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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Business Management and Administration |
| **Course Name** | Global Business |
| **Lesson/Unit Title** | Managers and Cultural Diversity |
| **TEKS Student Expectations** | **130.140. (c) Knowledge and Skills**  (8) The student researches the business elements of cultural challenges and diversity:  (C) The student is expected to suggest ways for managers to understand and deal with cultural 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 suggest ways for managers to understand and deal with cultural diversity.   * Suggest ways for managers to understand and deal with cultural diversity. |
| **Rationale** | This lesson explores cultural management challenges that arise in all career fields when managers work with culturally diverse individuals. The lesson also provides students, case studies to practice meeting those challenges. |
| **Duration of Lesson** | When taught as written, this lesson should take approximately two to three class periods to teach. |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Managers – The people in charge of organizations and their resources. * Autocratic Managers – Managers who centralize power and tell employees what to do. * Participative Managers – Managers who decentralize power and share it with employees. * Free‐Rein Managers – Managers who avoid the use of power. |
| **Materials/Specialized Equipment Needed** | **Instructional Aids**   * Assignment for Managers and Cultural Diversity * Assignment for Managers and Cultural Diversity rubric * Instructor Computer/Projection Unit * Student access to computers * Colored paper and Markers * Copies of Papers Needed |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Job in Japan: Discuss adjustments and preparations that would have to be made if an employment opportunity was accepted in another country.  **Discovery Activity**   * Cultural Diversity Word Collage |
| **Direct Instruction \*** | Please see attached outline |
| **Guided Practice \*** | Debate and Discuss: Company Picnic |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Management Styles Notes |
| **Lesson Closure** | **Review and Lesson Evaluation**   * Review key elements of management styles and examples for best scenario to use this style. * Review the lesson’s objectives at the end and have students reflect what they have learned.   **Informal Assessment**  Any and all of the following can be used as informal assessments.   * Cultural Diversity Word Collage * Debate and Discuss |
| **Summative / End of Lesson Assessment \*** | **Formal Assessment**  Use rubric provided to assess management scenarios and reflection questions.  **Accommodations for Learning Differences**:  It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files found on the Special Populations page of this website. |
| **References/Resources/**  **Teacher Preparation** | *International Business (3E), Dlababy & Scott, Thompson Southwestern*  **Preparation**   * Review and familiarize yourself with the terminology, all website links, and any resource materials required. * Have materials and websites ready prior to the start of the lesson. |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | **Interdisciplinary Correlations**  **English‐English 1**   * 110.31(b)(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. * 110.31(b)(11) Reading/Comprehension of informational text/procedural texts. Students understand how to glean and use information in procedural texts and documents. |
| **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) | **Extension**   * Explore career opportunities in other countries and create a presentation document to share with the class about job qualifications needed and elements of the culture that would be necessary to adjust to. * Interview a Sales Manager who leads a team of diverse workers and create a presentation to share with the class about your findings. * Develop a training guide for Sales Managers focusing on strategies to use to lead a culturally diverse team. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | Business Professionals of America  Future Business Leaders of America |
| **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)