

# JA Introduction to Business and Technology<sup>®</sup> 1

► Work and Career Readiness

*JA Introduction to Business and Technology 1*, a year-long or one-semester educator-led course, introduces high school students to the basic skills necessary to succeed in business. Themes include personal skills like teamwork, innovation, decision making, and ethics. Students also learn basic technical skills like how to use word processing, presentation software, and spreadsheets effectively.

This course has received California A-G approval from High School Articulation, Office of Undergraduate Admissions, University of California.

Volunteers engage with students through a variety of activities that includes subject matter guest speaking and coaching or advising for case study and project course work. Volunteer activities help students better understand the relationship between what they learn in school, their future career, and their successful participation in today's global economy.

## LEARNING EXPERIENCE OBJECTIVES

- Learn the necessary concepts applicable to state and national educational standards
- Apply these standards-based concepts to the real world
- Synthesize elective concepts through a cumulative, tangible deliverable (project)
- Analyze a business situation or principle through the use of a case study
- Demonstrate the skills necessary for future career pathway success

### COURSE OUTLINE

Course Theme	Theme Topics	Project Topic
<b>Teamwork</b>	<ol style="list-style-type: none"> <li>1. Teams and Team Building</li> <li>2. Team Leadership and Team Structure</li> <li>3. Team Functions</li> <li>4. Team Commitment and Organizational Mission</li> </ol>	Blogging Basics: How can I communicate my message about teamwork effectively across multiple barriers?
<b>Technology and Presentation Tools</b>	<ol style="list-style-type: none"> <li>1. Digital Citizenship</li> <li>2. Word Processing</li> <li>3. Spreadsheets</li> <li>4. Presentations</li> </ol>	How do I best communicate the relationship between tools and productivity?

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## COURSE OUTLINE

Course Theme	Theme Topics	Project Topic
<b>21<sup>st</sup> Century Skills: Analysis and Decision Making</b>	<ol style="list-style-type: none"> <li>1. Presenting Your Personal Brand</li> <li>2. Developing an e-Portfolio</li> <li>3. Making Decisions and Solving Problems</li> <li>4. Ethical and Legal Responsibilities</li> </ol>	How can skills such as communication, technology, and leadership help you to succeed?
<b>Careers, HR, and Talent</b>	<ol style="list-style-type: none"> <li>1. Career Exploration</li> <li>2. Preparing for the Interview</li> <li>3. Interviewing Skills</li> <li>4. Flexible Work Models</li> </ol>	What benefits can an employer offer to retain valuable employees?

For the guiding standards that are presented below, the legend for reference is as follows: **NBEA**—National Business Education Association.

## THEME 1: TEAMWORK

Session	Session Description	Guiding Standards	Student Learning Objectives
<b>1: Teams and Team Building</b>	Students receive an introduction to the concepts of team building. They learn personal skills that have workplace relevance and work together in teams to assign roles and responsibilities.	<ul style="list-style-type: none"> <li>• NBEA—Career Development III. B. Level 3. 16. Demonstrate an understanding of appropriate employer and employee interactions in workplace situations.</li> <li>• NBEA—Career Development III. B. Level 4. 21. Demonstrate the ability to function as a proactive, productive team member in the workplace.</li> </ul>	<ol style="list-style-type: none"> <li>1. Review team courtesy and communication.</li> <li>2. Identify strengths as team members.</li> <li>3. Identify key members of a team and team roles.</li> </ol>
<b>2: Team Leadership and Team Structure</b>	Students learn about four different styles of leadership and practice using them. Then, students use a problem-solving process to work with cross-functional teams to find solutions to a workplace problem.	<ul style="list-style-type: none"> <li>• NBEA—Management I. C. Level 3. 9. Identify the leadership style most appropriate for a given situation.</li> <li>• NBEA—Entrepreneurship VIII. C. Level 3. 10. Explain the impact of leadership styles and management approaches on employee productivity and morale.</li> <li>• NBEA—Career Development III. E. Level 4. 9. Present a plan to solve a common problem or obstacle in schools, businesses, or communities.</li> <li>• NBEA—Career Development III. E. Level 4. 11. Assess the effectiveness of a problem-solving plan.</li> <li>• NBEA—Career Development III. B. Level 4. 21. Demonstrate the ability to function as a proactive, productive team member in the workplace.</li> </ul>	<ol style="list-style-type: none"> <li>1. Learn about leadership and the traits of a strong leader.</li> <li>2. Compare and contrast leadership styles.</li> <li>3. Analyze, organize, and prioritize tasks to solve a workplace problem.</li> <li>4. Coordinate work with that of team members.</li> </ol>

