

COURSE INFORMATION SHEET

DATE: 20-
SECONDARY SCHOOL: BISHOP ALLEN ACADEMY
DEPARTMENT HEAD:
TEACHER:
DEPARTMENT: BUSINESS/COMPUTER STUDIES



CURRICULUM POLICY DOCUMENT			
COURSE TITLE	Business Leadership: Management Fundamentals	COURSE CODE	BOH 4M
PRE-REQUISITE	Senior Level Business course	GRADE & TYPE	12 UNI/COLLEGE
FULL YEAR / SEMESTER	Semester	CREDIT VALUE	1

COURSE DESCRIPTION
<p>This course focuses on the development of leadership skills used in managing a successful business. Students will analyze the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.</p>

LISTED IN ORDER OF INSTRUCTIONAL DELIVERY		
STRAND / UNIT TITLES	HOURS	OVERALL EXPECTATIONS / UNIT DESCRIPTION
Management Fundamentals	13	<ul style="list-style-type: none"> - assess the role of management within an organization - demonstrate the use of appropriate communication techniques related to business management - evaluate the impact of issues related to ethics and social responsibility on the management of organizations - identify the characteristics of an organization (e.g., purpose, division of labor, hierarchy of authority) - evaluate the different levels of management with respect to roles, responsibilities, activities, skills, and competencies - evaluate major management theories and practices (e.g., classical, behavioral, quantitative approach, systems theories; total quality management)
Business Communication	21	<ul style="list-style-type: none"> - demonstrate the effective use of information and communication technology (e.g., word processing software, e-mail, electronic research tools) for a variety of management purposes - demonstrate appropriate techniques for making group and individual presentations (e.g., use a variety of appropriate visual aids, make eye contact where appropriate, speak clearly) - demonstrate an understanding of management concepts and theories discussed in relation to current business issues in a variety of sources (e.g., newspapers, magazines, documentaries, websites) - proper business vocabulary in oral and written communication - demonstrate effective use of business communication

<p>Issues of Ethics and Social Responsibility</p>	<p>20</p>	<ul style="list-style-type: none"> - evaluate the impact of major ethical issues (e.g., bribery, harassment, polluting the environment, theft in the workplace, Aboriginal land claims versus interests of resource companies) and dilemmas (e.g., for the individual, the workplace, and the local and global community) on management strategies and decision making - explain the nature of corporate ethical and social responsibility and analyze, on the basis of research, including stakeholder analysis, a particular company's commitment to it (e.g., in relation to non-discriminatory hiring, promotion, and retention practices; implementing the Persons with Disabilities Act and the Accessibility for Ontarians with Disabilities Act; environmental issues; customer/supplier relationships)
<p>LEADING</p>	<p>30</p>	<ul style="list-style-type: none"> - apply an understanding of human behavior to explain how individuals and groups function in the workplace - demonstrate an understanding of group dynamics - demonstrate an understanding of proper leadership techniques in a variety of situations
<p>Human Behavior</p>	<p>7</p>	<ul style="list-style-type: none"> - analyze the elements that shape human personality (e.g., cultural, social, and family influences) and their impact on human behavior - explain the relationship between job satisfaction and an individual's personality, attitudes, and perceptions - explain the relationship between a person's attitude (e.g., commitment to job, personal biases) and her or his behavior in the workplace (e.g., quality of performance, absenteeism; engaging in practices that reflect racist, sexist, or homophobic attitudes) - evaluate the use of personality traits assessment instruments in the workplace (e.g., Myers-Briggs, True Colors, Emotional Intelligence)
<p>Group Dynamics</p>	<p>19</p>	<ul style="list-style-type: none"> - analyze the stages of group development (forming, storming, norming, performing, and adjourning) and the roles individuals assume within a group structure - explain the nature and types of groups within an organization (e.g., formal/informal committees/departments, electronic work groups) - analyze the factors that contribute to the success or failure of a team (e.g., shared norms, cohesiveness, cultural expectations, social loafing) - apply business teamwork skills to carry out projects and solve problems
<p>Leadership Techniques</p>		<ul style="list-style-type: none"> - analyze the characteristics of effective leaders (e.g., integrity, drive, vision, commitment to equity and diversity in the workplace) - compare a variety of contemporary leadership theories (e.g., Leadership Grid, contingency, transactional, transformational, and servant theories) - compare different leadership styles (e.g., democratic, autocratic, laissez-faire, collaborative) and describe how these styles are exemplified by a variety of business leaders (e.g., men and women from diverse ethno-cultural groups, including Aboriginal peoples)

