BOH4M – BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS

GENERAL INFORMATION

Course Title: Business Leadership: Management Fundamentals

Course Code: BOH4M

Grade: 12

Course Type: University / College Preparation

Credit Value: 1

Prerequisite: None

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

Department: Business Studies

Course Developer: Brian Chen

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
Midterm Report Cards		
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

A variety of teaching and learning strategies are used in this course to meet the needs of a diverse range of learners.

Information & Socratic Videos	Articulate Modules	Check-Up Quizzes
Student Feedback Forms	Presentations	Web Research
Reflective Journals	Scavenger Hunts	Peer Assessment
Discussion Forums	Case Studies	Sample Tests
Business Storytelling	Role Play	Strategic Analysis
Personality Tests	Strategy Reports	Audiocasts
Goal Setting	Worksheets	Business Letter/Memo Writing
Checklists	Graphic Organizers	Padlets
	Team Building Activities	

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.

Assessment for Learning	Assessment as Learning	Assessment of Learning
Student Product • Reflective Journal Entries • Quizzes • Scavenger Hunts • Personality Tests	**Student Product** • Reflective Journal Entries • Quizzes • Scavenger Hunts • Goal Setting • Pre-submission Reviews • Personality Tests	**Student Product** • Assignments • Tests • Exam • Reports • Essays • Presentations • Business Writing • Audio/Video Files • Case Studies • Team building Activities
Observation • Skype Sessions • Observation of Discussion Forum participation and submissions	**Observation** • Class discussions • Presentations	**Observation** • Presentations • Audio Files • Video Files
Conversation • Student teacher discussion • Discussion Forums • Brainstorming • Padlets • Office Hours (Chat)	**Conversation** • Student teacher conferences • Discussion Forums • Pair work (anecdotal) • Peer-feedback (anecdotal) • Peer-editing (anecdotal) • Padlets	**Conversation** • Skype Sessions with Questions • Discussion Forums

FINAL GRADE

The percentage grade represents the quality of the students' overall achievement of the expectations for the course and reflects the corresponding achievement as described in the achievement chart for the Ontario Secondary School Literacy Course.

1. Term work will be 70% of the overall grade for the course;
2. The summative evaluations will be 30% of the overall grade, incorporating a final written examination.

Achievement Categories

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%

Achievement Chart

A Summary Description of Achievement in Each Percentage Grade Range And Corresponding Level of Achievement

Percentage Grade Range	Achievement Level	Summary Description
80–100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70–79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60–69%	Level 2	Moderate level of achievement. Achievement is below, but approaching the provincial standard.
50–59%	Level 1	A passable level of achievement. Achievement is below the provincial standard
Below 50%	Level R	Insufficient achievement of curriculum expectations. A credit will not be granted

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 courses leverage the power of information and communication technologies to provide rich, dynamic learning experiences. Students explore, evaluate and create concepts and works using a wide array of digital tools. They demonstrate their learning through text, video, voice and visual assignments that teach multi-literacy and media skills. Students also enhance their computer and technology skills in ways that are useful for their future academic and personal pursuits.

Teachers at Rosedale Academy get to know their learners, provide rich, descriptive feedback and assess student contributions and products AS, FOR and OF learning through digital technologies. They enable rapid feedback and communication at any time without borders in our global community.

Tool	Use	Benefit
Discussion forums	Whole class discussion (written)	Creates a record of each student's contributions
Live Skype sessions	Teacher leads the lesson with students as a class	Observations of whole class and individual students
Group activities	Small group collaboration and discussion (written)	Encourages student participation; creates a record
Glossary	Vocabulary reference and recording	Allows students to reference key course vocabulary and make contributions to help other students
Socratic and Interactive Videos	Videos that scaffold or involve student action/input are used to explain concepts fully.	Students can learn from the visual forms of stories and examples. Students become familiar with the instructor.
Articulate Learning Modules	Interactive learning presentations that add context to course theory.	Students gain a deeper understanding of concepts as they work through learning modules that are interactive and self- paced.
Padlet	Bulletin board activities showing content found around the internet	Allows a space for collaborative research for students and an opportunity to share ideas and resources
Peer Teaching	Students research a given topic and share their findings and opinions with other students.	Fosters discussion between students and allows for content to be learned and expressed from a student perspective

English as a Second Language

Rosedale Academy provides students with comprehensive ESL support to enhance their proficiency with the English language.

- All Rosedale Academy instructional materials and resources are designed with English Language Learners in mind. Online and face-to-face instructional resources make use of differentiated learning methods and carefully structured language. These resources support English language development as students are taking credit courses in all academic fields.
- Teachers at Rosedale Academy provide a variety of accommodations for English Language Learners. These accommodations include: extended time for tests and exams; chunking of assignments and tests; a safe space for asking questions; formative feedback; mini-lessons in spelling, sentence structure and grammar; and access to ESL resources and expert discussion.
- The self-paced delivery method of this course allows students to take the time that they require to engage in meaningful participation while still enjoying the enriching experience of working in an online global classroom.
- All teachers at Rosedale Academy are responsible for helping students to develop their ability to use English in academic courses.

Career Education
This course promotes skills effective for a variety of careers and informs students of some of the career opportunities where a management background is a considerable asset. Students will learn how to write business letters, memos and emails as well as effectively communicate using proper business terminology. Students will better understand how organizations function and how corporate culture plays an important role in the success of a business. This will help them understand the dynamic of their future workplaces. Finally, this course will help students understand the nature of leadership and why it is important for them in their future career whether it be as a leader or follower.

Academic Integrity

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. Rosedale Academy takes the following steps to ensure academic integrity:

- Students provide photo identification
- Course assignments include audio and video components
- Teachers Skype weekly with their classes
- Students are encouraged and supported to develop original work
- Exams are proctored by adults in trusted positions

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.

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.

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.