

**OREGON CAREER AND TECHNICAL EDUCATION STATEWIDE FRAMEWORKS**

# Business Management and Administration Career Cluster

## *Resource Guide*



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# Statewide Program of Study Framework.

## Business Management and Administration

Well-designed career and technical education (CTE) programs help high school and college students make successful educational transitions and find employment in high-wage, high-skill, in-demand careers. [Oregon's State Plan for CTE: 2020-2024](#) lays out a comprehensive strategy for ensuring all Oregonians have equitable access to high-quality CTE programming. This entails designing instructional coursework that is sequenced within and across educational levels, grounded in rigorous academic knowledge and technical skills, and aligned with industry needs. It also requires creating quality relationships, experiences, and interactions among learners, educators, business partners, and community members.

### OREGON'S VISION FOR CTE

Reimagine and transform learner experiences to enhance their future prospects, empower communities, and ensure equitable access to an inclusive, sustainable, innovation-based economy.

This document provides information and resources related to the [Statewide CTE Framework in Business Management and Administration](#), which falls within the Business and Management learning area. Business Management and Administration is one of 17 Career Clusters around which CTE is organized and delivered in Oregon. The Business Management and Administration field focuses on the on the business, management, administrative, and entrepreneurial education of Oregon's students as they prepare to enter and succeed in the world of business. Careers in this field focus on the commonalities among most businesses, including concepts such as personnel management, marketing, planning, finance, and resource management.

Oregon's new CTE state plan calls for the development of Statewide Frameworks to guide CTE program design. The goal is to *improve instructional quality* by aligning technical skills to the needs of employers in high-wage, high-skill, in-demand careers; promote equity by ensuring that all learners have access to consistent high-quality programming; strengthen career pathways by intentionally connecting secondary and postsecondary coursework that culminates in the award of an industry-recognized credential or certificate, or associate or baccalaureate degree; and *expand student access to dual and concurrent enrollment credit* to reduce tuition costs and the time required to earn a postsecondary credential.

While secondary and postsecondary CTE providers have considerable flexibility in designing curriculum and assessments, state approval is required to qualify programs for federal and/or state funding. This includes aligning offerings with labor market needs; meeting state-defined criteria for size, scope, and quality; addressing all of Oregon's five core elements of a Program of Study; and continuously improving CTE offerings through the use of the [Oregon CTE Program of Study Quality Rubric](#).

Within Oregon, a CTE Program of Study is the primary vehicle for delivering coursework at the secondary and postsecondary levels. A CTE Program of Study is a progressive, non-duplicative sequence of courses, developed by a secondary school district and postsecondary institution partnering together, designed to prepare students to seamlessly transition across education levels and into the workforce. Coursework integrates rigorous academic knowledge with industry-validated employability and technical skills culminating in the award of an industry-recognized credential or certificate, or an associate or baccalaureate degree. High school students may also have options to earn college credit that may be applied toward their postsecondary studies.

Within each Career Cluster, CTE Programs of Study may be offered at the Career Cluster or Focus Area level. Career Cluster Programs of Study offer students broad exposure to multiple careers in the field, along with cross-cutting skills valued by all industry employers. Focus Area Programs of Study offer students more occupationally specific training with a higher level of statewide content standardization.

The new Statewide CTE Frameworks provide updated Knowledge and Skill Statements to inform CTE program development. The updated Knowledge and Skill Statements incorporate: 1) employability skills commonly found in all jobs in all Career Clusters; 2) cross-cutting technical skills applicable to all jobs in a specific Career Cluster; and 3) Focus Area skills applicable to a specific job. Each Knowledge and Skill Statement includes an optional set of Suggested Performance Indicators, which are intended to help educators develop curriculum and assessments to teach specific skills.

## Projected Labor Market Demand

Labor projections published by the State of Oregon Employment Department indicate that Business Management and Administration occupations are expected to grow significantly over the coming decade with a subset of high-wage, high-skill occupations experiencing significant demand. These are defined as those occupations paying more than the statewide median wage or having more than the statewide median number of total job openings projected over the decade. A selection of these occupational titles, projected demand, and wages and educational expectations of entry-level employees are provided in Table 1.

**Table 1. Projections for High-Wage and High-Demand Management, Business, and Financial Occupations in Oregon, 2020-2030**

Standard Occupational Classification (SOC)* code	Occupational title	Total job openings	Percent change 2020-2030	2020 median annual wage	Entry-level education
11-1021	General and Operations Managers	33,690	18.50%	\$91,541	Bachelor's
11-2021	Construction Managers	5,798	17.10%	\$101,650	Associate's

<b>Standard Occupational Classification (SOC)* code</b>	<b>Occupational title</b>	<b>Total job openings</b>	<b>Percent change 2020-2030</b>	<b>2020 median annual wage</b>	<b>Entry-level education</b>
11-2022	Sales Managers	6,123	16.30%	\$119,038	Bachelor's
11-3010	Administrative Services and Facilities Managers	4,409	15.50%	\$97,219	Bachelor's
11-3031	Financial Managers	8,170	25.50%	\$118,227	Bachelor's
11-3061	Purchasing Managers	1,275	15.90%	\$107,203	Bachelor's
11-3071	Transportation, Storage, and Distribution Managers	1,932	14.90%	\$88,691	Associate's
11-3121	Human Resources Managers	2,401	16.80%	\$108,846	Bachelor's
11-9051	Food Service Managers	5,153	29.40%	\$54,392	> or = HS diploma
11-9081	Lodging Managers	1,648	29.20%	\$52,062	> or = HS diploma
11-9111	Medical and Health Services Managers	5,988	37.60%	\$117,187	Bachelor's
13-1071	Human Resources Specialists	8,579	16.10%	\$62,171	Bachelor's
13-1111	Management Analysts	11,919	21.20%	\$86,944	Bachelor's
13-1131	Fundraisers	1,534	19.00%	\$47,715	Bachelor's
13-1161	Market Research Analysts and Marketing Specialists	11,672	30.30%	\$65,229	Bachelor's

Note: Adapted from the [State of Oregon Employment Department High-wage, High-demand occupational projections 2020-2030](#)

\*SOC code = Standard Occupational Classification used to classify workers into job categories.

General and operations managers will account for the largest number of jobs openings in Oregon over the coming decade, with 33,690 projected job openings between 2020 and 2030, including new and replacement workers. Relatively large numbers of job openings are anticipated in several additional fields, including market research analysts and marketing specialists, management analysts, and financial managers.

There is large variation in compensation between different jobs in management, business, and financial occupations in Oregon; careers associated with more skill training typically offer higher remuneration. Median annual earnings in 2021 were highest for Sales Managers at \$119,038, followed by Financial Managers, with median earnings of \$118,227. Wages were lowest in jobs requiring a high school diploma (or equivalent); for example, Lodging Managers earn a median wage of \$52,062, less than half of what a Sales or Financial Manager can expect to earn.

