

STRANDS AND STANDARDS

Business Leadership 1



Course Description

This class teaches how to be an effective business leader. Concepts include the origins of business leadership, organizational leadership, building and leading high-performing teams, effective leadership communication, business decision-making, **ethical leadership practices**, and motivating employees in leadership.

Intended Grade Level	10-12
Units of Credit	.05
Core Code	32.01.00.00.150
Concurrent Enrollment Code	32.01.00.13.150
Skill Certification Test Number	418
Cut Score	70%
License Type	CTE and/or Secondary Education 6-12
Endorsements	
Previous Endorsements	Business & Marketing (CTE/ General) BFM Essentials
Current Endorsements	BFM Business Administration, BFM Comprehensive, BFM (CTE/General)

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Business Leadership 1

Strand 1

Introduction to Business Leadership

Students will understand the definition, role, and theories of leadership in business.

Standard 1:

Define Business Leadership

Define and describe the importance of leadership in business.

- **Business Leadership:** The demonstrated ability to influence others to achieve a common goal in a business environment.

Differentiate between the role of a leader versus the role of a manager in business.

Leaders:

- Building relationships
- Motivate
- Mentor/Coach
- Create trust
- Match talent to task
- Communicate vision
- Inspire followers
- Encourage creativity and innovation

Managers:

- Facilitate employees (hiring, training, assigning tasks)
- Promote efficiency
- Train on processes
- Follow regulations
- Communicate policies
- Ensure procedures are being used

Standard 2

Leadership Theories

1. **Great Man Theory:** Great leaders are born possessing certain traits that enable them to rise and lead. Great leaders can arise when the need for them is great.
2. **Trait Theory:** states that leadership qualities can be acquired; however, a good leader has certain characteristics that make learning the skills much easier.
3. **Behavioral Theory:** focuses on how leaders behave and assumes that these traits can be copied by other leaders.

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4. **Contingency/Situational Theory:** suggests that a leader's effectiveness is contingent on whether or not their leadership style suits a particular situation
5. **Transactional:** based on the idea that leaders give followers something they want in exchange for getting something they want.
6. **Transformational:** where a leader works with teams to identify needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of a group.
7. **Emerging Leadership Approaches** (e.g., Authentic Leadership, Spiritual Leadership, Servant Leadership)

Performance Skill (Choose One)

- Explore personality tests that help identify your key leadership traits
 - Examples: Meyers & Briggs, StrengthsFinder 2.0, Enneagram, 16 Personalities, Have students take a test and evaluate the relationship between personality and leadership.
- Research a business leader and how they emulate the above leadership styles.

Strand 2

Intentional Leadership

Students will learn the importance of intentional leadership, including the creation of vision, mission, and value statements.

Standard 1

Define how purpose is identified and communicated through the use of these statements.

- **Vision Statement:** a sentence or short paragraph that succinctly describes the goals of a company, nonprofit, or some other entity.
 - **Mission Statement:** a statement used by a company to explain, in simple and concise terms, its purpose(s) for being.
 - **Value Statement:** a set of ideals that explain what your company believes in and how it works.
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- Differentiate between the types of business statements and how each is used.

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Stakeholders: an individual or group that has an interest in any decision or activity of an organization.

Standard 2

Understand the value of business or organizational goals and the characteristics of **measurable goals**.

Discuss the importance of aligning goals to the business's mission, vision, and values statements

Strategies to align goals to mission, vision, and value statements

1. Analyze the mission and vision statements
2. Break down the mission into actionable components
3. Align goals with strategic initiatives
4. Regularly review and adjust goals
5. Monitor progress towards goals and make necessary adjustments as market conditions or company priorities change.
6. Communicate effectively

Emphasize that following a formal process to match goals with these leadership statements leads to better work environments, decision-making, and overall performance.

Performance Skill (Choose One)

- Apply your understanding of measurable goals to an organization you are a part of by creating 3 measurable goals for your team to complete.
- Find and analyze a company's vision, mission, and values statements that are well communicated to their stakeholders.

Strand 3

Building and Leading High-Performing Teams

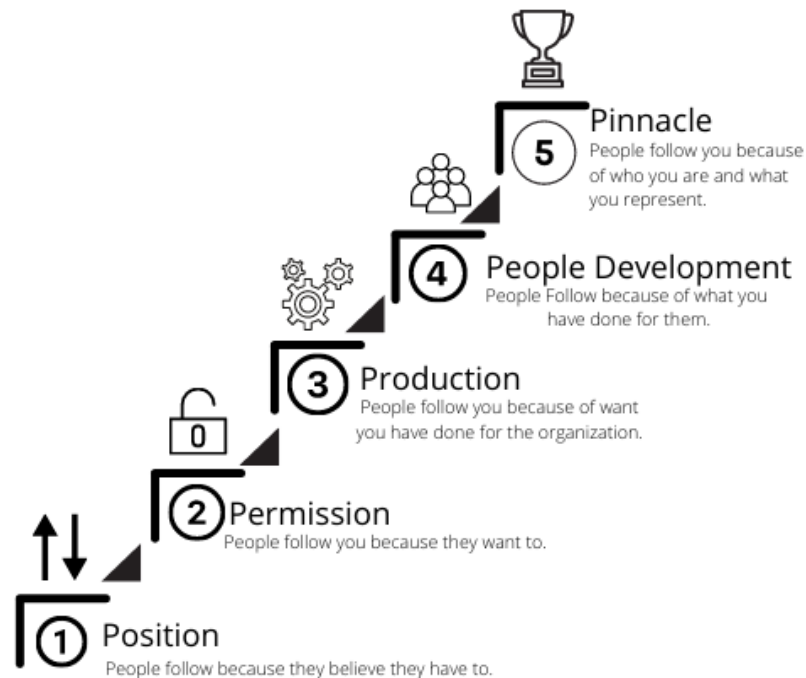
Students will be able to identify the levels of leadership and strategies to build a high-performing team