Management Challenges	30	<ul style="list-style-type: none"> - demonstrate an understanding of the communication process within the workplace - evaluate the strategies used by individuals and organizations to manage stress and conflict - compare theories of how to motivate individuals and teams in a productive work environment
The Communication Process in the Workplace	7	<ul style="list-style-type: none"> - explain the barriers and obstacles to effective communication (e.g., cultural differences, differences in perception, inappropriate communication channels, misunderstanding of semantics) - describe the techniques used to improve communication skills (e.g., active listening, constructive feedback, use of technological tools) - analyze how personal perception can influence the interpretation of information and thereby affect the decisions an individual makes
Stress and Conflict Management	19	<ul style="list-style-type: none"> - evaluate the impact of personal and work-related stress on performance - describe the factors that contribute to stress and conflict in the workplace (e.g., working conditions, difficult bosses or co-workers, restructuring) - identify stress-reduction techniques used in organizations (e.g., wellness programs, meditation, time-management training, flex-time) - evaluate conflict-management styles (e.g., collaboration, avoidance, accommodation, compromise) and their impact on a situation
Motivation		<ul style="list-style-type: none"> - explain how various theories of motivation (e.g., the theories of Maslow, Herzberg, Alderfer, McClelland; goal-setting theory) contribute to an understanding of individual needs, productivity, and performance - analyze the various motivational strategies used by particular organizations - explain the relationship between motivation, rewards, and job performance
Planning and Controlling		<ul style="list-style-type: none"> - analyze the importance of planning to the success of an organization - demonstrate an understanding of appropriate planning tools and techniques in a variety of situations - analyze the relationship between strategic planning and the success of an organization - analyze how companies respond to internal and external pressures for change - assess the importance of control in management
The Importance of Planning		<ul style="list-style-type: none"> - describe the planning process and its benefits to the organization (e.g., flexibility, coordination, time management) - apply different problem-solving strategies to a variety of management planning challenges - analyze the importance of individual and group creativity in planning - describe tools and strategies used in the planning process (e.g., participatory planning, benchmarking, scenario planning)

		<ul style="list-style-type: none"> - explain the use of effective short-term planning tools and strategies (e.g., policies, operational plans, planning approaches) and long-term planning tools (e.g., budgets, strategic plans, simulations, forecasts) - demonstrate the ability to use time-management techniques
Strategic Planning		<ul style="list-style-type: none"> - explain the importance of the strategic planning process and describe the levels of strategic planning (corporate, business, functional) in an organization - describe the types of strategic plans (e.g., growth, retrenchment, e-business) used by specific organizations - analyze organizational strategic plans, using a variety of management tools (e.g., strengths, weaknesses, opportunities, threats analysis [SWOT analysis]; political, environmental, social, technological analysis; Porter's five forces competitive model) - analyze the two levels of corporate culture (core and observable) and describe the relationship between corporate culture and strategic planning
The Management of Change		<ul style="list-style-type: none"> - analyze the elements that bring about change in an organization (e.g., developments in information technology, implementation of a growth plan, evolution of the organizational culture) - analyze the reasons for various attitudes towards change (e.g., why individuals fear change, why individuals embrace change) - evaluate different strategies used by managers to bring about acceptance of planned change (e.g., education, shared power, negotiation) - analyze major challenges (e.g., new technologies, the influence of the Internet, globalization) and legal considerations (e.g., workplace safety standards, access for people with disabilities, pay equity) facing today's organizations
Controlling		<ul style="list-style-type: none"> - describe the steps in the control process and how they relate to the managerial process of leading, planning, and organizing - describe progressive discipline and its impact on the individual within an organization - describe the impact of internal control measures (e.g., self-discipline, goal setting) and external control measures (e.g., compensation systems, progressive discipline) on an organization - explain the three types of control systems used by organizations (feedforward, concurrent, feedback)
Organizing		<ul style="list-style-type: none"> - demonstrate an understanding of the various organizational structures used to manage the workforce effectively - assess the ways in which organizational structures have changed to adapt to the changing nature of work - evaluate the role of human resources within an organization - assess the four traditional organizational structures (functional, divisional, hybrid, matrix) - assess current organizational structures (e.g., team, network, boundary less) with respect to the ways in which they increase productivity and competitive advantage - explain the role of the manager in dealing with trends in organizational design structures (e.g., shorter chain of command, decentralization, increased empowerment, move towards more organic structures) - explain organizational design

The Changing Nature of Work		<ul style="list-style-type: none"> - assess the relationship between the individual and an organization, considering issues such as the meaning of work, the psychological contract, the quality of work life, and job satisfaction - compare alternative job-design approaches (e.g., rotation, simplification, enrichment, enlargement) - compare the strengths and weaknesses of various work settings and arrangements for individuals and groups (e.g., job sharing, self-managed teams, work schedules, off-site work, contract work)
Human Resources		<ul style="list-style-type: none"> - identify and describe the impact and importance of legal considerations in the human-resource process (e.g., with regard to wages, employment equity, health and safety, employee rights, bargaining agreements) - analyze the relationship between an organization's objectives and the human-resource process (e.g., planning, recruitment selection) - explain the strategies and concepts involved in developing and retaining a quality workforce (e.g., career development, diversity policies, labor-management relations) -

