



# GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

## BUSINESS & COMPUTER SCIENCE

**COURSE:** Business Essentials

**UNIT 7:** Functions of Management



### INTRODUCTION

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**Annotation:**

In this unit students will gain an understanding of all of the functions of management including: planning, organizing, directing, and the control & evaluation function. The will be able to discuss how each function leads to the success of an organization.

**Grade(s):**

x	9 <sup>th</sup>
x	10 <sup>th</sup>
x	11 <sup>th</sup>
x	12 <sup>th</sup>

**Time:** 5 – 90 minute blocks

**Author:** David Mowery

**Additional Author(s):** Small Business Development Pathway Team

**Students with Disabilities:**

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



# FOCUS STANDARDS

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## **GPS Focus Standards:**

**BCS-BE-21: The student analyzes the management functions and their implementation and integration within the business environment.**

- a. Defines and explains the various management functions including planning, organizing, directing, and controlling.
- b. Explains the importance of a vision, a mission statement, and goal-setting within the context of the business environment.
- c. Applies the decision making process to a business situation.
- d. Develops and writes goals and objectives of a business including a mission statement and code of ethics.

**BCS-BE-22: The student analyzes and explains the planning function and how it is used.**

- a. Explains what planning is and why it is done.
- a. Distinguishes among short-term, long-term, and strategic plans.
- b. Discusses the impact of time management practices on one's personal and professional image.
- c. Designs time management plans using cases and simulations.
- e. Establishes short-term and long-term personal and professional goals.
- f. Explains the role of industry standards in effective business practices.

**BCS-BE-23: The student analyzes and explains the organizing function and how it is used to group resources within a business structure.**

- a. Summarizes the advantages and disadvantages of centralization and decentralization.
- b. Illustrates types of organization structure: line, line and staff, matrix, committee, and grapevine.

**BCS-BE-24: The student analyzes and explains the directing function and how it relates to leadership in an organization.**

- a. Differentiates between leading and managing.
- b. Explains the importance of leadership in directing employees.

**BCS-BE-25: The student analyzes and describes the control function of management and how it is used to measure performance.**

- a. Determines the relationship between the controlling function and the planning function.
- b. Outlines alternative actions when goals are not being met in a specific situation (e.g., changing goals, changing strategies).
- c. Explains and applies the six-step decision-making process to business situations.

## **GPS Academic Standards:**

**ELA10LSV1-** The student participates in student-to-teacher, student-to-student, and group verbal interactions.

## **National / Local Standards / Industry / ISTE: NBEA – National Business Educators Association**

### **I. Management Functions**

Achievement Standard: Analyze the management functions and their implementation and integration within the business environment.

## **II. Management Theories**

Achievement Standard: Analyze management theories and their application within the business environment.

## **III. Business Organization**

Achievement Standard: Analyze the organization of a business.

## **IV. Personal Management Skills**

Achievement Standard: Develop personal management skills to function effectively and efficiently in a business environment.

## **V. Operations Management**

Achievement Standard: Apply operations management principles and procedures to the design of an operations plan.



# **UNDERSTANDINGS & GOALS**

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### **Enduring Understandings:**

- Students will distinguish among short-term, long-term, and strategic plans.
- Students will understand the importance of planning.
- Students will understand the relationship between all the functions of management.

### **Essential Questions:**

- What are the functions of management?
- Why is planning such an important function in any endeavor?
- How does time management and organization impact your professional image and performance?
- How do you evaluate if your plan actually worked or your goal was achieved?

### **Knowledge from this Unit:**

Students will ...

- Define and explain the various management functions including planning, organizing, directing, and controlling.
- Explain the importance of a vision, a mission statement, and goal-setting within the context of the business environment.
- Apply the decision making process to a business situation.
- Develop and write goals and objectives of a business including a mission statement and code of ethics.
- Explain what planning is and why it is done.
- Distinguish among short-term, long-term, and strategic plans.
- Discuss the impact of time management practices on one's personal and professional image.
- Design time management plans using cases and simulations.
- Establish short-term and long-term personal and professional goals.
- Explain the role of industry standards in effective business practices.
- Summarize the advantages and disadvantages of centralization and decentralization.
- Illustrate types of organization structure: line, line and staff, matrix, committee, and grapevine.
- Differentiate between leading and managing.
- Explain the importance of leadership in directing employees.
- Determine the relationship between the controlling function and the planning function.
- Outline alternative actions when goals are not being met in a specific situation (e.g., changing goals, changing strategies).

**Skills from this Unit:**

- Students will develop time management skills.
- Students will be able to implement different management practices toward a determined goal.



