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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | | |
| **Lesson Identification and TEKS Addressed** | | |
| **Career Cluster** | Science, Technology, Engineering & Mathematics | |
| **Course Name** | Practicum in Science, Technology, Engineering & Mathematics | |
| **Lesson/Unit Title** | Management & Interpersonal Skills | |
| **TEKS Student Expectations** | **130.418. (c) Knowledge and skills**  (3) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:  (A) analyze leadership in relation to trust, positive attitude, integrity, and willingness to accept key responsibilities in a work situation;  (B) demonstrate teamwork processes that promote team building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution;  (C) demonstrate responsibility for shared group and individual work tasks;  (D) use positive interpersonal skills to establish and maintain effective working relationships in order to accomplish objectives and tasks;  (E) negotiate effectively to arrive at decisions; and  (F) demonstrate respect for individuals, including those from different cultures, genders, and backgrounds and diversity. | |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | | |
| **Instructional Objectives** | The student will be able to:   * Identify the three levels of management. * Theorize how a self-managing team functions. * Evaluate the five functions of management. * Discuss the difference between traditional and horizontal organizations. * Explain how interpersonal and team-building skills are vital to employee, management, and customer interaction. * Demonstrate effective interpersonal and team building skills. | |
| **Rationale** | Students will be able to defend the purpose of management as it relates to efficient operation of a business, and discuss the relationship of interpersonal and team-building skills and how they are used by effective managers. | |
| **Duration of Lesson** | This lesson should take 25 class days. | |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * **Vertical integration-** top-to-bottom management structure of an organization (consistsof top, middle, and supervisory levels). * **Top management-** makes decisions affecting entire company; decisions have broadesteffect on the company. * **Middle management-** implements the decisions of top management; plans ways toimplement goals; communicates with supervisory-level management. * **Supervisory level management-** supervises the activities of employees; carries out theinstructions of middle and top management; assign tasks and evaluate performance of employees. * **Empowerment-** encourages team members’ contributions and willingness to takeresponsibility. * **Controlling-** Measuring performance; comparing performance with company objectivesand goals for effective outcome. | |
| **Materials/Specialized Equipment Needed** | **Materials:**   * Management: Another Piece of the Puzzle Student Notes handout for each student * Management: Another Piece of the Puzzle Student Notes Answer Key * A Taste of (Insert your County) handout for each student * Group Presentation Rubric for each student * Group Progress Rubric for each student * Your Personal Brand handout for each student * Project Rubric for each student * Interpersonal Skills Student Notes handout for each student * Interpersonal Skills Student Notes Answer Key * Personal Bucket List: 50 Things you Want to do Before age 65 handout for each student * Amusement Park Development Project handout for each student * Amusement Park Development Project Rubric for each student * Materials required to complete the activities (see handouts) | |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | * **Say:** The lack of effective organizational management can contribute to an organization’s failure. * **Ask:** What character traits are common in “good” managers? * **Say:** Interpersonal skills are vital in today’s workplace. Managers must have the ability to encourage employees to work together as a team. * **Show:** Photos from the Internet of well-known leaders of organizations. * **Make:** The instructor is recommended to make a PowerPoint presentation in conjunction with the following outline. | |
| **Direct Instruction \*** | Outline | Instructor Notes |
| I. Introduction of Lesson  A. Management: Another Piece of the Puzzle  B. Bell Work Activity  C. Warm-up Activity    II. Management Structures  A. Vertical Organization  B. Horizontal Organization    III. Management Functions    IV. Management Styles    V. Effective Manager Traits    VI. Interpersonal Skills  A. Personal traits  B. Personal ethics  C. Creativity, initiative, responsibility  D. Attitude  E. Self-control/orderliness  F. Self-awareness and willingness to change  G. Self-esteem  H. Empathy  I. Personal skills  J. Goal setting  VII. Class activities, projects, and rubrics  A. A Taste of \_\_\_\_\_\_\_County  B. Group Presentation Rubric  C. Group Progress Rubric  D. Your Personal Brand  E. Project Rubric  F. Personal Bucket List: 50 Things you Want to do Before age 65  G. Amusement Park Development Project  H. Amusement Park Development Project Rubric | * Begin the Management: Another Piece of the Puzzle. Have some background knowledge, and challenge the students to make some contributions to the discussion. * Have students work on the Bell Work Activity. * Warm-up Activity: Have students complete Management: Another Piece of the Puzzle Student Notes. Teacher will grade using Management: Another Piece of the Puzzle Student Notes Answer Key. Students (in pairs) will teach each other the terms and definitions. They may do computer-based research to look up the meaning. * Have students complete Interpersonal Skills Student Notes. Teacher will grade using Interpersonal Skills Student Notes Answer Key. * Assign all projects. It is suggested that the students present all projects to the class. Teacher will grade using the rubrics. * It is up to the teacher’s discretion whether to assign some of the larger projects to pairs or small groups instead of to individual students. |
| **Guided Practice \*** | The teacher will make and present a two slide presentations (one each for management and interpersonal skills) and will have the students take notes. | |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Students will complete each of the following projects:   * A Taste of \_\_\_\_\_\_\_\_\_County * Your Personal Brand * Personal Bucket List: 50 Things you Want to do Before age 65 * Amusement Park Development Project | |
| **Lesson Closure** | * We all possess personal traits that make us unique. * Everyone has a set of personal ethics; however, the degree to which we use them is an individual choice. * Developing and using effective interpersonal skills is necessary for successful managers. | |
| **Summative/End of Lesson Assessment \*** | **Informal Evaluation:**   * It is up to the teacher’s discretion of how to grade the daily assignments. The teacher will monitor the students’ work to check for understanding.   **Formal Evaluation:**   * Students will complete extensive projects to demonstrate knowledge of material covered in this unit. * Rubrics have been provided. | |
| **References/Resources/**  **Teacher Preparation** | **Preparation:**   * Review and become familiar with the terminology, and website links. * Have materials, and websites ready prior to the start of the lesson.   **References:**   * *Webster’s new compact office dictionary* (2003). New York, NY: Houghton Mifflin HarcourtPublishing Co. | |
| **Additional Required Components** | | |
| **English Language Proficiency Standards (ELPS) Strategies** |  | |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  | |
| **Recommended Strategies** | | |
| **Reading Strategies** |  | |
| **Quotes** |  | |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  | |
| **Graphic Organizers/Handout** |  | |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  | |
| **Communication**  **90 Second Speech Topics** |  | |
| **Other Essential Lesson Components** | | |
| **Enrichment Activity**  (e.g., homework assignment) | Students will conduct research on the Internet of two popular and financially successful amusement parks (one from the United States and one from another country) and write a 150-word paper. | |
| **Family/Community Connection** |  | |
| **CTSO connection(s)** | SkillsUSA  Technology Student Association | |
| **Service Learning Projects** |  | |
| **Lesson Notes** |  | |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)