While some entry-level careers require less than a postsecondary degree, learners may follow multiple pathways to career success. This can include entering the workforce with a high school diploma and basic computing skills, enrolling in a community college to pursue a professional certification, or pursuing stackable credentials or an associate or baccalaureate degree offered by an Oregon community college or four-year college or university. Within this field, most high-wage, in-demand jobs require at least a bachelor's degree at entry level.

# Statewide Program of Study Framework Options

The Business Management and Administration CTE Program of Study prepares students for entry-level employment in management, business, and financial occupations and/or to pursue advanced postsecondary studies. When proposing programming, secondary and postsecondary CTE providers collaborate to offer coursework leading to an industry-recognized certificate and/or degree, including an Associate of Applied Science (AAS) degree. High school students also may be offered the opportunity to earn college credit that may be applied towards their certificate or degree objective.

In fall 2021 the Oregon Department of Education launched a statewide effort to update and revalidate the Knowledge and Skill Statements used to define the Business Management Administration Career Cluster. Previously, skill sets were based on the National Career Technical Core Standards published by Advance CTE in June 2012. The goal was to identify the employability and technical skills desired of entry-level workers. Work began with a review of labor market information compiled by the Oregon Employment Department to identify high-wage, high-skill, and in-demand occupations. An advisory group, comprised of Oregon employers and representatives of professional associations, reviewed existing state skills and those of other states, to create a new set of statements. A statewide survey of employers was then conducted to collect feedback on the proposed new set, with refinements made, as needed.



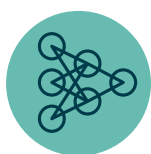
## Knowledge and Skill Statements

Knowledge and Skill Statements describe the learning expectations of students in CTE programs. The Statewide Framework for Business Management and Administration is organized around three levels of skills (see Figure 1).



### **Employability Knowledge and Skills – Applicable to all Career Clusters**

All learners are expected to possess a basic set of knowledge and skills that will prepare them to function in the workplace. These cross-cutting abilities, found in all jobs in all industries, encompass a broad range of communication, critical thinking, interpersonal, and organizational skills considered imperative for career success.



### **Career Cluster Knowledge and Skills – Applicable to all Business Management and Administration careers**

All workers in the Business Management and Administration field are expected to have a broad understanding of the industry. These cross-cutting, Career Cluster-specific Skill Statements enable workers to succeed in a range of Business Management and Administration jobs. High school students possessing these skills should be prepared to enter community college to pursue a range of occupationally specific training options that build on their secondary coursework.



### **Focus Area Knowledge and Skills – Applicable to a specific Business Management and Administration career**

Focus Area Skill Statements define field-specific knowledge that an entry-level worker would be expected to possess. High school students possessing these skills would be prepared to enter employment or enroll in a community college to pursue advanced training, ideally with dual credit that can be applied towards their program. Postsecondary graduates would be prepared to enter employment with a credential, certificate, or degree in a high-wage, high-skill, in-demand field.

Detailed descriptions of the Knowledge and Skill Statements for new Statewide Frameworks are contained in Appendix A. Each Knowledge and Skill Statement includes a list of Suggested Performance Indicators that illustrate how students might demonstrate their understanding or abilities relating to each statement (see Appendix A). These are examples intended to provide educators with guidance in establishing program content and assessments and designing curriculum and instructional activities. *These Suggested Performance Indicators are offered as optional, industry-suggested ways to demonstrate the Knowledge and Skill statements. They are **not** required. Educators may choose to design other means for students to show mastery of the Knowledge and Skill Statements in their Program of Study.* It is anticipated that secondary and postsecondary educators will collaborate in selecting the number, type, and specificity of Suggested Performance Indicators, as well as the educational level at which they will be taught.

**Figure 1. Knowledge and Skill Statements for the Statewide Framework for Business Management and Administration**

## BUSINESS MANAGEMENT AND ADMINISTRATION PROGRAM OF STUDY KNOWLEDGE AND SKILL STATEMENTS

EMPLOYABILITY		CAREER CLUSTER	
Cross-cutting, same for all Career Clusters		All Cluster and Focus Area Business Management and Administration Program of Study	
<ul style="list-style-type: none"><li>• Workplace practices</li><li>• Personal responsibility and accountability</li><li>• Cultural competence</li><li>• Teamwork and conflict resolution</li><li>• Communication</li><li>• Critical thinking</li><li>• Creativity and innovation</li><li>• Use of workplace technologies</li><li>• Planning, organizing, and managing work</li><li>• Career planning</li></ul>		<ul style="list-style-type: none"><li>• Leadership, workplace culture, and cross-organizational teams</li><li>• Safe working practices</li><li>• General business management practices</li><li>• General economic and business concepts</li><li>• Use of technology to conduct business operations</li><li>• Governmental regulations and business laws</li><li>• Ethical practices and behavior</li><li>• Appropriate business communications</li><li>• Customer service</li><li>• Small business ownership and entrepreneurial</li><li>• Business and organizational strategy</li></ul>	
FOCUS AREAS			
<b>Administrative support</b> <ul style="list-style-type: none"><li>• Human resource design</li><li>• Information for business decision making</li><li>• Planning and managing day-to-day activities</li><li>• Use of technology in risk management</li></ul>	<b>Business information management</b> <ul style="list-style-type: none"><li>• Business laws and regulations</li><li>• Financial resources for maintaining business</li><li>• Information for business decision making</li><li>• Planning and managing day-to-day activities</li><li>• Strategies to achieve business goals</li></ul>	<b>General management</b> <ul style="list-style-type: none"><li>• Business laws and regulations</li><li>• Information for business decision making</li><li>• Global business operations</li><li>• Enhancing business relationships</li><li>• Managing business financial well-being</li><li>• Monitoring business activities</li><li>• Strategies to achieve business goals</li><li>• Project management functions</li></ul>	
<b>Human resources management</b> <ul style="list-style-type: none"><li>• Role of human resources in operations</li><li>• Business laws and regulations</li><li>• Information for human resource decision making</li><li>• Motivating and supervising personnel</li><li>• Planning and managing human resources</li><li>• Enhancing productivity and satisfaction</li><li>• Planning and managing day-to-day activities</li><li>• Managing health, benefits, and safety</li></ul>	<b>Operations management</b> <ul style="list-style-type: none"><li>• Business laws and regulations</li><li>• Maintaining customer relationships</li><li>• Inventory tracking systems</li><li>• Planning and managing day-to-day activities</li></ul>		

## Program of Study Design Options

Educators have two options in designing a Program of Study using the Statewide Framework. They can pursue a Career Cluster Program of Study or a Focus Area Program of Study. The distinction between a Cluster and a Focus Area Program of Study relates to the Knowledge and Skill Statements covered in the Program of Study and the level of secondary to post-secondary alignment (non-duplicative sequence of courses leading to a certificate or degree).

There are two primary distinctions between the two options:

1. **Career Cluster Programs of Study** are required to cover employability skills and Cluster skills; they may draw from Focus Area skills but are not required to do so.
2. **Focus Area Programs of Study** are more occupationally specific with a higher level of content standardization. Focus Area Programs of Study are required to cover *all skill sets in the Program of Study at the Employability, Career Cluster, and Focus Area levels*.