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## THEME 1: TEAMWORK

Session	Session Description	Guiding Standards	Student Learning Objectives
<b>3: Team Functions</b>	Students learn the functions and responsibilities of an effective team. They create a shared agreement for the behavior of all team members and learn how to evaluate a team's effectiveness.	<ul style="list-style-type: none"> <li>• NBEA–Career Development III. D. Level 3. 12. Demonstrate shared responsibility for collaborative work and the value of contributions made by each team member.</li> <li>• NBEA–Entrepreneurship VIII. C. Level 3. 8. Discuss team-building processes.</li> <li>• NBEA–Management IV. A. Level 3. 4. Design a time management schedule as a result of a time management analysis.</li> <li>• NBEA–Career Development V. B. Level 4. 14. Formulate strategies for achieving career growth goals (e.g., self-promotion, job enrichment, skill development, volunteering for additional responsibilities, and seeking mentors).</li> <li>• NBEA–Career Development III. G. Level 4. 18. Identify methods for demonstrating dependability and accountability in work performance.</li> </ul>	<ol style="list-style-type: none"> <li>1. Recognize and demonstrate the characteristics of a high-performance team.</li> <li>2. Examine different aspects of team building and identify strategies to build a successful team.</li> <li>3. Explain the relationships among teamwork, organizational, and time management skills and how they contribute to career and personal success.</li> <li>4. Evaluate effective team performance.</li> </ol>
<b>4: Team Commitment and Organizational Mission</b>	Students learn the importance of being a committed team member. They learn how mission statements support the concept of team commitment and create one.	<ul style="list-style-type: none"> <li>• NBEA–Entrepreneurship VIII. C. Level 3. 9. Demonstrate how successful teams solve problems.</li> <li>• NBEA–Entrepreneurship III. A. Level 3. 5. Create a mission statement for a business venture.</li> <li>• NBEA–Entrepreneurship III. A. Level 2. Develop strategies for achieving goals.</li> <li>• NBEA–Career Development III. D. Level 3. 12. Demonstrate shared responsibility for collaborative work and the value of contributions made by each team member.</li> </ul>	<ol style="list-style-type: none"> <li>1. Research team commitment and its effect in an organization.</li> <li>2. Evaluate the importance of a mission statement and how individual jobs support the overall mission.</li> <li>3. Create a mission statement for the class. Identify how you as an individual team member can support the mission.</li> </ol>

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## THEME 2: TECHNOLOGY AND PRESENTATION TOOLS

Session	Session Description	Guiding Standards	Student Learning Objectives
<b>1: Digital Citizenship</b>	Students explore digital citizenship and what it means to be a productive and responsible citizen in the digital world.	<ul style="list-style-type: none"> <li>• NBEA–Information Technology III. Level 3–4. 15. Recognize the importance of one’s digital footprint and manage it professionally.</li> <li>• NBEA–Information Technology III. Level 1–2. 7. Discuss basic issues related to responsible use of technology and describe personal or legal consequences of inappropriate use.</li> <li>• NBEA–Information Technology III. Level 1–2. 19. Demonstrate legal, inclusive, and ethical behaviors when using information technologies.</li> </ul>	<ol style="list-style-type: none"> <li>1. Recognize the importance of your digital footprint and manage it professionally.</li> <li>2. Identify proper etiquette when communicating with technology.</li> <li>3. Identify the nine elements of digital citizenship.</li> <li>4. Discuss issues and consequences related to the use of technology.</li> </ol>
<b>2: Word Processing</b>	Students explore best practices for word processing, including formatting and layout. They practice using word processing tools to improve a document, then they set up and use a collaborative document.	<ul style="list-style-type: none"> <li>• NBEA–Communication I. D. Level 2. 16. Integrate functions of word processing, spreadsheets, databases, and presentation applications to various workplace scenarios.</li> <li>• NBEA–Information Technology IV. Level 2. 9. Troubleshoot and diagnose applications and devices using appropriate resources (e.g., help desks, online help, manuals, technical support specialists).</li> <li>• NBEA–Information Technology VII. Level 1. 2. Use collaborative application tools to support learning.</li> <li>• NBEA–Information Technology III. Level 3–4. 21. Analyze legal and ethical dilemmas within the framework of current laws and legislation.</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify and use technology tools for conveying information, solving problems, and expediting business processes.</li> <li>2. Use basic word processing applications.</li> <li>3. Use help features and reference materials to learn applications.</li> <li>4. Use collaborative application tools to support learning.</li> </ol>
<b>3: Spreadsheets</b>	Students explore spreadsheet software and work with various functionality and formulas.	<ul style="list-style-type: none"> <li>• NBEA–Entrepreneurship VIII. Accounting 1. Level 3. 8. Evaluate and use software to record business transactions.</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify and use technology tools for conveying information, solving problems, and expediting business processes.</li> <li>2. Use spreadsheets to present and analyze data.</li> <li>3. Use help features and reference materials to learn applications.</li> </ol>