STUDENT EVALUATION CRITERIA				
TERM – 70%		FINAL – 30%		FINAL REPORT CARD GRADE CALCULATION – 100%
10 ≤ RELATIVE EMPHASIS / WEIGHTING ≤ 40		RELATIVE EMPHASIS / WEIGHTING		TERM TOTAL + FINAL TOTAL = REPORT CARD MARK
KNOWLEDGE/UNDERSTANDING	20	Exam	20	
INQUIRY/THINKING	15	ISP	10	
COMMUNICATION	15			
APPLICATION	20			
TERM TOTAL	70	FINAL TOTAL	30	

ASSESSMENT FORMAT USED					
WRITTEN		PERFORMANCE		OTHER	
Research Essay		Debate		Role Playing	
Book Report		Group case studies		Problem Solving	
Multiple Choice		Presentations		Group Presentations	
Tests		Assignments		Group Problem solving	
RESOURCES					
TEXTBOOK		Management—R.W. Griffin—Canadian Edition, 2000			

POLICIES & PROCEDURES	
LATE ASSIGNMENTS	See Bishop Allen late policy for all courses in student agenda.
PLAGIARISM	See “School Code of Behaviour”
HOMEWORK	Homework is assigned to review and complete class work; Major Assignments when assigned will substitute for regular homework
DEPARTMENT WEIGHTING POLICY	Quiz/minor assignments/homework—1 Essays/major assignments/presentations—2 Tests –3

LEARNING SKILLS CRITERIA	
IN EACH REPORTING PERIOD, REPORT ON THE QUALITY OF THE LEARNING SKILLS DEMONSTRATED BY THE STUDENT IN EACH OF THE CATEGORIES IDENTIFIED ON THE REPORT CARD USING THE FOLLOWING LETTER SYMBOLS.	
E–EXCELLENT	G–GOOD
S–SATISFACTORY	N–NEEDS IMPROVEMENT
SKILL: WORKS INDEPENDENTLY	
INDICATORS:	
<ul style="list-style-type: none"> • accomplishes tasks independently • accepts responsibility for completing tasks • follows instructions • regularly completes assignments on time and with care • demonstrates self-direction in learning • independently selects, evaluates, and uses appropriate learning materials, resources, and activities 	<ul style="list-style-type: none"> • demonstrates persistence in bringing tasks to completion • uses time effectively • uses prior knowledge and experience to solve problems and make decisions • reflects on learning experiences
SKILL: ORGANIZATION	
INDICATORS:	
<ul style="list-style-type: none"> • organizes work when faced with a number of tasks • devises and follows a coherent plan to complete a task • follows specific steps to reach goals or to make improvements • revises steps and strategies when necessary to achieve a goal 	<ul style="list-style-type: none"> • manages and uses time effectively and creatively • demonstrates ability to organize and manage information • follows an effective process for inquiry and research • uses appropriate information technologies to organize information and tasks
SKILL: INITIATIVE	
INDICATORS:	
<ul style="list-style-type: none"> • seeks out new opportunities for learning • responds to challenges and takes risks • demonstrates interest and curiosity about concepts, objects, events, and resources • seeks necessary and additional information in print, electronic, and media resources • identifies problems to solve, conducts investigations, and generates questions for further inquiry • requires little prompting to complete a task, displaying self-motivation and self-direction 	<ul style="list-style-type: none"> • approaches new learning situations with confidence and a positive attitude • develops original ideas and devises innovative procedures • attempts a variety of learning activities • seeks assistance when needed • uses information technologies in creative ways to improve learning for self or others
SKILL: TEAMWORK	
INDICATORS:	
<ul style="list-style-type: none"> • works willingly and cooperatively with others • shares resources, materials, and equipment with others • responds and is sensitive to the needs and welfare of others • solves problems collaboratively • accepts various roles, including leadership roles • takes responsibility for his or her own share of the work to be done • works to help achieve the goals of the group or the class • helps to motivate others, encouraging them to participate • contributes information and ideas to solve problems and make decisions 	<ul style="list-style-type: none"> • questions the ideas of the group to seek clarification, test thinking, or reach agreement • shows respect for the ideas and opinions of others in the group or class • listens attentively, without interrupting • in discussions, paraphrases points of view and asks questions to clarify meaning and promote understanding • recognizes the contribution of group members by means of encouragement, support, or praise • seeks consensus and negotiates agreement before making decisions
SKILL: WORK HABITS/HOMEWORK	
INDICATORS:	
<ul style="list-style-type: none"> • completes homework on time and with care • puts forth consistent effort • follows directions • shows attention to detail • uses materials and equipment effectively 	<ul style="list-style-type: none"> • begins work promptly and uses time effectively • perseveres with complex projects that require sustained effort • applies effective study practices

NOTE: The above chart is a reformatting of the skills identified in the Ministry of Education’s *Guide to the Provincial Report Card, Grades 9 – 12 : Appendix C: pages 27 to 29.*