Educators may choose to offer a Career Cluster Program of Study and/or Focus Area Program of Study. The options are not mutually exclusive. Districts with well-developed Business Management and Administration Programs of Study may already fulfill many of the criteria of a Statewide Framework; others may build toward fulfillment of the Statewide Framework over time.

### Career Cluster Program of Study Option

A Career Cluster Program of Study provides students with a broad overview of the Business Management and Administration field to prepare them to specialize in an area of their choosing at the postsecondary level. With this option, educators may choose to offer a broad range of courses that address different aspects of the Business Management and Administration field, such as personnel management, planning, finance for business management, and resource management.

While educators have flexibility in designing program coursework, it is expected that all Career Cluster Programs of Study will address all the Employability and Career Cluster Knowledge and Skill Statements desired by employers (see Figure 1). Educators will continue to have the option of either selecting Knowledge and Skill Statements contained within the Business Management and Administration Focus Areas used in past years or incorporating those contained in the five updated focus areas.

To qualify as a concentrator at the Career Cluster, high school students must complete at least two credits in a single Program of Study, with one of these credits earned through a course or courses identified as intermediate or advanced. High school graduates concentrating their studies in the Business Management and Administration Career Cluster would have the option of continuing their studies at an affiliated community college, where they could pursue training (in one or more fields) that culminates in the award of a credential, certificate, or associate degree.

## Focus Area Program of Study Option

Focus Area Programs of Study are intended to align with specific certificate and associate degree options offered at the postsecondary level. Where appropriate, districts and colleges can negotiate dual credit agreements so that high school students can earn college credit that may be applied toward a postsecondary certificate or degree, expediting the time it takes to complete.

The new Statewide Program of Study Framework option requires:

- Offering a minimum of three credits at the secondary level and 36 credits at the postsecondary level.
- Covering all the appropriate Knowledge and Skill Statements.
- Requiring concentrators to complete two credits in the Program of Study, including at least one intermediate- or advanced-level course.
- Providing a sequenced, progressive set of courses, including intro/survey, intermediate, and advanced.
- Exhibiting secondary-postsecondary alignment that is clearly defined and communicated to all stakeholders.
- Offering or potentially offering dual credit opportunities.
- Integrating career-related learning experiences, career connected learning, and work-based learning in meaningful ways

High school graduates concentrating their studies in a Business Management and Administration statewide program would have the option of continuing their studies at an affiliated community college, where they could seek advanced training in the Focus Area or pursue training in another Business Management and Administration field that culminates in the award of a credential, certificate, or associate degree.

Statewide Framework Programs of Study align course content to industry-validated skills so that students throughout the state have access to consistent, high-quality CTE with opportunities to gain college credit and skills in high-wage, high-skill, and in demand occupations.

## Course Scope and Sequence

Regardless of whether a district seeks approval for a Career Cluster or Focus Area Program of Study, it is anticipated that CTE students will begin their course sequence with an introductory/survey course that opens a range of intermediate and advanced course options. An example of how a Business Management and Administration Program of Study might be configured is provided in Table 2. *Note that course sequences and titles are provided for illustrative purposes only—it is up to secondary and postsecondary partners*

to determine course titles and sequences; course content, curriculum, and assessments, including when and how Knowledge and Skill Statements are addressed; and whether dual credit or industry certifications may be awarded.

**Table 2. Proposed Scope and Sequence in Business Management and Administration**

<b>Level 1: Introductory (grades 9–10)</b>	<b>Level 2: Intermediate (grades 10–12)</b>	<b>Level 3: Advanced (grades 11–12)</b>	<b>Level 4: Advanced (grades 11–12)</b>
<b>Introduction to Business (survey course)</b>	Business management I	Business management II	Business Management Practicum or Dual Credit Enrollment
	Entrepreneurship I	Entrepreneurship II	Entrepreneurship Practicum or Dual Credit Enrollment

Note: Course sequence highlighted in gray indicates Focus Area Program of Study.

Additionally, all Programs of Study are expected to integrate a full range of **Career Connected Learning Experiences** that advance progressively, as indicated in Table 3.

**Table 3. Career Connected Learning Experiences**

<b>Career Awareness: Learning about work</b>	<b>Career Exploration: Learning for work</b>	<b>Career Preparation: Learning through work</b>	<b>Career Training: Learning at work</b>
<i>Build awareness of the variety of careers available and the role of postsecondary education</i> <ul style="list-style-type: none"> <li>• Workplace tour</li> <li>• Guest speaker</li> <li>• Career fair</li> <li>• Visiting adults at work</li> </ul>	<i>Explore career options to motivate students and inform their decision making</i> <ul style="list-style-type: none"> <li>• Informational interview</li> <li>• Job shadow</li> <li>• Virtual interactions</li> <li>• Service learning (one-time)</li> </ul>	<i>Apply learning through practical experience that develops knowledge and skills necessary for success in careers and postsecondary education</i> <ul style="list-style-type: none"> <li>• Student-run enterprise</li> <li>• Virtual and simulated work experience</li> <li>• Internships</li> <li>• Work experience</li> </ul>	<i>Train for employment and/or postsecondary education in a specific range of occupations</i> <ul style="list-style-type: none"> <li>• Internships</li> <li>• Registered apprenticeship</li> <li>• Clinical and work experience</li> <li>• On-the-job training</li> </ul>



# Developing a CTE Program of Study for State Approval

To meet Oregon’s definition of a High-Quality Program of Study, a CTE Program of Study must be built around five core elements. These elements and supporting components, which align to the Association for Career and Technical Education’s (ACTE’s) High-Quality CTE Program of Study Framework, are detailed in Table 4.

**Table 4. Elements and Supporting Components of a High-Quality CTE Program of Study**

Element	Components
Content	<b>Rigorous Integrated Content:</b> Appropriately licensed secondary teachers and postsecondary instructors integrate rigorous technical and academic content.
	<b>Engaged Learning:</b> Students are engaged through instructional strategies that are relevant and authentic, and meet the needs and interests of all students.
	<b>Coherent Curriculum:</b> Aligned to industry-identified standards and sequenced to prepare students for their next steps.
Alignment and Articulation	<b>Partnerships:</b> Actively engages employer and educator partners to develop, enhance and support the CTE program in a manner that is sustainable.
	<b>Credentials:</b> Links instruction to meaningful college credit or industry credentials that can lead to high-wage, high-skill, and in-demand occupations.
	<b>Facilities and Equipment:</b> Provides students with safe access to facilities and equipment appropriate to the type of instruction and reflective of workforce needs.
Accountability and Evaluation	<b>Continuous Improvement:</b> Revisions to the Program of Study are based on student performance, economic demand, and employer requirements.
Student Support Services	<b>Equity and Access:</b> Provides all students and their families with appropriate knowledge and experiences to help make informed education and career decisions.
	<b>Career Connected Learning:</b> Provides quality, accurate and timely information and support that will help students identify, pursue, transition to, and complete pathways to future careers. Career Connected Learning should include activities and opportunities within the four domains of Awareness, Exploration, Preparation and Training.
Professional Development	<b>Professional Development:</b> Promotes instructional long-term growth that aligns with long-term program goals.

