

South Dakota Business Management & Administration

June 12-14 2017

Sioux Falls

Participants:

Dan Smith, Lead Consultant, Chaska, MN
Kim Roth, South Dakota Department of Education, Rapid City, SD
Robert Bergstrom, Business Teacher, Baltic Public Schools, Baltic, SD
Britney Lewis, Business Teacher, Rapid City Area Schools, Rapid City, SD
Carmen Miller, Business Teacher, Jones County School District, Draper, SD
Lynette Molstad Gorder, Faculty, Dakota State University, Estelline, SD
Kristie Olson, Business Teacher, Madison Central High School, Wentworth, SD
Cathy Regas, Business Teacher, Roosevelt High School, Sioux Falls, SD
Annika Russell, Faculty, Mitchell Technical Institute, Mitchell, SD
Sharon Schueler, Coordinator – Academy of Finance, Sioux Falls School District, Sioux Falls, SD

Participants in the Business Management & Administration, Marketing, and Hospitality & Tourism groups all met in Sioux Falls June 12-14. Some activities were conducted as a whole group and others in separate sessions with each group. To begin, participants from all groups introduced themselves stating name, location, and curricular area of expertise.

An introductory video, *Success in the New Economy* written and narrated by Kevin Fleming and produced by Bryan Y. Marsh, was shared. This video (available on the Internet at <https://vimeo.com/67277269>), describes a fallacy in the traditional “college for all” model of education and encourages individuals to select career paths based on interests and skills. Discussion suggested that this would be a good message for legislators and parents. Solid career and technical education programs exist, but do not always attract the students. It is important to ensure that students gain a well-rounded educational experience through their career and technical education programs. To influence parents, focus on the return on investment of the programs and for the students, focus on their needs rather than presume a 4-year degree is the path to success – explore, explore, explore. Things that matter include market and industry forces, but also the individual talents, aptitudes and abilities of the students. Focus attention on the forgotten middle percentage of students and remember that high school is a time for exploration.

It was noted that the purpose of the work was to develop South Dakota’s state standards for business management to ensure that they:

- Are aligned with industry needs
- Prepare students to be successful in employment and in postsecondary training
- Establish a sequence of courses leading to completion of a program of study.

It was clarified that standards describe “what” is to be learned, not “how” it is to be learned.

Information was provided regarding the importance of the federal Carl D. Perkins Career and Technical Education Act to the work and an update on progress toward reauthorization of the Act, last authorized by Congress in 2006. Participants were reminded that Perkins has had strong bipartisan support in Congress and may be up for reauthorization this year.

The role of the standards committee was clarified to show that the standards committee members were selected because they were subject matter experts who would:

- Take the suggestions of industry

- Utilize personal expertise about how students best learn, and
- Write a standards draft.

It was further clarified that the work of the committee will go through industry validation and multiple public hearings before consideration for adoption by the State Board of Education.

It was noted that much of the early work of the standards review committee will be to identify programs of study. A program of study was defined as:

- A nonduplicative sequence of both academic and technical courses
- Beginning no later than grade 11 and continuing for at least two years beyond high school
- Culminating in a degree, diploma or certification recognized as valuable by business/industry partners.

A program of study was viewed as the bridge connecting preparatory and advanced work in high school with further study at the postsecondary level through a collegiate program or advanced training through work.

A summary of a recent labor market analysis for South Dakota was presented, with separate slides shown identifying the 20 largest industry clusters, the fastest growing industry clusters by percentage growth and increase in employment demand, and the occupations with a projected demand of 50 or more.

Participants were asked to identify industry trends by describing what was new in the industry and what is no longer done in the industry. It was intended that this information would guide discussion about where new standards were needed and where existing standards could be deleted. For business management the discussion suggested:

New

- Credit reconciliation
- Moving to e-tail
 - Positions
 - Change in small business
- Entrepreneurship
- Hands-on management
 - Relationships
- Tech Business Tools
 - Skype meetings
- Identity theft
- Less cookie-cutter
 - Dress codes
- Flex time
- Dress uniformity
- Dichotomy to structure (i.e. some flexible, some rigid)
- Bring back the soft skills
- Mobile
- Cloud/file sharing
- Key word searches (in hiring)
- Formats in shared applications (not always compatible)

Emerging

- Wearable technology
- Certifications
- Increased technology in homes
- Consumers picky
- On-line 2-day delivery
- Video applications and resumes
- E-banking
- Digital document signing

