



## Ontario eSecondary School Course Outline 2022-2023

<b>Ministry of Education Course Title: Business Leadership: Management Fundamentals, University/College Preparation</b>	
<b>Ministry Course Code: BOH4M</b>	
<b>Course Type: University/College Preparation</b>	
<b>Grade: 12</b>	
<b>Credit Value: 1.0</b>	
<b>Prerequisite(s): None</b>	
<b>Department: Business Studies</b>	
<b>Course developed by: Levon Sarmazian</b>	<b>Date: March 10, 2018</b>
<b>Length: One Semester</b>	<b>Hours: 110</b>
This course has been developed based on the following Ministry documents: <ol style="list-style-type: none"><li>1. Business Studies, The Ontario Curriculum, Grades 11 and 12, 2006, (revised)</li><li>2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario's Schools (2010)</i></li></ol>	

## **COURSE DESCRIPTION/RATIONALE**

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 CURRICULUM EXPECTATIONS**

### ***Unit 1***

By the end of this course, students will:

1. Assess the role of management within an organization;
2. Demonstrate the use of appropriate communication techniques related to business management;
3. Evaluate the impact of issues related to ethics and social responsibility on the management of organizations.

### ***Unit 2***

By the end of this course, students will:

1. Apply an understanding of human behaviour to explain how individuals and groups function in the workplace;
2. Demonstrate an understanding of group dynamics;
3. Demonstrate an understanding of proper leadership techniques in a variety of situations.

### ***Unit 3***

By the end of this course, students will:

1. Demonstrate an understanding of the communication process within the workplace;
2. Evaluate the strategies used by individuals and organizations to manage stress and conflict;
3. Compare theories of how to motivate individuals and teams in a productive work environment.

### ***Unit 4***

By the end of this course, students will:

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

### ***Unit 5***

By the end of this course, students will:

1. Demonstrate an understanding of the various organizational structures used to manage the workforce effectively;
2. Assess the ways in which organizational structures have changed to adapt to the changing nature of work;
3. Evaluate the role of human resources within an organization.

## COURSE CONTENT

<i>Unit</i>	<i>Length</i>
Unit 1: Foundations of Management	20 hours
Unit 2: Planning and Controlling	24 hours
Unit 3: Organizing	21.5 hours
Unit 4: Leading	18.5 hours
Unit 5: Management Challenges	17.5 hours
Unit 5: Project Culminating Task	8.5 hours
Final Exam	3 hours
<b>Total</b>	<b>*110 Hours</b>
	<b>*Plus 3-Hour exam</b>

## UNIT DESCRIPTIONS

### UNIT 1: FOUNDATIONS OF MANAGEMENT

Students identify and describe management roles, and summarize managerial responsibilities, competencies, and skills. Major management theories are described, analyzed, and evaluated. Students investigate ethical issues, social responsibility, and organizational codes of ethics to end this unit. Students will analyze the social, ethical, and environmental implications of financial decisions while understanding how the for-profit industry operates.

### UNIT 2: PLANNING AND CONTROLLING

Students are given the opportunity to: analyse the importance of proper planning in a variety of economic and financial scenarios facing an organization; apply creativity, effective problem solving, and decision making in addressing an organization's human resources; apply appropriate planning theories and strategies to a variety of situations; and analyse the relationships between strategic planning and the success for an organization. Students demonstrate an understanding of how evaluation techniques relate to the managerial process, identify the factors affecting individual and group performance, and explain the strategies used by managers to manage human resources.

### UNIT 3: ORGANIZING

Students are given the opportunity to: demonstrate an understanding of the various organizational structures used to manage the workforce effectively; identify and describe the ways in which organizational structures have changed to adapt to the changing nature of work; and demonstrate an understanding of staffing issues. Students explain the nature and importance of performance appraisal, and compare major performance appraisal methods and techniques. The teacher and students investigate compensation, benefit and discipline systems, and the relationship between high-performance activities and increased job satisfaction.