Educators are encouraged to consult the [Oregon CTE Program of Study Quality Rubric](#) and accompanying [Quick Guide for Using the High Quality CTE Program of Study \(HQ POS\) Rubric](#) to assess their existing CTE Programs of Study and create goals for continuous improvement.

# CTE Licensure Requirements.


## Business Management and Administration


Educators seeking to teach in the Business Management Career Cluster area must possess a valid Oregon CTE endorsement in the appropriate Business and Management learning area. See [CTE Licensure in Oregon](#) for an overview of licensing requirements and the steps to be taken to receive an endorsement. Contact **Muhammad Rahman** (Muhammad.Rahman@ode.oregon.gov) for more information.


# Career and Technical Student Organizations

Learning is enhanced when students can apply academic, technical, and employability skills in an authentic setting. Career and Technical Student Organizations (CTSOs) are extracurricular groups that offer youth the ability to practice and enhance their classroom learning, while developing personal skills and leadership abilities, through participation in activities, events, and competitions.

In the Business Management and Administration field, there are three active CTSOs in Oregon:

 **DECA** (<https://oregondeca.org/>) is a CTSO that prepares students to be leaders and entrepreneurs in marketing, finance, hospitality, and management. DECA aims to provide students with occupational skills, leadership skills, and civics and ethics education through on-the-job experiences, chapter projects, competency-based competitive events, and conferences.

 **FBLA** (<https://oregonfbla.org/>) is a CTSO preparing students for careers in business, management, entrepreneurship, and technology at the middle school, high school, and postsecondary levels. It offers leadership development, academic competitions, high-quality education, and community service opportunities to student leaders.

 **Skills USA** (<https://www.skillsusa.org/>) is an industrial and engineering CTSO preparing student learners for careers in trade, technical and skilled service occupations. Students participating in Business Management and Administration learn about entry level, technical, and professional careers in a range of fields and build relevant skills such as interviewing, public speaking, and career-related skills.

# Appendix A. Knowledge and Skill Statements – Business Management and Administration Program of Study Framework

## Overview

The Business and Management career learning area is comprised of four Career Clusters, which include: (1) Business Management and Administration, (2) Finance, (3) Hospitality, Tourism, and Recreation, and (4) Marketing.

This document details the knowledge and skill statements comprising the Program of Study for the Business Management and Administration Career Cluster. These statements, developed with input from business and industry practitioner groups, define the career readiness expectations of entry-level workers.

Each Knowledge and Skill Statement (indicated in bold) includes a list of Suggested Performance Indicators that illustrate how students might demonstrate their understanding or abilities relating to each statement. These indicators are intended to provide educators with guidance in establishing program content and assessments and designing curriculum and instructional activities. *These Suggested Performance Indicators are offered as options—not requirements—for addressing the Knowledge and Skill Statements comprising a Program of Study.* It is anticipated that secondary and postsecondary educators will collaborate in selecting the number, type, and specificity of Suggested Performance Indicators, as well as the educational level at which they will be taught.

The Program of Study for the Business Management and Administration Career Cluster is intended to prepare students to successfully transition into postsecondary education or secure gainful employment in a related career field. Labor market projections for Oregon indicate that there is strong demand for a subset of high-wage, high-skill, in-demand occupations that fall within the Cluster area. Accordingly, the Program of Study for the Business Management and Administration Career Cluster includes Knowledge and Skill statements (and associated Suggested Performance Indicators) for five Focus Areas: 1) Administrative Support, 2) Business Information Management, 3) General Management, 4) Human Resources Management, and 5) Operations Management.

While each Focus Area is occupationally specific, the statements provided are primarily intended to address process issues. For example, educators offering a Focus Area in business information management, might teach a unit on business contracts, their nature, and how to initiate and suspend them rather than focusing on a single software package. The intent is that students learn fundamental principles of the job, with the understanding that the curricular resources used to teach concepts will vary based on state, regional, or local economic conditions; instructor training or licensing; and/or district and college instructional resources.

# Business Management and Administration Knowledge and Skill Statements

## Employability Knowledge and Skill Statements

Applicable to all Career Clusters in the Statewide Program of Study Framework.

E-01	Adhere to workplace practices
E-02	Exhibit personal responsibility and accountability
E-03	Practice cultural competence
E-04	Demonstrate teamwork and conflict resolution
E-05	Communicate clearly and effectively
E-06	Employ critical thinking to solve problems
E-07	Demonstrate creativity and innovative thinking
E-08	Demonstrate fluency in workplace technologies
E-09	Plan, organize, and manage work
E-10	Make informed career decisions

## Cluster Level Knowledge and Skill Statements

These Knowledge and Skill Statements apply to all Business Management and Administration Programs of Study in Oregon.

CC-BMA01	Describe how leadership, workplace culture, and cross-organizational teams contribute to achieving business goals
CC-BMA02	Demonstrate an understanding of and adherence to safe working practices
CC-BMA03	Demonstrate knowledge of general business management practices
CC-BMA04	Demonstrate knowledge of general economic and business concepts
CC-BMA05	Describe and demonstrate the use of technology to conduct business operations
CC-BMA06	Describe the existence and purpose of governmental regulations and applicable business codes, laws, and rules
CC-BMA07	Describe and demonstrate industry accepted ethical practices and behavior
CC-BMA08	Demonstrate ability to communicate effectively using a range of business appropriate techniques and products (written, verbal, digital, visual)
CC-BMA09	Demonstrate a basic understanding of customer service
CC-BMA10	Understand the concepts, processes, and skills associated with small business ownership and entrepreneurial ventures
CC-BMA11	Demonstrate familiarity with key components of business and organizational strategy



## Focus Area Level Knowledge and Skills

These are updated Knowledge and Skill Statements for five Business Management and Administration Focus Area Programs of Study: 1) *Administrative Support*, 2) *Business Information Management*, 3) *General Management*, 4) *Human Resources Management*, and 5) *Operations Management*.