## ASSESSMENT(S)

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**Assessment Method Type:**

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
  - ☐ Quizzes/Tests
  - ☐ Unit test
  - ☐ Vocabulary
- ☒ Group project
- ☒ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - ☐ Self-check rubrics
  - ☒ Journal reflections on concepts, personal experiences and impact on one's life
  - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
  - ☐ Academic prompts
  - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
  - ☐ Essay tests
  - Observe students working with partners
  - ☐ Observe students role playing
- ☐ Peer-assessment
  - Peer editing & commentary of products/projects/presentations using rubrics
  - Peer editing and/or critiquing
- ☒ Dialogue and Discussion
  - ☐ Student/teacher conferences
  - ☒ Partner and small group discussions
  - ☒ Whole group discussions
  - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
  - ☐ Chart good reading/writing/listening/speaking habits
  - Application of skills to real-life situations/scenarios
- ☐ Post-test

**Assessment(s) Title:**

Restaurant Evaluation Form

**Assessment(s) Description/Directions:**

See below in Learning Experiences

**Attachments for Assessment(s):**

None



# LEARNING EXPERIENCES

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## **Sequence of Instruction:**

1. Identify the Standards. Standards should be posted in the classroom for each lesson:
2. Review Essential Questions:
  - What are the functions of management?
  - Why is planning such an important function in any endeavor?
  - How does time management and organization impact your professional image and performance?
  - How do you evaluate if your plan actually worked or your goal was achieved?

3. Identify and review the unit vocabulary:

Controlling  
Core Values  
Ethical Business Practices  
Formal Influence  
Human relations  
Implementing  
Influence  
Informal influence

Leadership  
Management  
Management style  
Motivation  
Organizing  
Planning  
Staffing

4. Related FBLA Competitive Events:

Management Decision Making  
Management Information Systems  
Sports Management

## **Lesson 1 Introduction to the Functions of Management (2 days)**

### **Essential Question:**

- What are the functions of management?

### **Discussion & Activity:**

Discuss what it means to be a manager. Have the students brainstorm all of the responsibilities they think a manager might have and document their suggestions on the board. Try to get at least 25 – 30 suggestions. Have the students list them on a piece of paper. Once they have all of the suggestions listed, have the students categorize the suggestions into the four major functions of management: planning, organizing, implementing and controlling/evaluating.

Divide the class into four groups – assign each group one of the functions of management - each group needs to research and discuss why their function of management is the most important to an organization. The group must create a “campaign” with visual aids and a spokesperson. During the last 30 minutes of the 2<sup>nd</sup> class have each group present their “campaign” to the class.

## **Lesson 2 – Planning & Organizing (1 day)**

### **Essential Question:**

- Why is planning such an important function in any endeavor?
- How does time management and organization impact your professional image and performance?

### **Discussion & Activity:**

Divide the class up into 3 teams. Working together as a team, list 20 school- related and 10 non-school related activities that members of the team must complete in the next 3 days. Make sure the list includes activities that must be completed by the entire team as well as some that need to be completed by only specific individuals. Have the team then develop a schedule that illustrates all of the activities that need to get done. The schedule needs to include all deadlines and who is responsible for getting each activity done and how they are going to get the activity completed.

Each group then needs to present their schedule to the class and discuss. Each team member will then write a short reflection about how this process will help them complete all of these activities and contrast it against what they normally would have done to plan and organize.

## **Lesson 3 - Implementing & Evaluating (2 days)**

### **Essential Question:**

How do you evaluate if your plan actually worked or your goal was achieved?

### **Discussion/Activity:**

Discuss with class why we have grades in school and why they matter so much. Would our world be the same if there was no evaluation of our work or our worth? Imagine American Idol without the judges.

Ask the class to list their favorite “sit-down” restaurant - make sure it is a restaurant that they have frequented more than once. The students are to create a “secret shopper” evaluation form (rubric) that a secret shopper would use to evaluate the restaurant on any random night. The evaluation form must have a scoring system, a place for comments, and cover all aspects of the dining experience from parking and the exterior of the restaurant to the service of the employees inside and of course the quality of the meal. Once created the students then must discuss the rationale for their evaluation form – and how this form will be useful to the manager of the restaurant as a tool for future success.

### **Attachments for Learning Experiences:**

None

### **Notes & Reflections:**

All lessons are written in a 90-minute block format. However, each lesson can be divided for a 50 minute class period. It is the responsibility of the instructor to find a natural point in each lesson to divide the activities up over multiple class periods.



## CULMINATING PERFORMANCE TASK

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**Culminating Unit Performance Task Title:**

None

**Culminating Unit Performance Task Description/Directions/Differentiated Instruction:**

**Attachments for Culminating Performance Task:**



## UNIT RESOURCES

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**Web Resources:**

**Attachment(s):**

**Materials & Equipment:**

Computer Lab with Internet access and Microsoft Office software

Presentation equipment

**What 21st Century Technology was used in this unit:**

<input checked="" type="checkbox"/>	Slide Show Software
<input checked="" type="checkbox"/>	Interactive Whiteboard
<input type="checkbox"/>	Student Response System
<input type="checkbox"/>	Web Design Software
<input type="checkbox"/>	Animation Software
<input checked="" type="checkbox"/>	Email

<input type="checkbox"/>	Graphing Software
<input type="checkbox"/>	Calculator
<input checked="" type="checkbox"/>	Desktop Publishing
<input type="checkbox"/>	Blog
<input checked="" type="checkbox"/>	Wiki
<input checked="" type="checkbox"/>	Website

<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Graphic Organizer
<input checked="" type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Video
<input type="checkbox"/>	Electronic Game or Puzzle Maker