### UNIT 4: LEADING

This unit provides students with opportunities to apply theories of human behaviour to understand how individuals and groups function in the workplace. Students will then connect these theories to motivational techniques used in the workplace by managers. Students will also apply teamwork and group dynamics to carry out projects and solve problems. Students demonstrate the use of proper leadership techniques in a variety of situations.

### UNIT 5: MANAGEMENT CHALLENGES

Students analyse the elements that bring about change, the reason for various attitudes towards change, and the major challenges facing organizations, and evaluate strategies used to implement change. Students will demonstrate the use of appropriate communication techniques related to business management. Finally, students evaluate the strategies used by individuals and organizations to manage stress and conflict while comparing a variety of theories about how to motivate individuals and teams in a productive work environment. Students complete this unit of study by researching a career in management.

## TEACHING AND LEARNING STRATEGIES

**The students will experience a variety of activities:**

### Whole-Class Activities

Whole class activities are designed to introduce concepts and skills that are directly applicable to the workplace and to build on the content being studied during small group and individual activities. These activities include the following:

**Class discussions** that are facilitated through video conferencing and telephone conversations with their subject teacher or discussions with other students concerning the concepts and skills being studied. This is done with the use of Socratic circles for discussions.

**Teacher demonstrations** (research skills, etc.) through video conferencing, email, or telephone conversations with subject teacher, or videos provided of a teacher or student demonstrating the concepts and skills being studied. This helps the student and teacher create an atmosphere of trust and respect to aid in the online learning environment.

**Video presentations** and technological aids (research) with videos embedded to enrich the course content and clarify concepts and skills being studied. Also the use of online pre-approved quizzes and games to help a student become more familiar with the concepts and skills being studied.

**Diagnostic and review activities** (audio and video taping) can be student-lead or teacher lead to work as a review for students through audio and video made to share among each other to help reinforce the concepts and skills being studied.

**Brainstorming, charts and graphs** are a great way for students to demonstrate their knowledge of subject matter through graphic organizers, pictures, and texts. This is communicated through assignments in Moodle.

### Small Group Activities

The teacher sets up small group activities to provide opportunities for active and oral learning as well as to bolster practical communication and teamwork skills. The teacher plays a critical role during group activities by monitoring group progress as well as answering questions that arise and using questions to assist students in their understanding. In this way, the teacher also facilitates student understanding of effective learning, communication, and team building during group activities.

**The small group activities include the following:**

**Paired or small group research activities** students are able to share their work online with not only their teachers, but their classmates too. Students are able to share resources through online chat and video conferencing. The ability to learn from each other, work on teamwork skills, and practice communication are valued and encouraged throughout the course.

**Comparison and evaluation of written work** is very important in this course. This course focuses on giving many examples of correct work, and helping students build the skills needed to peer-correct and self-correct. Students are given a variety of texts to read through embedded links, to make comparisons with different texts, real life situations, and their own writing.

**Practical extension and application of knowledge** is used as an effective learning strategy in this course because it allows the students to read and listen to the texts and stories and reflect back with connections to themselves, other texts and the world. Students are encouraged to share their understandings through work submitted each day, phone conversations about course work, or videoconferencing.

**Oral presentations** in an online environment we have the equipment to have student either live video conference oral presentations, or make videos and submit them for their oral presentations. These oral presentations can be viewed by fellow students (when appropriate) and the teacher. Students can learn from one another, and from their teacher. Such activities include dramatic readings and performances.

### Individual Activities

The teacher should provide a variety of individual assignments to expand and consolidate the learning that takes place in the whole-class and small group activities. Individual activities allow the teacher to accommodate interests and needs and to access the progress of individual students. The teacher plays an important role in supporting these activities through the provision of ongoing feedback to the students, both orally and in writing. Teachers are encouraged to include individual activities such as the following in the course:

**Research** is completed in an online environment by teaching the students first about plagiarism rules and giving examples of good sources to use. The students are not only limited to the online search for information, but have resources available by links on the Moodle page of information that has been scanned and uploaded.

**Individual assignments** are worked on at a student's own pace. The teacher can support the student in these activities with ongoing feedback.