### Administrative Support

FA-BMA-AS01	Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction
FA-BMA-AS02	Access, evaluate and disseminate information for business decision making
FA-BMA-AS03	Plan, monitor and manage day-to-day business activities
FA-BMA-AS04	Demonstrate understanding of technology risk-management

### Business Information Management

FA-BMA-BIM01	Demonstrate knowledge of and adherence laws and regulations affecting business operations and transactions
FA-BMA-BIM02	Demonstrate understanding of financial resources to plan for, monitor, manage, and maintain a business' financial well-being
FA-BMA-BIM03	Demonstrate ability to access, evaluate and disseminate information for business decision making
FA-BMA-BIM04	Demonstrate the ability to plan, monitor and manage day-to-day business activities to sustain continued business functioning
FA-BMA-BIM05	Demonstrate the ability to plan, organize and manage an organization/department to achieve business goals

### General Management

FA-BMA-GM01	Describe and follow laws and regulations affecting business operations and transactions in a global marketplace
FA-BMA-GM02	Explain how to access, evaluate, and disseminate information for business decision making
FA-BMA-GM03	Explain economic concepts fundamental to global business operations
FA-BMA-GM04	Employ and manage techniques, strategies, and systems to enhance business relationships
FA-BMA-GM05	Plan, monitor, manage, and maintain the use of financial resources to ensure a business's financial wellbeing
FA-BMA-GM06	Plan, monitor and manage day-to-day business activities to sustain continued business functioning
FA-BMA-GM07	Plan, organize and manage an organization/department to achieve business goals
FA-BMA-GM08	Demonstrate knowledge of project management functions

## Human Resources Management

FA-BMA-HRM01	Demonstrate an understanding of the role of human resources in business operations
FA-BMA-HRM02	Describe laws and regulations affecting human resource operations
FA-BMA-HRM03	Demonstrate knowledge of information for human resources management decision making
FA-BMA-HRM04	Demonstrate ability to motivate and supervise personnel to achieve completion of projects and business goals
FA-BMA-HRM05	Demonstrate ability to plan, monitor and manage the use of financial and human resources to ensure a business's financial wellbeing
FA-BMA-HRM06	Demonstrate ability to plan, staff, lead, and organize human resources to enhance productivity and satisfaction
FA-BMA-HRM07	Demonstrate ability to plan, monitor and manage day-to-day business activities to foster a healthy and safe work environment
FA-BMA-HRM08	Demonstrate ability to plan, organize and implement compensation, benefits, health, and safety programs

## Operations Management

FA-BMA-OM1	Describe and follow laws and regulations affecting business operations and transactions
FA-BMA-OM2	Develop and maintain positive customer relationships
FA-BMA-OM3	Demonstrate knowledge of how to use inventory tracking systems to facilitate operational controls
FA-BMA-OM4	Demonstrate knowledge of how to plan, monitor and manage day-to-day business activities to maintain and improve operational functions

## Employability Knowledge and Skill Statements with Suggested Performance Indicators

<b>E-01</b>	<b>Adhere to workplace practices</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Explain and follow workplace standards, rules, and regulations</li> <li>B. Show up on time and prepared to work</li> <li>C. Demonstrate the ability to take direction, be proactive, and work independently</li> </ul>
<b>E-02</b>	<b>Exhibit personal responsibility and accountability</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Apply professional and ethical standards of the industry to personal conduct</li> <li>B. Maintain integrity and promote personal and professional integrity in co-workers</li> <li>C. Take responsibility and carry out work assignments</li> </ul>
<b>E-03</b>	<b>Practice cultural competence</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Demonstrate awareness of issues related to diversity, equity, and inclusion</li> <li>B. Work effectively with colleagues of differing abilities, cultures, and backgrounds</li> <li>C. Describe issues relating to workplace harassment</li> <li>D. Model behaviors that are respectful and sensitive of others</li> </ul>
<b>E-04</b>	<b>Demonstrate teamwork and conflict resolution</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Demonstrate the ability to collaborate and contribute to the work of a diverse team</li> <li>B. Explain when it is appropriate to lead and when to follow another's lead</li> <li>C. Demonstrate strategies for resolving issues with coworkers</li> </ul>
<b>E-05</b>	<b>Communicate clearly and effectively</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Listen attentively, and speak and write clearly to convey information correctly</li> <li>B. Interpret information and instructions presented in verbal and written form</li> <li>C. Demonstrate effective communication with colleagues, supervisors, customers, and suppliers</li> <li>D. Demonstrate the ability to communicate verbally, in writing, and using electronic communication tools</li> </ul>
<b>E-06</b>	<b>Employ critical thinking to solve problems</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Recognize problems in the workplace and diagnose their root causes</li> <li>B. Develop well-reasoned plans to solve identified challenges</li> <li>C. Apply and follow through on plans to ensure that problems are resolved</li> </ul>

<b>E-07</b>	<b>Demonstrate creativity and innovative thinking</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Develop ideas to solve problems in new and different ways</li> <li>B. Investigate one's own and others' ideas to find those with greatest applicability</li> <li>C. Develop and deploy plans to implement new ideas in the workplace</li> </ul>
<b>E-08</b>	<b>Demonstrate fluency in workplace technologies</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Demonstrate knowledge and application of general technology skills, including hardware and software commonly used in the industry</li> <li>B. Use online communication, networking tools and social networks to access, manage, evaluate, and create information to successfully function in a knowledge economy</li> <li>C. Describe and demonstrate a fundamental understanding of the ethical, legal, and security issues surrounding access to and use of information technologies</li> </ul>
<b>E-09</b>	<b>Plan, organize, and manage work</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Identify an intended project outcome including available inputs, materials, labor, timeline for producing work, and job-site obligations</li> <li>B. Effectively plan, monitor, and complete projects on time and within budget using available resources and materials</li> <li>C. Demonstrate ability to write coherent reports and project summaries to communicate the progress of project work and its adherence to schedule</li> </ul>
<b>E-10</b>	<b>Make informed career decisions</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Identify job and entrepreneurial opportunities in the industry and the required education and credentials to obtain employment</li> <li>B. Set short- and long-term career goals based on personal interests and aptitudes</li> <li>C. Maintain a project portfolio</li> <li>D. Develop a professional resume</li> <li>E. Explain and demonstrate how to cultivate and maintain a professional presence in an online environment, including the appropriate use of social media and networking platforms</li> </ul>

## Business Management and Administration Career Cluster Knowledge and Skill Statements with Suggested Performance Indicators

<b>CC-BMA01</b>	<b>Describe how leadership, workplace culture, and cross-organizational teams contribute to achieving business goals</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Define “culture &amp; values” in an organization and the importance of leadership in creating and fostering a company culture</li> <li>B. Identify the factors that influence an organization’s structure and the differences between flat and hierarchical organizational structures</li> <li>C. Summarize the importance of cross-organizational teams in achieving business goals</li> <li>D. Identify desired group and team behavior</li> <li>E. Describe the role of management in demonstrating leadership, motivating employees, resolving conflict, and addressing stress</li> <li>F. Explain the commonalities and differences across leadership styles and describe their pros and cons</li> </ul>
<b>CC-BMA02</b>	<b>Demonstrate an understanding of and adherence to safe working practices</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Describe the importance of a safety culture in the business world</li> <li>B. Demonstrate awareness of and take steps to address common hazards in office and retail spaces</li> <li>C. Describe the common injuries of workers in office and retail spaces and the safety equipment used to mitigate them</li> </ul>
<b>CC-BMA03</b>	<b>Demonstrate knowledge of general business management practices</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Articulate standard functions to run any business (e.g., accounting, finance, marketing, human resources) and the roles that support these</li> <li>B. Explain the principles of an organizational chart, and the functions and skills assigned to varying roles within that structure</li> <li>C. Describe the roles and responsibilities of team members typically engaged in managing business functions and workers</li> <li>D. Explain key marketing terminology and concepts (e.g., target market, marketing mix/4Ps [product, place, price, promotion], market segmentation)</li> <li>E. Explain how market research impacts the success of a business</li> <li>F. Describe how to use budgets to guide financial decision-making</li> </ul>



