STRANDS AND STANDARDS
BUSINESS, FINANCE AND MARKETING CAPSTONE

Learning that works for Utah
CTE®

Course Description

The purpose of this course is to research and solve real world business needs. This course is designed for advanced business students to further their business knowledge and skills. The Business Capstone encourages students to think analytically, logically, and creatively to integrate experience and knowledge in real world situations. Membership and participation in DECA and FBLA is highly encouraged.

Intended Grade Level	11-12
Units of Credit	0.5
Core Code	32.02.00.00.260
Concurrent Enrollment Core Code	32.02.00.13.260
Skill Certification Test Number	No test. Performance skill documentation required.
Test Weight	0.5
License Area of Concentration	Secondary License
Required Endorsement(s)	
Endorsement 1	BFM Essentials or BFM CTE/General
Endorsement 2	NA
Endorsement 3	NA

STRAND 1
Students will be exposed to a variety of industries, including potential business ideas and opportunities for their written projects or presentations.

Standard 1
Explore a variety of opportunities in emerging and existing businesses in the Business, Finance, Marketing, and Hospitality industries.

Standard 2
Demonstrate the process of determining possible business partners for a written project or presentation. Students should consider the following:
- Current business ideas
- Business owners to partner with for a project, such as:
  - Family members
  - Local community members
  - Local businesses

Standard 3
Explore guidelines/requirements for the written projects or presentations found in any Utah-approved program.

Performance Skills
Students will complete one or more of the following:
- Evaluate three distinct written project options and/or business partners using a graphic organizer/ worksheet to decide which project or business partnership to pursue.

AND/OR

- Compare three different business ideas using research to determine the feasibility of each idea.

STRAND 2
Students will learn to build partnerships with fellow students and potential business partners

Standard 1 - Communication
Describe potential verbal and nonverbal communication scenarios that may arrive in finding both business partners and/or team members.

Students should strengthen effective communication skills in the following ways:
Verbal skills used to build credibility:
- Limit filler words that make you seem like you are trying to remember facts or details. (e.g. uh, um, like, y'know)
- Appropriate word choice (i.e. avoiding slang, jargon, non-positive words such as can't, won't, wouldn't, and no)

Non-Verbal Skills:
Eye Contact
- Negative - avoiding your customer or looking outside your sales space.
- Positive - looking back at your customer's face and at your products.

Body Language and Posture

- Negative - slouching, shoulders turned away
- Positive - standing upright, inclining the body forward
  Gestures
- Negative-closed arms, dismissive hand gestures, hands folded to the chest or near the face

Standard 2 - Networking
Discuss the advantages and challenges of networking.

Explain that networking, in a professional context, involves building and nurturing relationships with other people for mutual benefit.

Importance of Networking: Discuss why networking is crucial in the business world. Emphasize its role in career development, job opportunities, and business growth.

Networking Etiquette: Describe the dos and don'ts of networking etiquette, such as: being respectful, following up after meetings, and expressing gratitude.

Challenges of Networking: Explore various strategies for overcoming shyness, lack of confidence, or fear of networking.

Standard 3 - Accountability
Discuss the importance of accountability in networking relationships, including:
- Clear communication
- Responsibility of assigned roles
- Feedback and constructive criticism
- Adherence to team standards
- Meeting or exceeding deadlines

Performance Skills (Complete all)
- Invite guest speaker(s) to describe business opportunities in their business sector or find and plan a business tour(s)
- Communicate with a local business through at least one of the following:
  - solving a case study
  - pitch a business idea
  - introducing yourself to a business in person
  - partnering for a written project or presentation
  - send a professional email
- Create an accountability contract/checklist of tasks and responsibilities and when they will be accomplished for the business.
- Demonstrate interpersonal skills through receiving and providing constructive feedback to and from others (e.g. teachers, business, and teammates)

STRAND 3
Students will gain a greater understanding of how research and analytics impact business.

Standard 1
Demonstrate common research methodology to gain greater insights into business operations.
Provide examples of primary and secondary research, their various sources and an acceptable citation format

in business documents.

Cover the following methods for conducting primary research
- Surveys
- Interviews
- Focus Groups/Panels

Standard 2
Provide examples of various forms of research for financial decisions, budgets, and documents.

Performance Skills
Use primary and/or secondary research to complete at least one of the following to include in a written project or business pitch
- perform a competitor analysis
- create a visual representation of findings
- create a survey and analyze results
- create a financial statement or related financial document

STRAND 4
Students will implement leadership skills throughout the course.

Standard 1
Explore and provide examples of individual leadership styles include
- Autocratic
- Democratic
- Laissez Faire

Standard 2
Discuss leadership traits while working in teams
- roles and responsibilities
- goal setting
- building consensus
- grit and perseverance
- critical thinking, problem solving and conflict management
- delegation
- initiative and self-direction

Performance Skills
Have students demonstrate leadership in the following areas:
- lead a team during a project, activity, or event related to business
- select roles and responsibilities as a team
- follow through with team responsibilities and assignments
- reinforce effective leadership traits:
  - read/listen/watch a leadership book or article/podcast/video and summarize what was learned
  - organize an event

STRAND 5
Students will understand and use various forms of technology.

Standard 1
Teachers will introduce current technology tools and their impact on business.
- Discuss how Artificial Intelligence (AI) is affecting today's businesses and the ethics of using it
- Discuss the pros and cons of the use of AI technology
  - Pros:
    - Delegate secretarial tasks such as email composition, newsletters, and other written communications
    - Plan travel itineraries and agendas
  - Cons:
    - The technology can have instances of "hallucinations" where facts are not correct or entirely made up
    - Lacks a human flare or creative voice
    - Privacy concerns
    - Changing rapidly

Standard 2
Teachers will facilitate exploration several business-related technologies; such as, but not limited to:
- Google Forms, Microsoft OneDrive
- Spreadsheets (including charts and graphs)
- Presentation software
- AI for content creation
- Social media applications for marketing
- Website creation and delivery
- Graphic design applications (Adobe apps, Canva)

Standard 3
Teachers will introduce the appropriate use of sourcing others information and/or intellectual or creative property.
- Emphasize the following concepts:
  - Academic Integrity
  - Credible and valid sources of information
  - Acknowledge others work both internally (in your group or partnership) and externally (using online or published resources)
  - Prevent plagiarism or unintentional copyright infringement
- Discuss the importance of integrity when signing your project's Statement of Assurances for DECA/ FBLA.
  - "Research and report writing are important elements of modern business activities. Great care must be taken to assure that the highest ethical standards are maintained by those engaging in research and report writing." DECA.org

Performance Skills
Complete the following:
Students will use one or more of the following technological tools throughout the course.
Examples include:
- Online surveys
- Podcasts

- Advanced presentation tools - Adobe Spark, Microsoft Sway, Prezi, PowerPoint, etc.
- Website and Wikipedia sites
- Search engine optimization
- Digital marketing
- Social media marketing
- AI prompt writing and citation
- New and upcoming technologies

Directions to submit the performance documentation:

https://youscience.my.site.com/helpcenter/s/article/How-do-I-log-3rd-Party-Industry-Tests

Performance Skill Documentation & Rubric

https://www.schools.utah.gov/cte/_cte/strands/BusinessMarketingCapstoneProjectRubric.pdf