



COURSE OVERVIEW

Course Name: Business Leadership: Management Fundamentals **Course Code:** BOH4M1
Course Type: University/College Preparation **Grade Level:** 12
Credit Value: 1

Teacher: Mrs. Andrea Brulé, (Contact: a.brule@tvdsb.ca OR 519-452-2750)

Course Description:

This course introduces the fundamentals of management as they apply in businesses and other organizations. The course will examine the various roles, responsibilities, and skills essential to managerial success. Special emphasis will be given to the vocabulary and concepts of management as applied in a dynamic environment of workforce diversity, a global economy, and concern for ethics and social responsibility. Participants should find the experience helpful in preparing them to work effectively as managers and as members of work groups or teams managed by others.

Overall Expectations:

The learning objectives for the course are divided into 5 areas. By the end of the course, students will have met the following expectations:

Foundations of Management

- assess the role of management within an organization
- demonstrate 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

Leading

- apply an understanding of human behaviour to explain how individuals and groups function in workplace
- demonstrate an understanding of group dynamics
- demonstrate an understanding of proper leadership techniques in a variety of situations
- demonstrate an understanding of the communication process within the workplace

Planning

- analyse the importance of planning to the success of an organization
- demonstrate an understanding of appropriate planning tools and techniques analyse the relationship between strategic planning and the success of an organization

Organizing

- demonstrate an understanding of the various organizational structures used to manage the workforce effectively
- assess ways in which organizational structures have changed to adapt to changing nature of work
- evaluate the role of human resources within an organization

Controlling / Management Challenges

- evaluate 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
- assess the importance of control in management
- analyse how companies respond to internal and external pressures for change

Assessment and Evaluation Strategies:

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment **for** learning), helping to set learning goals and monitor their own progress (known as assessment **as** learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment **of** learning). A variety of strategies will be used to assess and evaluate student achievement. These strategies include: oral communication/presentation, performance and writing tasks, quizzes, tests, and group activities.

Evaluation/Weighting of Marks:

The final grade will be based on 70% term work and 30% culminating task(s).

Achievement Chart Categories and Percentages for Term Work

Knowledge and Understanding	15%
Thinking and Inquiry	20%
Communication	15%
Application	20%

(Culminating = Final Summative task:15% and exam:15%)

Academic Dishonesty - Cheating and Plagiarism:

Learning tasks that students complete as well as the assignments, tests and exams that students submit for evaluation must be their own work. Cheating and plagiarism is a serious offence that will not be condoned. Academic consequences will result.

Late and Missed Assignments - Student Roles and Responsibilities

Mark deductions for late and missed assignments may apply to major assignments only.

Late penalties will be as follows: 10% first day late, 5% for each of 2nd to 5th days and 0% on the sixth day. Students are expected to:

- be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension **before** the due date.

References: *TVDSB Assessment & Evaluation Policy, September 2011; Growing Success - Assessment and Evaluation, and Reporting in Ontario Schools, 2010.*

I have discussed the course outline with my parent(s)/guardian(s), reviewed the assessment and evaluation used in the course, and have emphasized the importance of attendance and punctuality. I will seek teacher assistance when needed and will strive to work to the best of my ability.

Date

Student Signature

Parent/Guardian Signature