No longer done

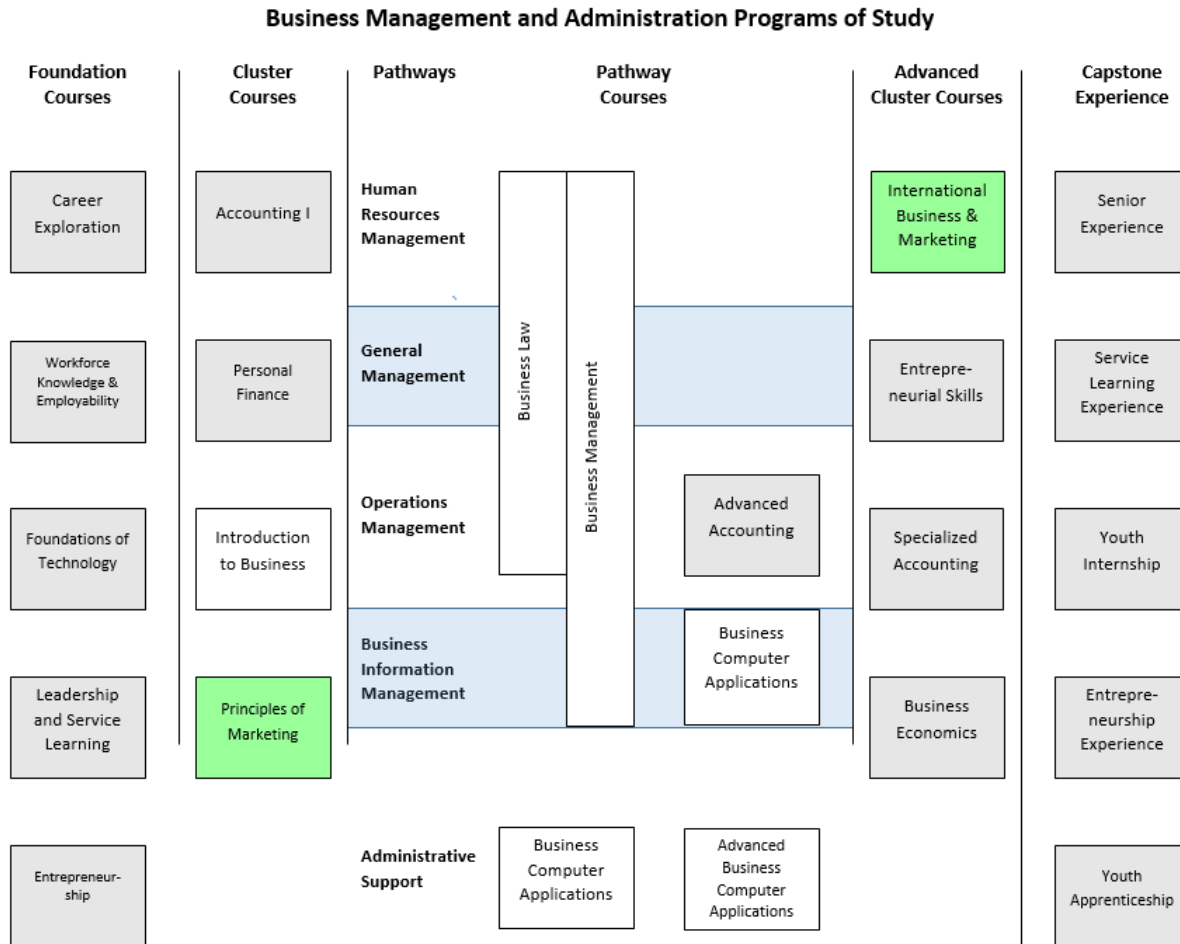
- Transcription
- Checks
- Printed payments
- White-out
- Bank reconciliation
- US Mail
- Excessive use of paper

Results of a recent survey of employers were shared. The survey was designed to ascertain if employers were having hiring difficulties, if applicants were deficient in either soft or technical skills, and options for a state response. One hundred eighty seven survey responses were included in the results with the largest participation from hospitality and tourism (38), architecture and construction (25), manufacturing (20), agriculture, food and natural resources (19), business management (14), finance (12) and marketing (12). In general:

- Four out of five employers noted having hiring difficulties in the previous 12 months.
- Primary reasons for this hiring difficulty were:
 - Low number of applicants (126)
 - Lack of work experience (88)
 - Lack of technical or occupational skills (62)
 - Lack of soft skills (48)
 - Unwillingness to accept offered wages or work conditions (38)
- Occupational areas noting the greatest hiring difficulties were hospitality (37), manufacturing (20) and marketing (20) though these results are skewed by the response rate from the individual sector.
- The most highly noted soft skills lacking were:
 - Initiative (118)
 - Attendance/dependability (114)
 - Communications (99)
 - Customer service (88)
 - Problem solving (78)
- Similarly, employers noted the highest needs for additional training in:
 - Attendance/timeliness/work ethic (75%)
 - Customer service (61%)
 - Problem-solving (52%)
 - Teamwork (41%)
- Forty four percent of employers noted that applicants lacked technical skills.
- Employers asked that the state response focus on:
 - Communications (10)
 - Work ethic (9)