Standard 1: Evaluate the various leadership positions within an organization and define the leadership skills necessary for each role. Explore the 5 levels of leadership to understand that leadership relationships evolve and are also a process to mastery.

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5 Levels of Leadership



Standard 2

Identify the steps of delegation as they relate to leadership and team building.

Steps to **effective delegation**:

1. Choose the right person for the task
2. Explain why you are giving them the task
3. Provide instructions and goals for the outcome
4. Provide any needed resources or training
5. Give them the authority to act
6. Check the outcome by providing feedback and gratitude

Standard 3

Understand the chain of accountability in an organization. Describe how the process of information and communication ensures that employees know what they should do and who they should report back to.

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- **Chain of accountability:** dictates who is in charge of whom and of whom permission must be asked.
- **Workflow:** execution and automation of business processes, where tasks, information, and documents are passed from one person to another for action according to a set of procedural rules.
- **Policies:** a principle of action adopted or proposed by a business or organization
- **Procedures:** an established or official way of doing something in a business
- **Flow of information:** is the movement of information between people and systems.

Standard 4

Describe Tuckman's stages of team development:

Forming: the team gets to know each other and starts establishing work patterns.

Storming: interpersonal conflicts arise, and teams are used to how everyone works.

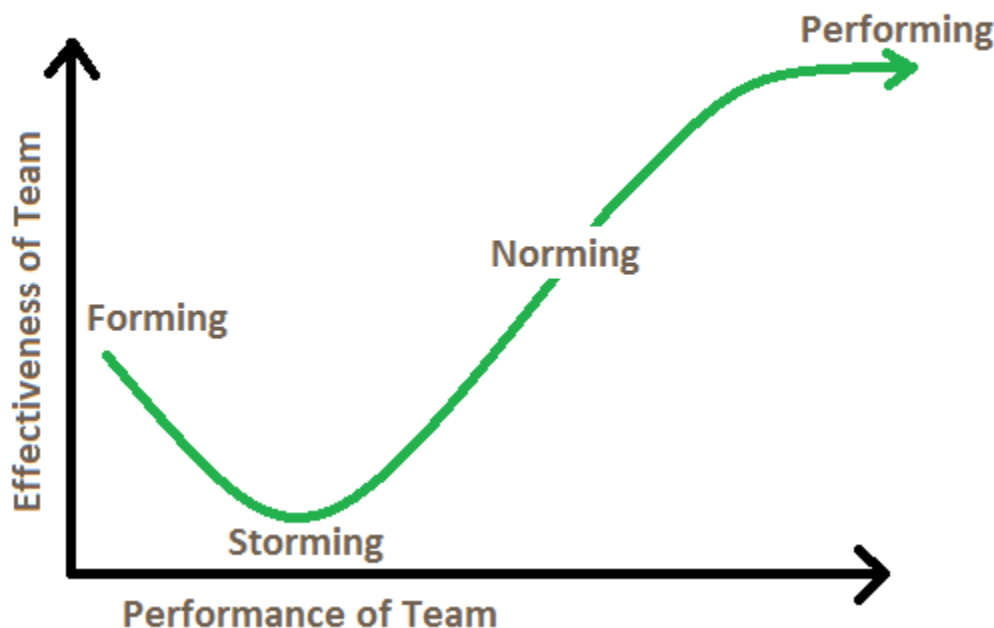
Norming: the team begins to settle into a productive workflow.

Performing: conflicts are resolved, processes are in place, and the team is working efficiently.

Adjourning: the project is finished, and the team is reassigned to another project.

Discuss recognizing and overcoming challenges in team development.

Tuckman's Team & Group Development Model



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Performance Skills (Choose one)

- Use a case study of a high-performing team to identify the characteristics of the team that led to the success of the project.
- Practice the steps of delegation by breaking down a project or task and assigning roles and responsibilities to team members.

Strand 4

Effective Communication in Leadership

Students will understand effective strategies for communication with all stakeholders of the business or organization.

Standard 1

Explore the appropriate use of formal and informal rules of communication

Discuss when it is appropriate to use **formal communication** in a work or professional environment

- When meeting a new client or customer
- When addressing your immediate supervisor or a person of authority
- When taking down minutes for a board or presidency meeting

Discuss when it is appropriate to use **informal communication** in a work or professional environment

- When texting a work colleague on the same level
- When communicating over the phone with someone you know well and call them by their first name or an approved nickname.