**Oral presentations** are facilitated through the use of video conferencing and video recording.

**Practical extension and application of knowledge** helps students develop their own voice, and gives them the ability to make personal connections, and connections to the world throughout their course. Students are given a variety of reading and viewing texts to give them many chances to apply their new concepts, skills, and knowledge.

**Ongoing project work** is something that is valued in the earning of an English credit. The ongoing project can be submitted to the teacher for ongoing feedback in both written and oral work.

**Written assignments** are used to allow students to develop their skills in writing, comprehension, and communication. With the online format students submit their work, and have a chance to get feedback from the teacher, and submit their best work. This can be demonstrated with reading responses, personal writing, report writing, essay writing, script writing, business and technical writing, and individual research assignments.

## ASSESSMENT, EVALUATION, AND REPORTING

**Assessment:** The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

**Evaluation:** Assessment of Learning focuses on Evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

**Reporting:** Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

## STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Units conclude with performance tasks, e.g., interviews and from essays that build towards and prepare students for the end-of-course culminating task in Unit Five. Teachers are encouraged to share goals with

students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks, i.e. check bricks; teacher-adapted generic rubrics available in many sources, including the *Ontario Secondary School Literacy Course (OSSLC) Profile*, so that they are more task-specific. The teacher might ask: “What does the criteria look like for this particular task?” Or “What does limited effectiveness look like?” The teacher could involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool that can support the writing process and practice.

## **ASSESSMENT ACTIVITIES**

- ☐ Homework assignments
- ☐ Individual conference meetings
- ☐ Discussion Forums
- ☐ Diagnostic tests and writing tasks
- ☐ Free-writing journals/blogs
- ☐ Outlining and planning sheets
- ☐ Completed Templates & Graphic Organizers
- ☐ Editing Checklists
- ☐ Reflections
- ☐ Oral presentations & Active Listening
- ☐ Creative Writing & Story Development
- ☐ Tests & Exam
- ☐ Essay Writing
- ☐ Evaluations

## **EVALUATION**

The final grade will be determined as follows:

- ☐ Seventy per cent of the grade will be based on evaluation 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 will be given to more recent evidence of achievement.
- ☐ Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

*(Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. Ontario Ministry of Education Publication, 2010 p.41)*

Weightings	
<b>Course Work</b>	<b>70</b>
Knowledge/Understanding	17.5
Thinking/Inquiry	17.5
Communication	17.5
Application	17.5
<b>Final</b>	<b>30</b>
Culminating Activity	15
Final Exam	15

## TERM WORK EVALUATIONS (70%):

Evaluation Item	Description	Category
The Corporation Letter	Students are to write a succinct two-page letter to the government with the goal of advocating for one of the issues discussed in the documentary video “The Corporation”.	K, T/I, C, A
Unit 1 Test	Students are to complete the Unit 1 Test which assesses students learning on the main topics and concepts of the unit.	K
Strategic Scenarios Planning Report	Students are to prepare a report on a Canadian organization using the Planning concepts learned in this unit.	K, T/I, C, A
Unit 2 Test	Students are to complete the Unit 2 Test which assesses students learning on the main topics and concepts of the unit.	K
Performance Appraisals	Students are to evaluate how to measure a Grade 12 student’s ability to perform his/her job using their own created performance appraisal evaluation.	T/I, C, A
Unit 3 Test	Students are to complete the Unit 3 Test which assesses students learning on the main topics and concepts of the unit.	K
Defining Leadership	Students are to choose a leader and describe why they think they show characteristics of a leader and how this leader differs from others.	T/I, C
Unit 4 Test	Students are to complete the Unit 4 Test which assesses students learning on the main topics and concepts of the unit.	K
Conflict Management Styles	Students are tasked to create a slideshow (i.e. PowerPoint) about conflict management styles based on one of the scenarios provided by the teacher.	K,I/T,C,A
Unit 5 Test	Students are to complete the Unit 5 Test which assesses students learning on the main topics and concepts of the unit.	K

