Management Theories

- Analyze the management theories and their application in a business environment.

NBEA-MG3 – Business Organization

- Analyze the organization of a business.

NBEA-MG4 – Personal Management Skills

- Develop personal management skills to function effectively and efficiently in a business environment.

NBEA-MG5 – Ethics and Social Responsibility

- Examine the role of ethics and social responsibility in decision-making.

NBEA-MG6 – Human Resources Management

- Describe human resources functions and their importance to an organization's successful operation and strategic congruence.

NBEA-MG7 – Organized Labor

- Describe the role and impact of organized labor on an organization's operations.

NBEA-MG8 – Employee Relations

- Create a positive and safe work environment that allows managers and employees to have cooperative workplace interactions and conduct business legally, ethically, and effectively with civility.

NBEA-MG9 – Technology and Information Management

- Utilize information and technology tools to conduct business effectively and efficiently.

NBEA-M10 – Industry Analysis

- Analyze a business organization's competitive position within the industry.

NBEA-MG11 – Financial Decision-Making

- Analyze financial data influenced by internal and external factors to make short-term and long-term decisions.

NBEA-MG12 – Operations Management

- Apply operations management principles and procedures to the design of an operations plan.

NBEA-MG13 – Global Perspective

- Examine the issues of corporate culture and managing in the global environment.