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## THEME 2: TECHNOLOGY AND PRESENTATION TOOLS

Session	Session Description	Guiding Standards	Student Learning Objectives
<b>4: Presentations</b>	Students explore the uses of presentation software and learn effective design principles for developing visual presentations. Students practice applying these principles as they revise an existing presentation and create an original visual presentation.	<ul style="list-style-type: none"><li>NBEA–Career Development III. D. Level 3. 11. Create presentations for a specific purpose and audience.</li></ul>	<ol style="list-style-type: none"><li>1. Identify and use technology tools for conveying information, solving problems, and expediting business processes.</li><li>2. Identify effective and ineffective design techniques for presentation software tools.</li><li>3. Use basic presentation applications.</li></ol>

## THEME 3: 21<sup>ST</sup> CENTURY SKILLS: ANALYSIS AND DECISION MAKING

Session	Session Description	Guiding Standards	Student Learning Objectives
<b>1: Presenting Your Personal Brand</b>	Students learn about the importance of developing their own personal brand and how to use a video biography to share information about themselves with potential employers or colleges. Students will review elements of effective presentations and develop and evaluate video biographies.	<ul style="list-style-type: none"><li>NBEA–Career Development III. D. Level 3. 11. Create presentations for a specific purpose and audience.</li><li>NBEA–Career Development I. A. Level 4. 16. Demonstrate a realistic understanding of self.</li></ul>	<ol style="list-style-type: none"><li>1. Explain the personal and workplace skill of personal branding.</li><li>2. Use effective presentation skills to create a video biography.</li></ol>

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## THEME 3: 21<sup>ST</sup> CENTURY SKILLS: ANALYSIS AND DECISION MAKING

Session	Session Description	Guiding Standards	Student Learning Objectives
<b>2: Developing an e-Portfolio</b>	Students learn about how e-portfolios can be used to document their accomplishments and qualifications, especially when applying to colleges or interviewing for jobs. They set up their own e-portfolio and begin compiling a digitized collection of audio, multimedia, graphics, and text-based accomplishments. Students have opportunities to showcase the content of their accomplishments, including resumes, sample cover letters, letters of recommendation, examples of work, and documentation of extracurricular and community service activities.	<ul style="list-style-type: none"> <li>NBEA–Entrepreneurship I. A. Level 4. 10. Develop a portfolio of personal accomplishments demonstrating entrepreneurial characteristics and skills while developing one’s own entrepreneurial mindset.</li> </ul>	<ol style="list-style-type: none"> <li>Examine types of e-portfolios and their uses.</li> <li>Develop a career portfolio of items to share with a college admissions office or a prospective employer.</li> </ol>
<b>3: Making Decisions and Solving Problems</b>	Students understand the importance of strategic and intentional decision making and problem solving. They learn about decision making processes and tools how they can apply these tools in a range of different scenarios.	<ul style="list-style-type: none"> <li>NBEA–Management I. A. Level 2. 6. Analyze possible outcomes of a decision.</li> <li>NBEA–Economics/Personal Finance I. Level 3/4. 6. Differentiate between types of decisions and identify those for which a formal decision-making process should be used.</li> <li>NBEA–Entrepreneurship VIII. C. Level 3. 9. Demonstrate how successful teams solve problems.</li> </ul>	<ol style="list-style-type: none"> <li>Identify techniques for solving problems and making decisions.</li> <li>Apply a decision-making process.</li> </ol>
<b>4: Ethical and Legal Responsibilities</b>	Students examine ethics and integrity as they are demonstrated in the workplace through scenarios and role-playing. Students apply an ethical decision-making process to workplace dilemmas.	<ul style="list-style-type: none"> <li>NBEA–Business Law I. A. Level 4. 14. Analyze and solve difficult ethical and legal problems.</li> </ul>	<ol style="list-style-type: none"> <li>Differentiate among ethics, values, beliefs, and ethical dilemmas.</li> <li>Practice an ethical decision-making process.</li> <li>Analyze workplace ethical dilemmas using the ethical decision-making tool.</li> </ol>