The current state program of study in business management showed eighteen current cluster or pathway courses. Participants were asked to chart out a new program of study incorporating course titles for which standards would be developed. The process involved placing course titles on post-it notes on the wall with an open process to organize or change course titles as the group deemed appropriate, recognizing that some courses which would appropriately fall into the program of study may have been reviewed with standards developed by other groups. The resulting structure is shown in the chart that follows and includes five foundation courses, four cluster courses (two for which standards already exist and one being addressed by the marketing group), pathway courses in five separate pathways (human resources management, general management, operations management,

business information management, and administrative support), four advanced cluster courses (three for which standards already exist and one being addressed by the marketing group) and four capstone experience options (expanded to five options with work in June 2017). The structure gives students latitude to move from cluster courses to any of the pathways except that the administrative support pathway was deemed separate and not a good progression from the cluster courses. Pathway course options may be taken in any order, but should be taken prior to the advanced cluster courses.



Members were also asked to look at their Program of Study to make certain that students would be ready to make the transition from middle school to high school and from high school to the postsecondary level. To do so, participants were asked what they would want students to know and be able to do upon entry into programs at the postsecondary level, not as hard prerequisites, but general expectations for students to be ready to participate fully and effectively; and what they would want students to know and be able to do upon entry into secondary programs, reflecting upon whether those expectations were included in the courses available at the middle level or in the foundational courses. For business management & administration the following skills were identified:

Middle School to High School

- Accountability

- Respect
- Communication skills
- Practice of embedded values
- Consequence – if/then
- Keyboarding – NOT hunt and peck
- Computer skills – search
- Openness to learn – love of learning
- Being prepared to learn (supplies, etc.)

High School to Postsecondary Program

- Communication skills – writing
- Computer skills – more advanced
- Accountability – initiative
- Soft skills (life skills) – respect
 - Embrace diversity
- Basic problem solving skills
- Follow-through – time management
- Responsible to the group
- Read through the text (course syllabus) and follow instructions
- Information literacy
- How to learn, differentiated learning
- Recognition of work culture

Participants were encouraged to identify a “big picture” concept statement describing what was to be accomplished within each course before developing standards. This “big picture” statement would eventually be revised to be an executive summary statement at the time that the standards had been drafted.

Information was provided about what makes good standards. Criteria were shared with the participants. These criteria included:

- Essential – does it define knowledge and skills that an individual must have to participate fully and effectively in programs that prepare them to enter careers with livable salaries, and to engage in career advancement in growing, sustainable industries?
- Rigorous – does it ask a student to demonstrate deep conceptual understanding through the application of knowledge and skills to new situations?
- Clear and specific – does it convey a level of performance without being overly prescriptive? Is it written in a way that the general public would understand?
- Teachable and Learnable – does it provide guidance to the development of curricula and instructional materials? Is it reasonable in scope?
- Measurable – Can it be determined by observation or other means that the student has gained the knowledge and skills to be demonstrated to show attainment of the standard?
- Coherent – Does it fit within the progression of learning that is expected for the program of study?
- Sequential – Does it reinforce prior learning without being unnecessarily repetitive? Does it provide knowledge and skills that will be useful as the student continues through the program of study?

- Benchmarked – Can the standard be benchmarked against industry or international standards? Does it prepare the student to be successful in the regional, state and global economies?

State agency staff met in May of 2015 to review the processes to be used for standards review. During that session the staff identified other criteria to be considered when writing standards:

- Connections to postsecondary programs
- Relevant across the content area
- Compatible with virtual learning
- Reflects business/industry input
- Adaptable to change over time
- Allows for instructional creativity
- Appropriate for the target audience
- Aligned with relevant academic content
- Applicable to student organizations
- Recognizes unique features of CTE

These additional criteria were shared with participants for their consideration during standards development, and an exercise was conducted in which participants individually, and then as a group, reviewed four sample standards.

Brief mention was made of resources available in the Dropbox in which members shared information. The Dropbox review showed categories of information provided in the general section and noted that a Working Drafts folder would be created in which participants would store their work.