<b>CC-BMA04</b>	<b>Demonstrate knowledge of general economic and business concepts</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Describe commonalities and differences among the basic forms of business ownership (public/private) and the sub-groups under these forms (sole proprietor, franchise, limited liability, C or S corp., NYSE/NASDAQ/OTC)</li> <li>B. Explain the benefits and drawbacks of applying different forms of business ownership and structure to various types of businesses</li> <li>C. Describe how a business would operate in varying social-economic systems (capitalism, socialism, communism) and differences and commonalities across such systems</li> <li>D. Describe macroeconomic principles, their impact on overall economic health, and potential impacts on business</li> <li>E. Describe how government policies influence business management decisions (e.g., worker rights, environmental protection, market regulations)</li> </ul>
<b>CC-BMA05</b>	<b>Describe and demonstrate the use of technology to conduct business operations</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Describe the types of technology systems used to manage inventory and human resources</li> <li>B. Describe the different types of hardware and software typically found in organizations and how they are used to conduct operations and manage inventory and human resources</li> <li>C. Describe the impact of technology on career pathways in business/industry (e.g., how computers have eliminated and created jobs)</li> <li>D. Describe the impact of computers on access to information and information exchange worldwide</li> <li>E. Select and demonstrate the use of appropriate technology tools for expediting business processes and solving problems</li> </ul>
<b>CC-BMA06</b>	<b>Describe the existence and purpose of governmental regulations and applicable business codes, laws, and rules</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Describe the purpose of governmental regulations and state and local business laws, codes and rules</li> <li>B. Explain the types of governmental regulations that apply in business and how the professions engage with them</li> <li>C. Describe how the Americans with Disabilities Act influences the design of office and retail space</li> <li>D. Describe requirements related to handling and disposal of environmentally hazardous materials in accordance with the Occupational Safety and Health Administration (OSHA), and Environmental Protection Agency (EPA) regulations</li> <li>E. Describe different types of taxes and the expectations of employers in compliance and reporting</li> </ul>

<b>CC-BMA07</b>	<b>Describe and demonstrate industry accepted ethical practices and behavior</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Describe legal issues faced by business professionals</li> <li>B. Define the rights and responsibilities of workers</li> <li>C. Demonstrate knowledge of ethical issues associated with running a business</li> <li>D. Define ethical behavior from financial, environmental, and social perspectives and describe the impact of unethical behavior</li> </ul>
<b>CC-BMA08</b>	<b>Demonstrate ability to communicate effectively using a range of business appropriate techniques and products (written, verbal, digital, visual)</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Describe complex issues using appropriate oral or written communication, including correct spelling, grammar, and punctuation</li> <li>B. Demonstrate ability and comfort level with public speaking including to large groups and individuals at all levels of the organization</li> <li>C. Describe and demonstrate appropriate exchanges of information via verbal, written, digital, and social media, and other online platforms</li> <li>D. Explain the benefits and risks of using social media vs. other forms of communication in an organization</li> <li>E. Demonstrate proficiency in business applications such as word processing software, business bookkeeping and spreadsheet applications, presentation slide decks, and business communication software</li> <li>F. Demonstrate ability to appropriately present a project proposal or project results</li> </ul>
<b>CC-BMA09</b>	<b>Demonstrate a basic understanding of customer service</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Define what it means that customers are both internal and external</li> <li>B. Define excellent customer service</li> <li>C. Describe the type of services used to provide assistance to customers</li> <li>D. Demonstrate strategies for working with customers to find the services or products to address their identified need</li> <li>E. Demonstrate ability to assist customers in a professional manner</li> </ul>
<b>CC-BMA10</b>	<b>Demonstrate an understanding of the concepts, processes, and skills associated with small business ownership and entrepreneurial ventures</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Describe the different types of entrepreneurships (e.g., small business, scalable startup, large company, social) as a method of business ownership</li> <li>B. Explain risk-based management and decision making and how they are integrated into the entrepreneurial experience</li> <li>C. Describe why innovation, creativity, and risk-taking are central to entrepreneurship</li> <li>D. Explain how a start-up must manage itself and cash flows as compared to a sustaining business</li> <li>E. Identify available sources of capital for entrepreneurial ventures and describe how these funding sources differentially impact the operations and ownership of the venture</li> </ul>

<b>CC-BMA11</b>	<b>Demonstrate an understanding of basic mathematics as used in the industry</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Describe the different ways organizations compete (e.g., quality, service, status, price)</li> <li>B. Explain the value of differentiation of product and/or service and its impact on the competitive strength or weakness of a business</li> <li>C. Identify elements that differentiate or help create a competitive advantage for a business in a particular industry cluster</li> <li>D. Describe how a business' responsibility to employees, shareholders, society, and the environment impacts business decisions and how these decisions may vary across businesses in the for-profit and non-profit sectors</li> <li>E. Describe the role of strategic planning, including the elements of a strategic plan (e.g., mission and vision statement, core values, Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis, long-term goals, actions, measurement)</li> <li>F. Explain how various financial statements are used for decision-making and planning in running a business (e.g., income statement, balance sheet, cash flow statement)</li> <li>G. Describe different financing options and advantages and disadvantages for expanding a business (e.g., bank loan, venture capital, grants, lines of credit)</li> </ul>

## Administrative Support Focus Area Knowledge and Skill Statements with Suggested Performance Indicators

<b>FA-BMA-AS01</b>	<b>Describe how human resources may be designed, organized, and managed to enhance employee productivity and satisfaction</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Describe programs for improving employee satisfaction, including gathering and analyzing data and applying knowledge gained</li> <li>B. Describe ways to manage staff growth and professional development at an organizational level</li> <li>C. Describe strategies for assessing staff training needs and determining appropriate training methods</li> <li>D. Explain the role and function of a Human Resources department</li> <li>E. Describe the components of hiring interview and model a simulated interview</li> </ul>
<b>FA-BMA-AS02</b>	<b>Explain how information for business decision making can be accessed, evaluated, and disseminated</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Demonstrate the ability to perform scheduling functions to facilitate on-time, prompt completion of work activities</li> <li>B. Demonstrate how to schedule work meetings and make travel arrangements</li> <li>C. Demonstrate the ability to efficiently create, store, organize, and manage business documentation (work files, customer orders/forms, shipping information, etc.)</li> <li>D. Prepare official business documentation for both internal and external clients (e.g., documents, reports, RFPs, relevant financial information)</li> <li>E. Demonstrate advanced level skills in appropriate software applications (i.e., word-processing, presentation applications, database, spreadsheets) utilized within the business</li> <li>F. Demonstrate the ability to use correct grammar, spelling, punctuation, and other English mechanics to produce reports, and other written products</li> </ul>
<b>FA-BMA-AS03</b>	<b>Describe how to plan, monitor and manage day-to-day business activities</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Demonstrate how to operate essential office equipment and provide support to colleagues (e.g., troubleshooting, engaging technical support)</li> <li>B. Demonstrate basic project management skills used to start, run, and complete projects including coordinating schedules and activities and planning meetings</li> <li>C. Demonstrate basic accounting skills (recording transactions, preparing deposits, and analyzing bank statements)</li> <li>D. Develop and implement process and procedure for purchasing business supplies, equipment, and services, including managing and maintaining vendor relationships</li> <li>E. Develop and implement procedures to maintain office equipment and supplies</li> </ul>

