
Business Leadership: Management Fundamentals, (BOH4M) **Grade 12, University/College Preparation**

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.

Prerequisite: None

Foundations of Management

Overall Expectations

By the end of this course, students will:

- 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 the management of organizations.

Specific Expectations

Management Fundamentals

By the end of this course, students will:

- identify the characteristics of an organization (e.g., purpose, division of labour, hierarchy of authority);
- evaluate the different levels of management with respect to roles, responsibilities, activities, skills, and competencies;
- evaluate major management theories and practices (e.g., classical, behavioural, quantitative approach, systems theories; total quality management).

Business Communication

By the end of this course, students will:

- demonstrate the effective use of information and communication technology (e.g., word processing software, e-mail, electronic research tools) for a variety of management purposes;
- demonstrate appropriate techniques for making group and individual presentations (e.g., use a variety of appropriate visual aids, make eye contact where appropriate, speak clearly);
- demonstrate an understanding of management concepts and theories discussed in relation to current business issues in a variety of sources (e.g., newspapers, magazines, documentaries, websites);

- use proper business vocabulary in oral and written communication;
- demonstrate effective use of business communication documents (e.g., business reports, correspondence).

Issues of Ethics and Social Responsibility

By the end of this course, students will:

- evaluate the impact of major ethical issues (e.g., bribery, harassment, polluting the environment, theft in the workplace, Aboriginal land claims versus interests of resource companies) and dilemmas (e.g., for the individual, the workplace, and the local and global community) on management strategies and decision making;
- explain the nature of corporate ethical and social responsibility and analyse, on the basis of research, including stakeholder analysis, a particular company's commitment to it (e.g., in relation to non-discriminatory hiring, promotion, and retention practices; implementing the Persons with Disabilities Act and the Accessibility for Ontarians with Disabilities Act; environmental issues; customer/supplier relationships).

Leading

Overall Expectations

By the end of this course, students will:

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

Specific Expectations

Human Behaviour

By the end of this course, students will:

- analyse the elements that shape human personality (e.g., cultural, social, and family influences) and their impact on human behaviour;
- explain the relationship between job satisfaction and an individual's personality, attitudes, and perceptions;
- explain the relationship between a person's attitude (e.g., commitment to job, personal biases) and her or his behaviour in the workplace (e.g., quality of performance, absenteeism; engaging in practices that reflect racist, sexist, or homophobic attitudes);
- evaluate the use of personality traits assessment instruments in the workplace (e.g., Myers-Briggs, True Colors, Emotional Intelligence).

Group Dynamics

By the end of this course, students will:

- analyse the stages of group development (forming, storming, norming, performing, and adjourning) and the roles individuals assume within a group structure;

- explain the nature and types of groups within an organization (e.g., formal/informal, committees/departments, electronic work groups);
- analyse the factors that contribute to the success or failure of a team (e.g., shared norms, cohesiveness, cultural expectations, social loafing);
- apply business teamwork skills to carry out projects and solve problems.

Leadership Techniques

By the end of this course, students will:

- analyse the characteristics of effective leaders (e.g., integrity, drive, vision, commitment to equity and diversity in the workplace);
- compare a variety of contemporary leadership theories (e.g., Leadership Grid, contingency, transactional, transformational, and servant theories);
- compare different leadership styles (e.g., democratic, autocratic, laissez-faire, collaborative) and describe how these styles are exemplified by a variety of business leaders (e.g., men and women from diverse ethnocultural groups, including Aboriginal peoples).

Management Challenges

Overall Expectations

By the end of this course, students will:

- 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.

Specific Expectations

The Communication Process in the Workplace

By the end of this course, students will:

- explain the barriers and obstacles to effective communication (e.g., cultural differences, differences in perception, inappropriate communication channels, misunderstanding of semantics);
- describe the techniques used to improve communication skills (e.g., active listening, constructive feedback, use of technological tools);
- analyse how personal perception can influence the interpretation of information and thereby affect the decisions an individual makes.

