

Course Outline - Business Leadership: Management Fundamentals

MINISTRY COURSE CODE: BOH4M1

MINISTRY PREREQUISITE: None

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CREDIT VALUE: 1.0

DEPARTMENT HEAD: Ms. Brinder

DATE: 2021-2022

Classroom: 2013

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, workplaces stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

Ministry Learning Expectations - Units and Overall Expectations

Unit 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 management.

Unit 2 Leading

- apply an understanding of human behaviour to explain how individuals and groups functioning the workplace;
- demonstrate an understanding of group dynamics;
- demonstrate an understanding of proper leadership techniques in a variety of situations.

Unit 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.

Assessment and Evaluation

The **final grade** will be determined as follows:

- **70%** based on Assessment OF Learning conducted throughout the course encompassing but not limited to: tests, quizzes, presentations, case studies, and reports.
- **30%** based on **a Culminating Project (15%) and Final Exam (15%)** administered at or towards the end of the course.

Course Textbook

John R. Schermerhorn and Barry White, Management Fundamentals Canadian Edition (Wiley & Sons, 2007).

Ministry Learning Expectations - Units and Overall Expectations

Unit 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.

Unit 5 Organizing

- demonstrate an understanding of the various 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.

Achievement Categories & Weighting:

Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories

The Achievement Chart for Business Leadership will guide all assessment and evaluation.

Knowledge	30 %
Communication	25 %
Thinking	20 %
Application	25 %

Assessment, Evaluation and Communication of Student Learning and Achievement: The primary purpose of assessment and evaluation is to improve student learning and to help students assume responsibility for their learning. Mid-semester and final marks are determined through evaluations or **Assessments of Learning** which typically occur towards the end of a unit and end of semester. During the learning process information about a student's learning is gathered and used by the teacher and student to inform decisions that affect goal setting and teaching in the classroom. The data gathered as **Assessment as Learning** and **Assessment for Learning** do not carry a mark weight but do play a crucial role in student success as they help inform the teacher about each student's progress. All types of assessments allow teachers to provide descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement.

Learning Skills and Work Habits: Responsibility, organization, independent work, collaboration, initiative, self-regulation) will be reported by a letter (E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement). These skills and habits support a high level of success in meeting the course expectations in addition to contributing to the development of positive life and work skills for the future.

Timely Completion and Submission of Assignments for Evaluation: Students are responsible for providing evidence of their learning within established timelines. For students who know in advance that they are unable to complete an assignment/assessment, they must communicate with the teacher before the due date. For students who did not approach the teacher **PRIOR** to the due date for the assignment **OR** students who missed performance assessments (presentations, demonstrations, tests), the following interventions may be applied to address late and missed assignments where in the teacher's professional judgement it is appropriate to do so:

1. Talking with the student to determine why s/he was absent.
2. Completing a "Student Request for Extension Form". The student agrees to complete and submit the same or an alternative assignment or performance task on the newly negotiated date/time.
3. Asking the student to submit partly completed work if it can be assessed. This assessment may include giving feedback so that the assignment can be completed.
4. Planning appropriate interventions which may include additional support from the subject teacher, Guidance, Special Education, ESL, Student Success and Administration to further prepare the student for the assessment.
5. Contacting the student's parents/guardians and/or the student who is over 18, to make them aware of the situation and action plan for success.
6. Deducting 3% per day up to 15% from the final mark of a late assignment/performance

Note: a mark of zero is recorded for missing assignments/performances if the student still does not submit evidence of learning after interventions have been applied/offered. Special circumstances may be discussed with teachers/administrators.

Academic Honesty: Students must provide original evidence of their learning and appropriately acknowledge the work of others. Plagiarism means representing someone else's ideas, writing, design or technical work as your own. Any use of the work of others (whether published, unpublished or posted electronically) must include proper reference, citation, or acknowledgement. Cheating is an attempt to gain an unfair advantage to misrepresent the student's learning in an evaluation or assignment. Plagiarism or Cheating in any of its forms (copying from another student or allowing someone to copy assignments/tests, using notes complete a test without the approval of the teacher, obtaining/stealing a copy of a test, ...) will result in behavioural and academic consequences because of its negative impact on the individual student's learning and the learning environment of other students. Students are expected to actively seek clarification and support to prevent cheating and plagiarizing. Please refer to the student agenda for more details.

Attendance and Punctuality: Regular attendance and punctuality contribute to student success and achievement; therefore, it is expected that students attend classes and be on time for each subject. If a student has an **anticipated absence** (e.g. field trip, sports event, medical appointment), it is expected that he/she speak with the teacher **prior** to the date to discuss alternative assessment arrangements or missed content.

In the case of **illness or family emergency** on a due date for an Assessment of Learning assignment/task, it is expected that the parent/guardian or the student (if 18 years or older) notify the classroom teacher.

Technological Devices: Bur Oak Secondary School supports the use of technology to enhance learning, but the use of such electronic technology in the classroom is at the discretion of the teacher. Working together we can ensure the appropriate use of technology by all members of our school community. Occasionally students use their personal devices in the classroom without teacher permission and/or when teacher-directed instruction is occurring. When this happens, the learning environment is disrupted for all. It is expected that the student will put the device away immediately upon the first request by the teacher. Should the student disregard the initial request, the teacher may contact parents/guardians and/or refer the student to the office.

I have read and understood the above guidelines.

Student Name: (please print) _____ Student Signature: _____

Parent Signature: _____ Date: _____

The above guidelines were informed by the YRDSB document, 'Assessment, Evaluation and Communication of Student Learning and Achievement, 2011' and 'Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, Ontario Ministry of Education, 2010.'