



# DON MILLS COLLEGIATE INSTITUTE

## COURSE INFORMATION AND ACKNOWLEDGEMENT



<b>Department:</b>	<b>BCCET – BUSINESS, COMPUTERS, COMMUNICATIONS, AND EXPLORING TECHNOLOGIES</b> ☎ (416) 395-3190 Room 103
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<b>Course Name:</b>	<b>Business Leadership: Management Fundamentals</b>	<b>Course Code:</b>	<b>BOH4M1</b>
<b>Course Destination:</b>	University/ College	<b>Grade</b>	12

<b>Prerequisite:</b>	<b>NONE</b>	<b>OR</b>	<b>Recommended Preparation:</b>	Positive attitude, on time for class, acknowledgement of lab expectations. Student should bring a binder with lined and blank paper and writing materials to class everyday, neatly assembling notes behind a title page for the course. USB sticks advised. Bring textbook daily.
<b>Teacher:</b>	Ms. Dolores Adridge Mr. Bruce Elliott Mr. David Oppenheimer		<b>Email:</b>	Dolores.Adridge@tdsb.on.ca Bruce.Elliott@tdsb.on.ca David.Oppenheimer.on.ca

<b>Course Description:</b>	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.
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Textbook(s):	Replacement Cost:	Materials/Fee/Deposit:	Replacement Cost:
<b>Business Leadership Schermerhorn, Textbook and Digital Companion</b>	<b>\$100.00</b>		

	Foundations of Management
	Leading
	Management Challenges
	Planning and Controlling
	Organizing

## **OVERALL EXPECTATIONS:**

### **Foundations of Management**

FMV.01: assess the role of management within an organization;  
FMV.02: demonstrate the use of appropriate communication techniques related to business management;  
FMV.03: evaluate the impact of issues related to ethics and social responsibility on the management of organizations

### **Leading**

OLV.01: apply an understanding of human behaviour to explain how individuals and groups function in the workplace;  
OLV.02: demonstrate an understanding of group dynamics;  
OLV.03: demonstrate an understanding of proper leadership techniques in a variety of situations

### **Management Challenges**

MCV.01: demonstrate an understanding of the communication process within the workplace;  
MCV.02: evaluate the strategies used by individuals and organizations to manage stress and conflict;  
MCV.03: compare theories of how to motivate individuals and teams in a productive work environment.

### **Planning and Controlling**

PCV.01: analyse the importance of planning to the success of an organization;  
PCV.02: demonstrate an understanding of appropriate planning tools and techniques in a variety of situations;  
PCV.03: analyse the relationship between strategic planning and the success of an organization;  
PCV.04: analyse how companies respond to internal and external pressures for change;  
PCV.05: assess the importance of control in management.

### **Organizing**

OOV.01: demonstrate an understanding of the various organizational structures used to manage the workforce effectively;  
OOV.02: assess the ways in which organizational structures have changed to adapt to the changing nature of work;  
OOV.03: evaluate the role of human resources within an organization.

## ASSESSMENT OF STUDENT ACHIEVEMENT:

As reflected in the Ontario Ministry of Education “Growing Success: Assessment, Evaluation and Reporting” Document, the purpose of assessment is for student learning and can be both “assessment as learning” and “assessment for learning.” In addition: Ontario Curriculum, Grades 9 to 12, Business Education, 2009.

Assessment of student achievement is based on the following categories:

Categories	
<ul style="list-style-type: none"> <li>• <b>Knowledge and Understanding – 30%</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Communication – 20%</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Thinking – 20%</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Application – 30%</b></li> </ul>
Levels of Achievement	
LEVEL 4 (80-100%)	<ul style="list-style-type: none"> <li>• A very high to outstanding level of achievement. Achievement is above the provincial standard.</li> </ul>
LEVEL 3 (70-79%)	<ul style="list-style-type: none"> <li>• A high level of achievement. Achievement is at the provincial standard. A student achieving at this level should be well prepared for work in the next grade level or the next course.</li> </ul>
LEVEL 2 (60-69%)	<ul style="list-style-type: none"> <li>• A moderate level of achievement. Achievement is below, but approaching, the provincial standard.</li> </ul>
LEVEL 1 (50-59%)	<ul style="list-style-type: none"> <li>• A passable level of achievement. Achievement is below the provincial standard.</li> </ul>
BELOW 50%	<ul style="list-style-type: none"> <li>• Insufficient achievement of curriculum expectations. A credit will not be granted.</li> </ul>

### A. Calculation of Final Mark:

**70%** term (ongoing term evaluation) + **30%** final summative assessments (15% summative project submission + 15% Exam = **100%**

### B. Reporting of Learning Skills and Work Habits

The learning skills and Work Habits that will be assessed are:

Responsibility    Organization    Independent Work  
Collaboration    Initiative    Self-Regulation

These will be reported on the Provincial Report Card by using the following categories:

Excellent (**E**)                      Good (**G**)                      Satisfactory (**S**)                      Needs Improvement (**N**)

### C. For grades 9 & 10 the code “I” may be used to indicate insufficient evidence for a percentage grade.

## EXPECTATIONS OF DEPARTMENT:

### 1. Homework:

Completion of homework on a regular basis is an essential component of all courses at Don Mills C. I.