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## THEME 4: CAREERS, HR, AND TALENT

Session	Session Description	Guiding Standards	Student Learning Objectives
<b>1: Career Exploration</b>	Students explore their possible future career paths. They examine their personal interests and skills, and how those might relate to appropriate career fits. They also learn about specific occupational fields that have bright prospects for providing career opportunities.	<ul style="list-style-type: none"> <li>NBEA–Career Development I. A. Level 3. 10. Assess and analyze personal interests, talents, and skills related to a future career based on the completion of standardized career interest and personality indicator assessments.</li> <li>11. Compare personal interests, talents, and skills with various career options.</li> <li>14. Match personal strengths to appropriate jobs and careers to maximize career potential.</li> <li>NBEA–Career Development II. A. Level 3. 14. Use available resources for projecting career opportunities and trends that include local, regional, state, national, and international labor market information.</li> </ul>	<ol style="list-style-type: none"> <li>1. Compare personal interests, talents, and skills with various career options.</li> <li>2. Analyze job opportunities within career clusters that match personal interests and abilities.</li> <li>3. Create a career plan that includes steps to transition from high school to postsecondary education/training or the workforce.</li> </ol>
<b>2: Preparing for the Interview</b>	Students learn about the process of applying for job openings. They examine effective techniques for writing resumes and cover letters and then they develop a resume and custom cover letters. They learn strategies to prepare for an interview and develop stories that illustrate skills that they could share with a potential employer.	<ul style="list-style-type: none"> <li>NBEA–Career Development IV. A. Level 3. 19. Identify steps to prepare for an interview.</li> <li>11. Demonstrate the ability to describe personal career readiness skills to interviewers.</li> <li>NBEA–Career Development IV. A. Level 4. 4. Model behavior that contributes to a successful interview.</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify appropriate content and formatting for resumes and cover letters.</li> <li>2. List effective strategies for preparing for an interview.</li> <li>3. Use storytelling strategies to demonstrate skills and abilities that transfer into the workplace.</li> </ol>
<b>3: Interviewing Skills</b>	Students learn about common mistakes job candidates make in interviews. They also learn to identify and practice using good interview techniques.	<ul style="list-style-type: none"> <li>NBEA–Career Development IV. A. Level 3. 12. Demonstrate appropriate interviewing techniques through participation in mock or actual interviews.</li> <li>NBEA–Communication V. A. Level 3. 19. Identify common mistakes made by interviewees.</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify effective and ineffective interview behaviors.</li> <li>2. Role-play interview situations for simulated job opportunities.</li> <li>3. Analyze and evaluate appropriate communication techniques for interviews.</li> </ol>

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## THEME 4: CAREERS, HR, AND TALENT

Session	Session Description	Guiding Standards	Student Learning Objectives
<b>4: Flexible Work Models</b>	Students learn about common flexible schedule work models. They identify the situations in which those forms are most common as well as the strengths and weaknesses of each form. They also research job postings and requirements for jobs with flexible schedules.	<ul style="list-style-type: none"><li>NBEA–Management I. B. Level 4. 11. Assess emerging trends in organizational structure (e.g., the gig economy, remote work, digital transformation).</li></ul>	<ol style="list-style-type: none"><li>Evaluate the strengths and weaknesses of common flexible work models.</li><li>Describe the benefits and challenges of flexible work models from the perspective of the employee and the employer.</li><li>Determine steps to take to become qualified for positions with flexible models.</li></ol>

## CASE STUDY: COLLABORATING AND BUILDING TEAMS

Students learn how successful collaboration and teamwork is essential for accomplishing shared goals in the workplace. They will read scenarios about workplace team-building and analyze the roles required to form a successful organization. They complete a responsibility matrix to outline team tasks and accountabilities.