

BOH4M – BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS

GENERAL INFORMATION

Course Title: Business Leadership: Management Fundamentals

Course Code: BOH4M

Grade: 12

Course Type: University / College

Credit Value: 1

Prerequisite: None

Curriculum Policy Document: Business Studies, The Ontario Curriculum, Grades 11 and 12, 2006 (Revised)

Department: Business Studies

Course Developer: Rosedale Academy

Development Date: December 8, 2014

Revision Date: N/A

COURSE DESCRIPTION

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse 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.

OVERALL EXPECTATIONS

1. Foundations of Management

- 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.

2. Leading

- Apply an understanding of human behaviour 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.

3. Management Challenges

- 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.

4. Planning and Controlling

- Analyse the importance of planning to the success of an organization;
- Demonstrate an understanding of appropriate planning tools and techniques in a variety of situations;
- Analyse the relationship between strategic planning and the success of an organization;
- Analyse how companies respond to internal and external pressures for change;
- Assess the importance of control in management.

5. Organizing

- 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.

OUTLINE OF COURSE CONTENT

Unit	Titles and Descriptions	Time
Unit 1	Foundations of Management	20 hours
Unit 2	Leading	25 hours
Unit 3	Management Challenges	15 hours
Unit 4	Planning and Controlling	25 hours
Unit 5	Organizing	25 hours
	Total	110 hours
	Final Evaluation	3 hours

TEACHING / LEARNING STRATEGIES

It is essential that a variety of teaching/learning strategies be employed to accommodate the needs of students from varying backgrounds, learning styles and multiple intelligences. Opportunities to develop both critical thinking and literacy skills are essential. The use of computers in the classroom will help students develop essential technological skills. Students are given the opportunity to participate in individual, small group and whole class activities.

In BOH4M students have the opportunity to explore, analyse, and reflect on content through diverse teaching and learning strategies. Critical thinking skills such as formulating a thesis, identifying bias and viewpoint, debating, analysing primary sources, and problem solving are a focus of many activities. Focused inquiry, data analysis, notes taking, and guided internet searches are examples of the research skills that students practise. Students have multiple opportunities to improve their skills in communication through formal presentations, debates, writing-in-role, and persuasive writing. Some of the methods of inquiry that students should be able to demonstrate are the ability to conduct organized research and document analysis using primary and secondary sources; the ability to create a short reports in a manner that respects the opinions of others; and the ability to think creatively in reaching conclusions.

It is crucial to help students make connections between their studies and their world outside of school. Therefore, the discussion of current events is incorporated wherever appropriate in the classroom. In addition, it is important to give students the opportunity to see and experience actual examples of what they are studying.

STRATEGIES FOR ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE

We believe that the goal of assessment and evaluation is to support and enhance student learning. Our academic program exposes students to a variety of assessment and evaluation methods and techniques at all grade levels to encourage the development of critical thinking skills, creative problem solving and meaningful learning experiences.

Strategy	Purpose	Who	Assessment Tool
Homework	Assessment as Learning Assessment for Learning	Self/Peer/Teacher	Observation and Feedback
Quizzes	Assessment as Learning Assessment for Learning	Self/Teacher	Quiz Reporting/Marks
Feedback	Assessment as Learning Assessment for Learning	Self/Teacher	Observation and Feedback
Forums	Assessment as Learning Assessment for Learning	Self/Peers/Teacher	Observation and Feedback
Business Applications - Cases - Memes - Etc.	Assessment as Learning Assessment for Learning	Self/Peers/Teacher	Observation and Feedback
Assignments	Evaluation	Self/Peer/Teacher	Rubrics/Marking Schemes
ISU	Evaluation	Peer/teacher	Rubrics
Unit Tests/Quests	Evaluation	Teacher	Marking scheme
Final Exam	Evaluation	Teacher	Marking Scheme

FINAL GRADE

CRITERIA	STRATEGY	PERCENTAGE
Knowledge and Understanding	The ability to demonstrate thorough knowledge and understanding of the topics covered. Usually students demonstrate knowledge by explaining concepts, theories or terms.	20%
Thinking and Inquiry	The ability to use past knowledge to make connections and extensions to create new knowledge. Usually students demonstrate thinking through problem solving and creating new ideas and/or theories.	25%
Communication	The ability to use the five pillars of literacy to communicate a concept, idea or theory to others. Usually students will demonstrate proper communication skills through reading, writing, speaking, viewing and representing.	30%
Application	The ability to use the theory, concepts and knowledge acquired and apply it to experiences, new situations and different tasks. Usually, students will demonstrate application through performing tasks like cases, plans, situational analyses, etc.	25%

1. Seventy percent of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
2. Thirty percent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other methods of evaluation suitable to the course content and administered towards the end of the course.