A Standards Template was shared with the participants and reviewed:

- The course title was inserted at the top.
- A grid of administrative information was completed to the extent the information was known. This grid included:
 - The Career Cluster [Business Management & Administration]
 - The Course Code [to be added by state staff if not known]
 - Any prerequisites or recommended prior coursework
 - Credits [generally established by the individual school district]
 - Graduation requirement [generally established by the individual school district]
 - Program of study and sequence [a listing of the components of the program of study]
 - Student organization options
 - Coordinating work-based learning appropriate for the course
 - Industry certifications [if appropriate for the course]
 - Dual-credit or dual enrollment options if available
 - Teacher certification requirements [to be completed by state staff]
 - Resources
- Course description. Eventually this will be an executive summary describing the course, but in the process participants were encouraged to develop a “big picture” statement about the course to serve as a reminder when developing standards.
- Program of study application: a more detailed description of the elements within the program of study and where the particular course fits within a sequence.
- Course Standards and prods
 - “Prods” is a list of topics to keep in mind when developing standards to see that related topics are included. The prods identified by state staff include:

- Safety
- Soft skills
- Reinforcing academic concepts in math, language arts, science and social studies
- Addressing all aspects of the industry
- Trends [so that students are thinking of the direction that an industry is moving]
- Indicators – the main topics written in terms of a demonstration of knowledge and skills
- Sub-indicators – statements identifying in more detail how the indicator will be demonstrated
- Integrated content – A space that allows for examples, explanation, reference to credentials, alignment with other academic standards or other useful information to bring clarity to the understanding about the intent of the sub-indicator
- Notes – a place for additional information to clarify the intent and expectations of the indicator.

Particular information was shared about Webb’s Depth of Knowledge Levels which would be assigned at the sub-indicator level.

An example standards template was shared to ensure understanding.

Working teams were then established to write the standards. Each team selected a course to begin the work. Early drafts were reviewed by all participants to gauge consistency. The consultants reviewed all draft standards each evening and participants were led with guiding questions so that they could refine their own work. Eventually, when standards had been developed for all courses, the participants did a final group review of all standards to give their approval. Final documents were then reviewed by the consultants for format and structure, and saved to the shared Dropbox. Participants were given two weeks to make any final comments or suggestions, at which time the Dropbox was put into a “read-only” status.

For business management and administration the following cluster and pathway course standards were developed:

Cluster Courses

Accounting I

[see Finance career cluster]

Personal Finance

[see Finance career cluster]

Introduction to Business

Students will identify skills needed to be successful in the global economic environment.

- Explain the terms economics and economic activity
- Explain businesses’ roles in society
- Describe the different types of economic systems

Students will compare the different forms of business organizations and management styles.

- Compare and contrast different forms of business organizations
- Differentiate among different management styles and human resource procedures

Students will apply concepts of marketing, business finances and technology in the operation of a business.

- Demonstrate marketing principles involved in business operations
- Describe roles technology plays in business operations
- Explain the financial process needed to start and operate a business

Students will evaluate roles individuals play in the economy and financial management tools needed to be a successful consumer.

- Demonstrate how important a consumer is in the global economy
- Apply processes involved in consumer financial planning
- Examine available banking services and credit options
- Explain savings and investment options to meet short and long term goals

Principles of Marketing

[see Marketing career cluster]

Human Resources pathway

Business Law

Students will analyze relationships between ethics and classifications of law.

- Compare and contrast differences between ethics and laws and identify consequences of unethical and illegal conduct
- Analyze the origin of today's law and functions of local, state and federal court systems
- Distinguish between procedural and substantive laws

Students will demonstrate an understanding of characteristics of criminal and tort laws.

- Differentiate among categories of criminal law, different types of business crimes, and available penalties
- Differentiate among categories of tort law and describe remedies available

Students will evaluate relationships among contract law, law of sales, and consumer law.

- Demonstrate an understanding of contractual relationships and identify elements of a valid contract
- Understand and defend methods by which a contract may be terminated or discharged
- Compare and contrast law of sales and consumer laws

Students will analyze the role and importance of employment law as it relates to the conduct of business.

- Demonstrate an understanding of employer-employee relationships, including independent contractors
- Identify employee rights and their implications in workplace settings

Students will utilize career-planning concepts, tools and strategies to explore, obtain and/or develop a career in law.

- Describe the importance of soft-skill practices in careers in law
- Describe roles and responsibilities in careers in law

Business Management

Students will define management and its role in effective and efficient performance in business.

- Explain why management is important in business
- Describe characteristics of successful managers
- Identify challenges that managers face in business and propose what they can do to overcome these challenges

Students will determine how functions of management are implemented and why they are important.