<b>FA-BMA-AS04</b>	<b>Demonstrate understanding of technology risk-management</b>
Suggested Performance Indicators	<p>A. Explain and abide by organizational technology use, safety, and security policies (acceptable use policy, web page policies, etc.)</p> <p>B. Explain and abide by laws pertaining to computer crime, fraud, and abuse</p> <p>C. Demonstrate ability to follow policies and procedures to prevent and recover from data integrity loss</p>



## Business Information Management Focus Area Knowledge and Skill Statements with Suggested Performance Indicators

<b>FA-BMA-BIM01</b>	<b>Demonstrate knowledge of and adherence laws and regulations affecting business operations and transactions</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Demonstrate understanding of business contracts to establish business relationships, including the issuance, suspension, and termination of contracts</li> <li>B. Explain how laws and regulations are used to establish effective business practices</li> <li>C. Demonstrate knowledge of laws and regulations used to establish effective, customized, and business-appropriate practices and guidelines</li> </ul>
<b>FA-BMA-BIM02</b>	<b>Demonstrate understanding of financial resources to plan for, monitor, manage, and maintain a business' financial well-being</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Describe and use cost accounting methods to guide business decisions pertaining to quality and to calculate costs</li> <li>B. Explain the reasons to integrate risk management into business operations</li> <li>C. Explain the purpose of internal accounting control procedures</li> <li>D. Use, integrate, and maintain internal accounting control procedures for a business</li> </ul>
<b>FA-BMA-BIM03</b>	<b>Demonstrate ability to access, evaluate and disseminate information for business decision making</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Explain issues involved in designing systems for different environments</li> <li>B. Demonstrate the ability to use database software to create databases that facilitate business decision-making</li> <li>C. Create a database to meet business requirements</li> <li>D. Demonstrate data entry techniques to accurately and efficiently enter, edit, and extract information from databases</li> <li>E. Demonstrate the use of a computer's operating system to execute basic work responsibilities (e.g., moving and sharing files, creating directories)</li> </ul>
<b>FA-BMA-BIM04</b>	<b>Demonstrate the ability to plan, monitor and manage day-to-day business activities to sustain continued business functioning</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Demonstrate the use of project management processes to plan, implement, and maintain a business project</li> <li>B. Describe strategies for managing project teams and business projects to minimize errors and produce products on time and within budget</li> <li>C. Develop requirements and solutions to improve business processes, performance, or people</li> <li>D. Describe quality-control processes to minimize errors and to improve processes</li> <li>E. Develop plans to promote continuous-improvement and quality achievement</li> </ul>

<b>FA-BMA-BIM05</b>	<b>Demonstrate the ability to plan, organize and manage an organization/department to achieve business goals</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Describe strategies for coordinating information management and business management to aid in business planning</li> <li>B. Explain the strategic role of information systems/information communication technology within an organization</li> <li>C. Establish the needed maintenance system and appropriate scheduling for office equipment/technology and peripherals</li> <li>D. Develop inventory and maintenance procedures for supplies</li> </ul>

## General Management Focus Area Knowledge and Skill Statements with Suggested Performance Indicators

<b>FA-BMA-GM01</b>	<b>Describe and follow laws and regulations affecting business operations and transactions in a global marketplace</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Describe how government/legal activities affect global trade</li> <li>B. Describe customs regulations relating to importing and exporting</li> <li>C. Explain the nature of legal recourse in resolving global business disputes</li> <li>D. Describe how regulations for business expansion may be applied to meet government requirements and industry standards</li> <li>E. Describe domestic laws governing global business expansion</li> </ul>
<b>FA-BMA-GM02</b>	<b>Explain how to access, evaluate, and disseminate information for business decision making</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Demonstrate the ability to write internal and external analytical reports that examine a problem/issue and recommend an action</li> <li>B. Describe the steps to be taken to identify and solve a business problem/issue</li> <li>C. Demonstrate the ability to utilize information from analytical reports to develop/implement organizational projects</li> <li>D. Develop, implement, and evaluate the results of a plan of action to make required changes</li> </ul>
<b>FA-BMA-GM03</b>	<b>Explain economic concepts fundamental to global business operations</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Discuss the impact of globalization on business activities</li> <li>B. Explain cultural considerations that impact global business relations</li> <li>C. Explain the impact of major trade alliances on business activities</li> <li>D. Describe the impact of the political environment on world trade</li> <li>E. Explain the impact of geography on world trade</li> </ul>
<b>FA-BMA-GM04</b>	<b>Describe techniques, strategies, and systems can be used to enhance business relationships</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Explain and demonstrate managerial ethics related to personal behavior and staff supervision</li> <li>B. Explain and discuss the impact of business customs and practices on global trade to include the North American, European, Latin American, Pacific Rim and Middle Eastern markets</li> <li>C. Explain and describe how cultural differences impact business customs in global trade</li> <li>D. Develop scenarios of business transactions and explain differences between global transactions and transactions within a country</li> </ul>

<b>FA-BMA-GM05</b>	<b>Describe how financial resources can be monitored and managed to ensure a business's financial wellbeing</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Describe how to identify and manage business risks to protect a business's finances</li> <li>B. Describe the steps needed to assess business, task, accounting, and legal risks</li> <li>C. Describe risk-management strategies</li> <li>D. Describe the components of a risk-management plan</li> <li>E. Explain how to monitor a business's profitability</li> </ul>
<b>FA-BMA-GM06</b>	<b>Describe how day-to-day business activities can be monitored and managed to sustain continued business functioning</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Explain the steps associated with establishing Request for Proposal bid specifications, analyzing vendor responses, selecting a winning proposal, and negotiating terms</li> <li>B. Manage quality-control processes to minimize errors and to expedite workflow</li> <li>C. Explain the nature of quality management</li> <li>D. Discuss the need for continuous improvement of the quality process</li> <li>E. Develop plans to promote continuous-improvement and quality achievement</li> </ul>
<b>FA-BMA-GM07</b>	<b>Demonstrate how an organization/department may be organized and managed to achieve business goals</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Describe the strategic planning process within an organization and strategies for achieving an identified vision, mission, and goals</li> <li>B. Develop business plans to meet company needs and implement change</li> <li>C. Describe strategies for assessing the causes of staff turnover and identify mitigation strategies</li> <li>D. Interpret internal information for strategic planning (e.g., financial/accounting, marketing, operations, human resources, information technology, and individual employee data)</li> <li>E. Describe the use of performance standards and performance improvement plans to evaluate and strengthen employee performance</li> <li>F. Explain how benchmarks can be used to evaluate and improve company performance</li> </ul>
<b>FA-BMA-GM08</b>	<b>Demonstrate knowledge of project management functions</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Identify analytical and statistical tools used in project planning (e.g., GANTT, workflow, critical path)</li> <li>B. Determine specific, measurable, achievable, realistic, and time-bound (SMART) goals for specific projects</li> <li>C. Develop project plans, milestones, and timelines</li> <li>D. Explain how to effectively allocate resources to achieve project goals</li> <li>E. Describe how digital tools can be used to evaluate project progress and achievement of goals</li> </ul>