SUGGESTED RESOURCES FOR THE STUDENT:

Print

Griffin, R.W. & Singh, J. *Management: Canadian 5th Edition*, 3rd ed. Toronto, ON: Nelson, 2000.
ISBN/ISSN: 0176074007 ISBN-13: 9780176074005

Magazines

Canadian Business Magazine – <http://www.canadianbusiness.com/>
This site is the online version of the Canadian Business Magazine.

Wired – <http://www.wired.com/magazine/>

Publishes articles on new and emerging business technologies.

Business Review Canada - <http://www.businessreviewcanada.ca/>

Content for C-level executives in Canada and the United States.

MacLeans - <http://www.macleans.ca/>

Maclean's is Canada's only national weekly current affairs magazine.

Newspapers

Globe and Mail – <http://www.globeandmail.com>

The Hamilton Spectator – <http://www.hamiltonspectator.com/>

The Toronto Star – <http://www.torstar.com>

National Post – <http://www.nationalpost.com>

Ottawa Business Journal – <http://www.ottawabusinessjournal.com/>

The Independent - <http://www.independent.co.uk/>

Videos

The Managers - <http://www.bbc.co.uk/programmes/p01yghzx>

Italian football manager Giovanni Trapattoni said "A good manager makes a team 10% better and a bad manager makes it 30% worse". In this six-part series for the BBC World Service, we speak to some of the best coaches and managers around the globe to find out what it takes to ensure they can improve their team or individual by 10% and avoid the ignominy of making them 30% worse.

Freakonomics: The Movie (2010)

Six top documentarians including Morgan Spurlock (*Super Size Me*) tackle a film adaptation of Steven Levitt and Stephen Dubner's best-selling book on incentives-based thinking.

The Call of the Entrepreneur (2007)

This movie tells the inspiring business stories of a farmer, a banker and a refugee from China. These three entrepreneurs overcome adversity with incredible creativity, innovation and persistence.

REQUIRED RESOURCES FOR THE STUDENT:

- BOH4M online course of study
- Computer with internet access

PROGRAM PLANNING CONSIDERATION

Role of Technology in the Curriculum

Rosedale Academy offers courses that leverage the power of computers and the Internet to provide a rich and dynamic learning experience. Students will be encouraged to effectively and critically navigate, evaluate and create information using a range of online tools. Through the continual use of these technologies, students will also hone their computer skills in ways that are useful in other academic and professional pursuits. All students are required to have adequate and reliable access to a computer and the Internet. The minimum software and hardware requirements are outlined in the Rosedale Academy Course Calendar. As a member of the Rosedale community, students are expected to act responsibly and to follow the online guidelines, policies, and procedures in using information technology and electronic networks accessed by such technology.

English as A Second Language

Rosedale Academy serves students from a variety of diverse backgrounds, including English as a Second Language (ESL) students. Teaching strategies and online resource are used throughout this course to help ESL students understand the content and improve their understanding of the English language. The self-paced delivery method of this course also allows all students to take the time that they require to engage in meaningful participation while still enjoying the enriching experience of working alongside peers from other cultures.

Late and Missed Assignment

Rosedale Academy provides a flexible, self-paced learning opportunity, which allows students to proceed through each course at their own speed. Students may submit any assignment from any unit while he or she is enrolled in this course. Assignments will not be accepted once the student's enrolment period has ended. Students must complete and submit all course requirements prior to booking their final exam. Course requirements include but are not limited to: assignments, tests, and learning log.

Career Education

Jobs Canada – <http://www.canada.plusjobs.com>

A nationwide, award-winning Internet job database determined to help make the connection between Canadian employers and potential employees.

Choices – <http://www.careerware.com/>

This site allows students to self-assess, and participate in job-search activities.

Job Bank – <http://jb-ge.hrhc-drhc.gc.ca/>

Academic Honesty

Students are expected to maintain high standards of honesty and academic integrity throughout their participation in all courses. This includes avoiding any instance of fraud, plagiarism and cheating. When a teacher has reasonable grounds to believe that a student has violated these standards, the school principal will review the incident and, if needed, enforce disciplinary procedures. More information about *Academic Honesty* may be found in section 5.3 of the school calendar.