- Clarify the planning function of management
- Interpret the organizing function of management
- Investigate the directing/leading function of management
- Summarize the controlling and evaluating functions of management

Students will evaluate the importance of human resource activities of a manager in the successful operation of a business.

- Analyze human resources and management theories in a business organization
- Propose strategies for bringing together a diverse workforce
- Evaluate human relations, self-management, technological, organizational, and professional leadership skills in managing a business

Students will be able to analyze the impacts of international and government regulations on management decisions.

- Investigate the legal environment of managing a business
- Investigate the economic and international environment of managing a business

General Management pathway

Business Law

[see Human Resources Management pathway]

Business Management

[see Human Resources Management pathway]

Operations Management pathway

Business Law

[see Human Resources Management pathway]

Business Management

[see Human Resources Management pathway]

Advanced Accounting

[see Finance career cluster]

Business Information Management pathway

Business Management

[see Human Resources Management pathway]

Business Computer Applications

Students will be able to produce word processing documents using a variety of advanced features.

- Create and manage documents

- Format text, paragraphs and sections
- Create tables and lists
- Create and manage references
- Insert and format graphic elements

Students will be able to produce spreadsheets using a variety of advanced features

- Create and manage worksheets and workbooks
- Manage data cells and ranges
- Create tables
- Perform operations with formulas and functions
- Create charts and objects

Students will be able to produce professional presentations using a variety of advanced features.

- Create and manage presentations
- Insert and format text, shapes and images
- Insert tables, charts, SmartArt and media
- Apply transitions and animations
- Manage multiple presentations

Students will be able to produce databases using a variety of advanced features.

- Create and manage a database
- Build tables
- Create queries
- Create forms
- Create reports

Students will be able to identify a variety of employment opportunities based on individual certifications.

- Identify employment opportunities based on certification

Administrative Support pathway

Business Computer Applications

[see Business Information Management pathway]

Advanced Business Computer Applications

Students will be able to produce word processing documents implementing expert level features.

- Manage document options and settings
- Design advanced documents
- Create advanced references
- Create custom word elements

Students will be able to produce spreadsheets implementing expert level features.

- Manage workbook options and settings
- Apply custom data formats and layouts
- Create advanced formulas
- Create advanced charts and tables

Explore relevant factors that impact success and satisfaction in Microsoft Office Specialist (MOS)-related careers.

- Compare and contrast characteristics of MOS-related careers
- Compare and contrast education/training requirements for employment in MOS-related careers
- Investigate and make connections to relevant MOS-related careers

Advanced Cluster Courses

International Business & Marketing

[see Marketing career cluster]

Entrepreneurial Skills

[see Finance career cluster]

Specialized Accounting

[see Finance career cluster]

Business Economics

[see Finance career cluster]

A cover letter has been drafted to guide business/industry feedback to the standards developed through this process. The thirteen standards documents will be reformatted with three columns for business/industry feedback at the sub-indicator level utilizing a 1 (low) to 5 (high) scale:

- Is the sub-indicator essential?
- Is the sub-indicator clear and specific?
- Is the sub-indicator measurable?

Business/industry partners are also asked if the standards reflect the preparation necessary for a student to enter her/his particular occupational field. A sample of the reformatted document follows.

Business Management & Administration

Career Cluster: Business Management & Administration

Course: Introduction to Business

Course Standards

IB 1 Students will identify skills needed to be successful in the global economic environment.

			Essential 1 (low) – 5 (high)	Clear and Specific 1 (low) – 5 (high)	Measurable 1 (low) – 5 (high)
<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>			
Level 1: Recall and Reproduction	IB 1.1 Explain the terms economics and economic activity Examples: - Explain how limited resources affect business - Explain factors which affect supply and demand - Explain concepts of economic resources - Identify economic indicators to detect economic trends and conditions - Discuss career choices in economics				
Level 1: Recall and Reproduction	IB 1.2 Explain businesses' roles in society Examples: - Explain ways in which businesses interact with society - Describe different ways our government intervenes in and/or regulates business - Explain the nature of labor unions				
Level 1: Recall and Reproduction	IB 1.3 Describe the different types of economic systems Examples: - Explain the nature of global trade - Compare and contrast the different types of economic systems - Explain how economic systems answer the basic economic questions				

Notes

Following business/industry review, state staff will revise the standards documents as necessary to incorporate business/industry suggestions. The revised documents will be shared with participants in the standards development process and, eventually, with teachers of business management & administration courses throughout the state for their feedback. Final documents will be taken through public hearings and delivered to the State Board of Education for adoption.