### 2. Attendance/Evaluation Policy:

A: Attendance: Students are expected to make up any work missed due to absences, regardless of the reason. Extended absences are to be avoided unless absolutely necessary. Extended absences invariably lead to academic penalty and potential loss of credit. All extended absences must be confirmed by the student with the appropriate Vice-Principal prior to the absence.

B: Evaluation Policy: Students must inform the teacher **before** the due date of any evaluation, of an anticipated absence. A student who is absent from an evaluation must bring appropriate documentation explaining that absence. Students are expected to write a missed test on the day of their return.

C: Final Evaluation: Medical certificates are required in case of absence from final evaluation.

### 3. Late and Missed Assignments:

Students are responsible for providing evidence of their achievement. A teacher's professional judgement will be used to determine appropriate strategies to help prevent late or missed assignments.

Consequences for late assignments:

#### **Grades 9-10**

A deduction of **5%** for every day an assignment is late, up to and including the full value of the assignment.

#### **Grades 11-12**

A deduction of **10%** for every day an assignment is late, up to and including the full value of the assignment.

### 4. Academic Honesty and Consequences of Cheating (Plagiarism):

Students caught cheating or plagiarizing will receive as a minimum penalty, a mark of zero on the test, quiz, assignment or exam. Cases of plagiarism will be reported to administration.

### 5. Submission of Assignments:

All assignments are to be submitted to the teacher during class on the due date.

### 6. Student Behaviour

Students will follow the rules in the student agenda. Students will be responsible for the equipment they use, and consider safety at all times.

## **COMPUTER LAB POLICIES:**

Labs can only be used under the direct supervision of a teacher. If no teacher is available for supervision, the labs will be closed.

Students are not permitted to download or copy any software onto the computers.

Students are to save files in their personal network area (H:) or USB, but never on a local hard drive (C:). Students are to use the labs to work on assignments only.

You are not to use or access any social networking such as MSN, Facebook, YouTube, Hotmail, etc. unless you have been permitted on a per use basis by your teacher. If you are unsure about what is allowed ask your teacher prior to accessing certain sites.

You are not to access computer gaming, violent, sexually explicit or any other inappropriate internet site.

Students are not to change desktop settings including screensavers, wallpaper, shortcuts, resolution, additions and deletions.

Students are not permitted to use phones in class, although music players may be allowed by the teacher while you are working on an assignment. If personal electronic devices are used in the classroom without authorization from the teacher they will be confiscated for at least the rest of the school day.

Students are not permitted to touch cable connections in any lab or disassemble equipment without teacher approval.

Students are to report malfunctioning, missing, or damaged equipment or furniture to the teacher as soon as it is discovered. You are attached to work on one computer. If there is damage, school staff will assume you have done the damage unless you call attention to it immediately.

Students are to keep work areas neat and tidy. All books and disks are to be returned as directed. Waste paper is to be recycled neatly in the bins provided. Garbage is to be placed in appropriate receptacles.

Students are to return their chairs to the work desks at the end of the class. Chairs are to be stacked at the end of the day to help the cleaning staff.

No food or drinks are permitted anywhere near the computers.

Computers are always to be left ON, however the MONITORS can be turned off.

Log off your Windows session at the end of each class by properly shutting down applications.

The standard consequences for not following these policies are suspension of computer privileges and being invoiced for any damaged equipment.

## **BOH4M1 Course Units, Detailed:**

### **1. Course Organization, Basic Experiential Learning Skills**

- Course Routines
- Utilization of Website / Digital Companions, Class Calendar
- Keyboarding
- Ergonomics
- Title Page Creation and Binder Organization
- Library Orientation, Evaluating Websites, Effective Searching

### **2. Foundations of Management**

- characteristics of an organization;
- levels of management with respect to roles, responsibilities, activities, skills, and competencies;
- major management theories and practices;
- effective use of information and communication technology;
- techniques for making group and individual presentations;
- management concepts and theories discussed in relation to current business issues;
- business vocabulary in oral and written communication;
- effective use of business communication documents;
- impact of major ethical issues and dilemmas on management strategies and decision making;
- corporate ethical and social responsibility.