## FINAL EVALUATIONS (30%):

Evaluation Item	Description	Category
Summative Project	The Summative Project brings together the main topics and concepts of the course into one final assignment where students are to create their own company.	SUM
Final Exam	The Final Exam assesses students on contents and topics from all units of the course.	SUM

## AFL/AAL/AOL Tracking sheet:

### Unit 1: Foundations of Management – 20 hours

AAL	AFL	AOL
Lesson 1.3 My Best Manager Exercise	Lesson 1.2 Resource Forum	Lesson 1.7 Ethics Assignment – The Corporation Letter
Lesson 1.3 Management – Match the Terms Activity	Lesson 1.3 Resource Forum	Unit 1 Foundations of Management Test
Lesson 1.3 Resource Forum	Business Ethics	
Lesson 1.5 Resource Forum		

### Unit 2: Planning and Controlling – 24 hours

AAL	AFL	AOL
Lesson 2.2 Time Management Activity	Lesson 2.1 Hannah's Ice Cream Case Study	Planning Assignment Strategic Scenarios
Lesson 2.4 Skoda Case Study	Lesson 2.1 Resource Forum	Unit 2 Planning and Control Test
Lesson 2.5 Which Organization Culture Fits You	Lesson 2.5 Resource Forum	
	Lesson 2.6 The Management of Change Activity	
	Lesson 2.6 Resource Forum	
	Unit 2: Feedback session with Teacher	

### Unit 3: Organizing – 21.5 hours

AAL	AFL	AOL
Lesson 3.5 What Young Workers Should Know	Lesson 3.3 Resource Forum	Lesson 3.8 Performance Appraisal Assignment
	Starbucks Job Interview	Unit 3 Organizing Test
	Lesson 3.7 Resource Forum	

### Unit 4: Leading – 18.5 hours

AAL	AFL	AOL
Lesson 4.4 Resource Forum	Lesson 4.1 Resource Forum	Lesson 4.3 Defining Leadership Assignment
Lesson 4.7 Resource Forum	Lesson 4.5 Resource Forum	Unit 4 Leading Test
	Lesson 4.6 Resource Forum	



**Unit 5: Management Challenges – 17.5 hours**

<b>AAL</b>	<b>AFL</b>	<b>AOL</b>
How Good Are Your Communication Skills?	Lesson 5.2 Resource Forum	Lesson 5.3 Conflict Management Styles Assignment
Lesson 5.3 Conflict Management Styles Survey	Lesson 5.5 Resource Forum	Unit 5 Test

**Finals**

<b>AOL</b>
Summative Project Culminating Task
Final Exam

## **CONSIDERATION FOR PROGRAM PLANNING**

Students learn best when they are engaged in a variety of ways of learning. Guidance and career education courses lend themselves to a wide range of approaches in that they require students to research, think critically, work cooperatively, discuss relevant issues, and learn through practice in a variety of settings. Helping students become self-directed, lifelong learners is a fundamental aim of the guidance and career education curriculum. When students are engaged in active and experiential learning strategies, they tend to retain knowledge for longer periods and develop meaningful skills. Active and experiential learning strategies also enable students to apply their knowledge and skills to real-life issues and situations.

### **ANTIDISCRIMINATION EDUCATION IN GUIDANCE AND CAREER EDUCATION**

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

### **PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS**

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 per cent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

### **THE ROLE OF TECHNOLOGY IN THE ENGLISH PROGRAM**

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local

classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

### **ACCOMMODATIONS**

Accommodations will be based on meeting with parent, teachers, administration and external educational assessment report. The following three types of accommodations may be provided:

- ☐ **Instructional accommodations:** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- ☐ **Environmental accommodations:** such as preferential seating or special lighting.
- ☐ **Assessment accommodations:** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- ☐ Provide step-by-step instructions.
- ☐ Help students create organizers for planning writing tasks.
- ☐ Record key words on the board or overhead when students are expected to make their own notes.
- ☐ Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- ☐ Permit students a range of options for reading and writing tasks.
- ☐ Where an activity requires reading, provide it in advance.
- ☐ Provide opportunities for enrichment.