## Human Resources Management Focus Area Knowledge and Skill Statements with Suggested Performance Indicators

<b>FA-BMA-HRM01</b>	<b>Demonstrate an understanding of the role of human resources in business operations</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Describe how human resource activities and policies relate to operational and strategic planning</li> <li>B. Describe the cost and value of employee retention and negative impact of high turnover</li> <li>C. Explain the purpose of employee performance reviews</li> <li>D. Explain why setting and articulating clear expectations with consistent follow up leads to performance and goal attainment</li> <li>E. Identify cultural elements that promote strong and cohesive work teams throughout an organization and what might occur if cultural elements are not considered</li> <li>F. Explain why and when lay-offs, furloughs, firing, and severance are appropriate actions</li> </ul>
<b>FA-BMA-HRM02</b>	<b>Describe laws and regulations affecting human resource operations</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Describe how human resources laws and regulations are used to ensure equitable treatment of employees and to meet government requirements</li> <li>B. Explain human resources management's legal responsibility in maintaining labor relations</li> <li>C. Describe strategies for delivering training on laws and regulations</li> </ul>
<b>FA-BMA-HRM03</b>	<b>Demonstrate knowledge of information for human resources management decision making</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Demonstrate the capacity to communicate with staff to clarify workplace expectations and benefits</li> <li>B. Maintain confidentiality in dealing with personnel</li> <li>C. Manage internal and external business relationships to influence organizational decision making</li> </ul>
<b>FA-BMA-HRM04</b>	<b>Demonstrate ability to motivate and supervise personnel to achieve completion of projects and business goals</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Identify benefits of continuous learning and/or professional development and provide opportunities for employees to participate</li> <li>B. Model behaviors and actions to effectively motivate and lead people to effect change</li> <li>C. Model behaviors and actions to effectively motivate and promote the use of teamwork in the workplace</li> <li>D. Exhibit the ability to be flexible and allow for the adaptations in work that team-tasking requires</li> </ul>

<b>FA-BMA-HRM05</b>	<b>Demonstrate ability to plan, monitor and manage the use of financial and human resources to ensure a business's financial wellbeing</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Describe how to manage financial resources to maintain and evaluate human resources expenses</li> <li>B. Describe how to manage technology to effectively utilize financial resources</li> <li>C. Identify and explain how technology can be used for recruitment, hiring, and training human resources</li> </ul>
<b>FA-BMA-HRM06</b>	<b>Demonstrate ability to plan, staff, lead, and organize human resources to enhance productivity and satisfaction</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Describe the steps in making termination and transition decisions that meet company goals</li> <li>B. Identify programs to assist in meeting needs of separated and transitional employees</li> <li>C. Describe the nature and scope of human resource management models</li> <li>D. Describe human resources development activities (e.g., continuous learning, professional development)</li> <li>E. Explain strategies for resolving staff issues/problems to enhance productivity and improve employee relationships</li> </ul>
<b>FA-BMA-HRM07</b>	<b>Demonstrate ability to plan, monitor and manage day-to-day business activities to foster a healthy and safe work environment</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Explain human resources health and safety issues</li> <li>B. Describe how to troubleshoot health and safety problems to foster a safe work environment</li> <li>C. Develop and analyze human resources safety and security programs, practices, and services</li> </ul>
<b>FA-BMA-HRM08</b>	<b>Demonstrate ability to plan, organize and implement compensation, benefits, health, and safety programs</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Describe strategic planning processes to guide human resources management decision making</li> <li>B. Identify employee benefit options to attract and keep qualified employees (e.g., benefit and retirement plans, employee wellness/fitness plans)</li> <li>C. Analyze compensation functions to meet employee expectations and to remain competitive with other employers</li> <li>D. Describe strategies for selecting a compensation system to match management's goals and attract employees</li> <li>E. Describe how to analyze benefit and health and safety plans to maximize employee benefits and protection while minimizing human resources costs</li> </ul>

## Operations Management Focus Area Knowledge and Skill Statements with Suggested Performance Indicators

<b>FA-BMA-OM01</b>	<b>Describe and follow laws and regulations affecting business operations and transactions</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Describe how to apply knowledge of business contracts to establish business relationships, including contract creation/preparation, suspension, and termination</li> <li>B. Explain laws and regulations that affect the vendor/supplier bidding process to facilitate business operations</li> <li>C. Develop and evaluate bid specifications for an identified project based on laws regulating the process</li> </ul>
<b>FA-BMA-OM02</b>	<b>Describe strategies to develop and maintain positive customer relationships</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Explain the relationship between customer services and sales</li> <li>B. Utilize customer relationship management skills to conduct customer-facing processes effectively and efficiently (e.g., processing customer orders and returns)</li> <li>C. Develop and implement a customer satisfaction and idea survey, evaluate survey data, and implement changes based on customer feedback</li> <li>D. Maintain customer database for personal contacts</li> </ul>
<b>FA-BMA-OM03</b>	<b>Demonstrate knowledge of how to use inventory tracking systems to facilitate operational controls</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Demonstrate the ability to utilize tools, strategies, and systems to develop and maintain operational controls</li> <li>B. Identify appropriate tools, strategies, and systems for operational controls that are appropriate for the business/industry</li> <li>C. Describe the benefits of “just-in-time” inventory systems</li> <li>D. Describe how information obtained from operational control systems can be used to determine the success/failure of a business/industry</li> <li>E. Explain inventory tracking technology to facilitate operational control</li> <li>F. Describe the impact of technology on order processing (e.g., universal product code (UPC) barcoding, radio frequency identification (RFID) tags)</li> </ul>



<b>FA-BMA-OM04</b>	<b>Demonstrate knowledge of how to plan, monitor and manage day-to-day business activities to maintain and improve operational functions</b>
Suggested Performance Indicators	<ul style="list-style-type: none"> <li>A. Describe purchasing activities used to obtain business materials and services</li> <li>B. Describe tools that assist in the scheduling process</li> <li>C. Explain the benefits of establishing and maintaining close working relationships with suppliers</li> <li>D. Identify key factors when selecting suppliers (e.g., quality, price, reliable delivery)</li> <li>E. Discuss inventory control strategies used to maintain appropriate levels of stock/supplies</li> <li>F. Explain the nature of quality management and the need for continuous improvement of the quality process</li> <li>G. Explain what a supply chain is within industry and describe types of supply chain management decisions (e.g., location, production, inventory, transportation)</li> </ul>