### **3. Leading**

- elements that shape human personality;
- the relationship between job satisfaction and an individual's personality, attitudes, and perceptions;
- the relationship between a person's attitude and her or his behaviour in the workplace;
- personality traits assessment instruments;
- the stages of group development and the roles individuals assume within a group structure;
- the nature and types of groups;
- the factors that contribute to the success or failure of a team;
- business teamwork skills to carry out projects and solve problems;
- the characteristics of effective leaders; contemporary leadership theories;
- leadership styles and how these styles are exemplified by a variety of business leaders.

### **4. Management Challenges**

- barriers and obstacles to effective communication;
- techniques used to improve communication skills;
- personal perception and influence on the interpretation of information and decision making;
- impact of personal and work-related stress on performance;
- factors that contribute to stress and conflict in the workplace;
- stress-reduction techniques used in organizations;
- conflict-management styles;
- contribution of theories of motivation to an understanding of individual needs, productivity, and performance;
- motivational strategies used by particular organizations;
- relationship between motivation, rewards, and job performance.

### **5. Planning and Controlling**

- the planning process and its benefits to the organization;
- problem-solving strategies applied to a variety of management planning challenges;
- the importance of individual and group creativity in planning;
- tools and strategies used in the planning process;
- the use of effective short-term planning tools and strategies;
- the use time-management techniques;
- the importance and levels of the strategic planning process;
- organizational strategic plans;
- levels of corporate culture; the relationship between corporate culture and strategic planning;
- the elements that bring about change in an organization;
- attitudes towards change; strategies used by managers to bring about acceptance of planned change;
- major challenges and legal considerations facing today's organizations;
- the steps in the control process and how they relate to the managerial process of leading, planning, and organizing;

- progressive discipline and its impact on the individual within an organization;
- the impact of internal and external control measures on an organization;
- types of control systems used by organizations;

## **6. Organizing**

- traditional organizational structures;
- current organizational structures and increasing productivity and competitive advantage;
- the role of the manager in dealing with trends in organizational design structures,
- organizational design and support of a positive corporate culture;
- the relationship between the individual and an organization;
- alternative job-design approaches;
- strengths and weaknesses of various work settings and arrangements for individuals and groups;
- the impact and importance of legal considerations in the human-resource process;
- the relationship between an organization's objectives and the human-resource process;
- the strategies and concepts involved in developing and retaining a quality workforce;
- information gathering from a variety of sources;
- the nature and importance of performance appraisal within an organization;
- performance appraisal methods and techniques.

## **7. Summative Elements (30% OF FINAL MARK)**

- Project submission (15%)  
Students will select and study a contemporary leader of an organization. They will apply appropriate managerial and leadership theories, concepts and practices studied throughout the course to that leader. They will then make an assessment of the leader's overall capabilities and success. They will prepare a report or essay and an oral presentation using selected audiovisual tools.
- Exam (15%)

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## ACKNOWLEDGEMENT FORM

### Dear Student and Parent / Guardian:

Together we can achieve success through open communication. I encourage an open dialogue regarding course expectations, assignments and behaviour. Your student will have regular homework from this course, if only to review their notes or reflect. They must keep a neat organized binder. They should make every effort to show up on time and have good attendance.

Please encourage them to be aware of the value of business knowledge at home and in their community. This can be done through helping with home finance chores, having a bank account setup and learning to save, reading business newspapers and magazines, and investigating careers in business independently. Encourage students to begin learning skills for professional communications in business settings (proper phone, professional greeting and email behaviours).

Please sign below indicating that this course outline has been reviewed. Please indicate parent email contact information below so that you can receive class schedule updates and files students may need to complete homework, as well as to begin direct communication with the teacher. I look forward to an interesting semester at Don Mills and I appreciate your support. While 18 year-old students are able to sign forms legally, it is appreciated that parents / guardians sign this agreement. Please plan to come to parent's night, or ask questions about your student to the teacher via email. Please feel free to contact the teacher with any concerns you may have about your student's progress in the course.

### Please Print

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Student Email: \_\_\_\_\_

Date: \_\_\_\_\_

Parent / Guardian Name: \_\_\_\_\_

Parent / Guardian Signature: \_\_\_\_\_

Parent / Guardian Phone: \_\_\_\_\_ (Day)

\_\_\_\_\_ (Evening)

Parent / Guardian Email: \_\_\_\_\_

**Please return this acknowledgement form to your classroom teacher as soon as possible.**