



Ontario eSecondary School Course Outline 2023-2024

| | |
|---|-----------------------------|
| Ministry of Education Course Title: Business Leadership: Management Fundamentals, University/College Preparation | |
| Ministry Course Code: BOH4M | |
| Course Type: University/College Preparation | |
| Grade: 12 | |
| Credit Value: 1.0 | |
| Prerequisite(s): None | |
| Department: Business Studies | |
| Course developed by: Levon Sarmazian | Date: March 10, 2018 |
| Length: One Semester | Hours: 110 |
| This course has been developed based on the following Ministry documents: <ol style="list-style-type: none"> 1. Business Studies, The Ontario Curriculum, Grades 11 and 12, 2006, (revised) 2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario's Schools (2010)</i> 3. <i>Learning for All (2013)</i> | |

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 |
| Total*110 Hours | |
| *Plus 3-Hour exam | |

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

In this course, students will experience the following activities.

Presentations with embedded videos are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

End of unit conversations and Poodlls are opportunities for students to express their ideas, problem solving, and thought processes with a teacher who provides timely feedback.

Reflection is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

Discussions with the instructor are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

Instructor demonstrations (research skills, etc.) are opportunities for the instructor to lead a student through a concept or skill through video conferencing, videos, or emailing with the student.

Discussion forums are an opportunity for students to summarize and share their ideas and perspectives with their peers, which deepens understanding through expression. It also provides an opportunity for peer-to-peer feedback.

Practical extension and application of knowledge are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. Learning becomes a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

Individual activities/assignments assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

Research is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical thinking. New questions are also developed to further learning.

Writing as a learning tool helps students to think critically about course material while grasping, organizing, and integrating prior knowledge with new concepts. Good communication skills are important both in and out of the classroom.

Diagrams are visual representations of scientific ideas and concepts. They provide another perspective to organize ideas. Visuals are thought to promote cognitive plasticity - meaning, they can help us change our minds or help us to remember an idea.

Cases are summaries of real-life situations wherein students relate theories and concepts towards understanding a real-world context. This helps students to understand the application and use of knowledge.

Articles are examples of concepts and theories being discussed in the public realm and with respect to current events. They are snapshots not only of why theories/concepts/applications are relevant but also provide a window into the broader context of subject matter knowledge and understanding. Students learn through reading and analysis that the subject matter is deeply related to, and intertwined with, society and the diverse perspectives of lived experience.

Practice problems provide students with a scenario/problem to solve by applying concepts and skills learned in a context. This helps students to understand the relevance of their learning.

Oral presentations in an online environment are opportunities for students to present live or record presentations, expressing their ideas and understanding orally.

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.

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. The teacher is encouraged to involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool.

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 | |
|---|-----------|
| Course Work | 70 |
| Knowledge/Understanding (K) | 17.5 |
| Thinking/Inquiry (T) | 17.5 |
| Communication (C) | 17.5 |
| Application (A) | 17.5 |
| Final | 30 |
| Culminating Activity (3.75K, 3.75T, 3.75C, 3.75A) | 15 |
| Final Exam (9.3K, 2.7T, 2.1C, 0.9A) | 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, 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, 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, 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, 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, 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. | K, T, C, A |
| Final Exam | The Final Exam assesses students on contents and topics from all units of the course. | K, T, C, A |

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

| AAL | AFL | AOL |
|--|---------------------------|--|
| 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

| AOL |
|------------------------------------|
| Summative Project Culminating Task |
| Final Exam |

CONSIDERATION FOR PROGRAM PLANNING

PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

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 percent 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 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 parents, teachers, administration and external educational assessment reports. 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.
- ☐ **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.
- ☐ 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.