

Unit Title: Business Case Study

**Grade Level: 10-12**

**Subject Area: *Management (Business Education)***

**Duration/Length/Number of class periods: 3-5 class periods of 50 minutes**

**Description: Students will be introduced to a case study involving a business with either a problem that needs to be solved or a goal they would like to meet. The students will work as a team to problem solve the situation, research possible solutions, analyze and discuss the best approach to solving the problem or achieving the goal. The team will create a presentation to share with the class.**

**Established Goals (National, State, Local):**

Performance Indicator/Standard and Measure/Benchmarks were taken from the following sources:

- Minnesota Technical Skills Attainment
  - Minnesota Common Core Competencies
  - National Council of Economic Education
  - National Business Education Standards
- 01.01.01 Solve mathematical problems using numbers and operations.  
01.01.04 Perform data analysis to make business decisions.  
01.02.05 Analyze cost/profit relationships to guide business decision- making.  
01.02.06 Demonstrate the aptitude and ability to understand economic trends.  
02.02.01 Employ verbal skills when obtaining and conveying information.  
02.02.02 Record information needed to present a report on a given topic or problem.  
02.03.02 Organize information to use in written and oral communications.  
02.03.03 Reference the sources of information.  
02.06.01 Prepare oral presentations to provide information for specific purposes and audiences.  
02.06.02 Identify and prepare support materials that will enhance an oral presentation.  
02.06.03 Deliver an oral presentation that sustains audience attention and interest.  
03.01.01 Analyze elements of a problem to develop creative solutions.  
03.01.02 Use problem-solving critical thinking and creativity skills to improve a situation or process.  
03.01.03 Generate new and creative ideas to solve problems  
03.04.01 Gather information and data using a variety of resources.  
03.04.02 Analyze and evaluate information and data for value to the research objectives  
07.03.01 Promote the involvement and use of team members' individual talents and skills.

- 07.03.02 Take responsibility for shared group and individual work tasks.
- 07.03.03 Assist team members in completing their work.
- 10.01.04 Acquire information to guide business decision making.
- 10.02.03 Identify potential business threats and opportunities for protecting a business's financial well-being.
- 11.02.01 Write internal and external analytical reports (i.e., reports that examine a problem/issue and recommend an action).
- 11.06.01.04 Plan for future company growth to guide company operations.
- 11.06.01.10 Adjust growth projections impacting facilities and equipment to foster profitable operations.
- 11.06.02.01 Analyze strategic plan.

**What [Enduring Understandings](#) are desired?**

**Students will understand that communication and collaboration skills while problem solving, are essential for working in business-related careers of today.**

**What [Essential Questions](#) will be considered?**

**Why are communication and collaboration skills essential for being successful in the workplace?**

**How will problem solving skills assist an employee (you) in completing their job no matter what career path is selected?**

**Students will know / be able to:**

- I will use mathematical problem solving to make managerial decisions.
- I will understand how oral and written communication is used in management environments.
- I will use oral and written communication strategies to make management decisions.
- I will understand how to utilize critical thinking skills when making decisions within a group
- I will understand how to use data and market research to make decisions and improve performance.
- I will use a wide variety of different technology applications that can be used in the managerial process.

Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	<a href="#">ISTE Standards</a>
<i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>							

Day 1: Students will be introduced to the company they will be conducting a case study of. The PowerPoint will give students insight into the history of the company and its goal to grow in the near future. Introduction to the case study and expectations for project task completion. PowerPoint link: <a href="https://bit.ly/2K6t4nE">https://bit.ly/2K6t4nE</a> Students will be assigned to a group of 3-4 and each group will discuss the pros and cons of the current situation the company is in. Students will be instructed to use Padlet for brainstorming.			x		Computer School ology	Computer Project or School ology	4a 4b 2a
Day 2: SWOT Analysis. Students will read the article and will perform a SWOT analysis of the company. Reading assigned: <a href="https://www.cio.com/article/3328853/swot-analysis-defined.html">https://www.cio.com/article/3328853/swot-analysis-defined.html</a> Students will create a Google Doc of their SWOT Analysis that will be shared with group members.	x				Computer School ology Google Doc	Computer School ology	2b 2d
Day 3: Research will be required for the students to learn about competitors. The group will finish the SWOT analysis to help analyze the position of the company. Once information has been gathered by the team, the team will discuss the possible recommendations they would make to the company to help them grow. Groups will begin to create a presentation of their analysis and recommendations.				x	Computer Google Docs ELM for research		4c 3a 3b 3c 3d
Day 4: Once the group has decided on a recommendation, the group will create a presentation using Microsoft Sway, PowerPoint or Google Slides.		x					1b
Rubric for assessment (I will need to create this later)		x					

<b>Materials, tools and resources</b>
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<b>Additional credit given to</b>