Standard 2

Students will use effective techniques when communicating with employees or organization members through ~~various communication channels~~ direct and digital communication methods, including **ALPHABETIZE**

- Email
- Social Media **Post**
- Public Relations
- **Phone**
- **Text**

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- Messaging platforms
- Video conferencing
- In-person communication
- Hand written communication

Standard 3

Understand tools for **effective communication** when talking to an employee with a concern or when discussing a concern with your direct supervisor a concern.

- Active listening
- Empathy and validation
- Positive language usage and correct grammar
- No absolutisms: “always” and “never” and avoid saying inflammatory or opinion-based comments.
- Clarify any confusing ideas by asking questions
- Be respectful in language, tone, and volume level
- Use eye contact and be sure the person can hear you
- Do not interrupt or argue

Managing disagreements within teams and with stakeholders.

Techniques for mediation and negotiation

Performance Skills (Choose One)

- Practice public speaking by researching a successful leader and communicating why they inspire you.
- Lead a group discussion applying all the active listening and communication skills from this Strand.

Strand 5

Business Decision Making

Students will understand the process for making decisions and resolving conflicts.

Standard 1

Using Parliamentary Procedure to make decisions

- Treat one subject at a time
- Alternating between opposite points of view in discussion
- Always have the chair tally votes for both sides of the issue

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- Maintain decorum in discussion and avoid personalities in debate
- Confine debate to the merits of the question under discussion
- Division of a question—members may be for one part of a question and not for another

Students will learn Robert's Rules for running a board or an organization meeting

- Ensure the rights of the majority
- Protect the rights of the minority
- Defend the rights of individual members
- Safeguard those people absent from the meeting, ~~four different types of diversity: internal, external, organizational, and worldview~~
- Guard all these together

Standard 2

Define and discuss the **steps for decision-making** in order.

1. Identify the problem
2. Generate alternatives
3. Select the best solution
4. Implement solution
5. **Evaluate outcomes**

Discuss the factors that influence group decision-making

- **Seek consensus through evidence, perspective, and rationale sharing**
- **Avoid groupthink and peer pressure by allowing everyone a chance to voice opinions**
- **Avoid unfair Influence by removing the practice of favoritism, nepotism, or other prejudicial practices.**

Ensure Ethical Business Practices

- **Act with honesty, integrity, and accountability**
- **Follow the law**
- **Ensure stakeholder transparency in business decision making**
- **Protect your consumers and employees from undue harm**

Standard 3

Compare and contrast decision-making tools and processes

- Individual decision-making strategies
 - Pro & Con List
 - T Chart
 - Gantt Chart

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Explore the language used in making decisions during **formal** business meetings. "I move to make a motion to"

- "I second the motion."
- "I move to approve this matter."
- "I move to postpone."
- "I move to adjourn the meeting."
- "I move to propose a vote."
- "All in favor say aye."
- "All opposed say nay."

Performance Skills (Choose one)

- Students will demonstrate using the parliamentary procedure while running a meeting.
- Students will explore a case study or local community initiative to practice the steps to decision-making as a team.

Strand 6

Motivating Employees

Students will understand the nature of motivating employees and members of a business or organization.

Standard 1

Explore motivational techniques that make team members feel confident in themselves or the task you are asking them to do.

Discuss common **motivational practices**

Intrinsic motivation: internal desire to accomplish a goal, driven by personal satisfaction.

- **Competency:** capabilities, knowledge, and skills.
- **Autonomy:** freedom to make decisions during a project.
- **Relatedness:** include employees in decision-making to provide a sense of ownership in the project.

Extrinsic Motivation: behavior driven by rewards and punishments.

- **Recognition:** praise for work well done or finished on time
- **Compensation/Promotions:** financial incentives that encourage employees
- **Training and development:** opportunities to learn and grow career skills.
- **Positive work environment:** pleasant and supportive workplace

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Performance Skill (Choose one)

- Create a compensation or reward program for a team project or an organization.

Strand 7

Business Pathway

Students will identify the courses that will help them to be a pathway completer, as well as potential careers in Business Leadership.

Standard 1 Business Pathway

Identify the “Explorer” courses offered at your school

Identify the “Concentrator” courses taught at your school

Identify the “Completer” course for the Business Pathway

Standard 2 Certifications, Licenses, and Degrees in Business Leadership

Explore various industries and levels of Business leadership education.

Certifications and Licenses

- Educational leadership licenses
- Project Management

Degrees Available

- Share that the majority of colleges offer many degrees in Business. Often with specific areas of emphasis, such as marketing, finance, and project management.
- Explore community and four-year institutions in your region.
- Discuss corporate-level and Master’s of Business Administration (MBA) programs

Standard 3 Careers in Business Leadership

Explore current job postings in this field to introduce students to the fact that this is a high-wage, high-demand field. Many options are available based on different strengths.

Skill Certificate Test by Strand Percentages

Test Name	Test #	1	2	3	4	5	6	7	Points	Test Q’s
Business Leadership 1	418	x	X	X	X	x	x		34	31

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