Stress and Conflict Management

By the end of this course, students will:

- evaluate the impact of personal and work-related stress on performance;
- describe the factors that contribute to stress and conflict in the workplace (e.g., working conditions, difficult bosses or co-workers, restructuring);

- identify stress-reduction techniques used in organizations (e.g., wellness programs, meditation, time-management training, flex-time);
- evaluate conflict-management styles (e.g., collaboration, avoidance, accommodation, compromise) and their impact on a situation.

Motivation

By the end of this course, students will:

- explain how various theories of motivation (e.g., the theories of Maslow, Herzberg, Alderfer, McClelland; goal-setting theory) contribute to an understanding of individual needs, productivity, and performance;
- analyse the various motivational strategies used by particular organizations;
- explain the relationship between motivation, rewards, and job performance.

Planning and Controlling

Overall Expectations

By the end of this course, students will:

- 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.

Specific Expectations

The Importance of Planning

By the end of this course, students will:

- describe the planning process and its benefits to the organization (e.g., flexibility, coordination, time management);
- apply different problem-solving strategies to a variety of management planning challenges;
- analyse the importance of individual and group creativity in planning.

Planning Tools and Techniques

By the end of this course, students will:

- describe tools and strategies used in the planning process (e.g., participatory planning, benchmarking, scenario planning);
- explain the use of effective short-term planning tools and strategies (e.g., policies, operational plans, planning approaches) and long-term planning tools (e.g., budgets, strategic plans, simulations, forecasts);
- demonstrate the ability to use time-management techniques.

Strategic Planning

By the end of this course, students will:

- explain the importance of the strategic planning process and describe the levels of strategic planning (corporate, business, functional) in an organization;

- describe the types of strategic plans (e.g., growth, retrenchment, e-business) used by specific organizations;
- analyse organizational strategic plans, using a variety of management tools (e.g., strengths, weaknesses, opportunities, threats analysis [SWOT analysis]; political, environmental, social, technological analysis; Porter's five forces competitive model);
- analyse the two levels of corporate culture (core and observable) and describe the relationship between corporate culture and strategic planning.

The Management of Change

By the end of this course, students will:

- analyse the elements that bring about change in an organization (e.g., developments in information technology, implementation of a growth plan, evolution of the organizational culture);
- analyse the reasons for various attitudes towards change (e.g., why individuals fear change, why individuals embrace change);
- evaluate different strategies used by managers to bring about acceptance of planned change (e.g., education, shared power, negotiation);

- analyse major challenges (e.g., new technologies, the influence of the Internet, globalization) and legal considerations (e.g., workplace safety standards, access for people with disabilities, pay equity) facing today's organizations.

Controlling

By the end of this course, students will:

- describe the steps in the control process and how they relate to the managerial process of leading, planning, and organizing;
- describe progressive discipline and its impact on the individual within an organization;
- describe the impact of internal control measures (e.g., self-discipline, goal setting) and external control measures (e.g., compensation systems, progressive discipline) on an organization;
- explain the three types of control systems used by organizations (feedforward, concurrent, feedback).

Organizing

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the various organizational 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.

Specific Expectations

Organizational Structures

By the end of this course, students will:

- assess the four traditional organizational structures (functional, divisional, hybrid, matrix);
- assess current organizational structures (e.g., team, network, boundaryless) with respect to the ways in which they increase productivity and competitive advantage;
- explain the role of the manager in dealing with trends in organizational design structures (e.g., shorter chain of command, decentralization, increased empowerment, move towards more organic structures);
- explain how organizational design (e.g., communication channels, team structures, alternative work schedules) can support a positive corporate culture.

The Changing Nature of Work

By the end of this course, students will:

- assess the relationship between the individual and an organization, considering issues such as the meaning of work, the psychological contract, the quality of work life, and job satisfaction;
- compare alternative job–design approaches (e.g., rotation, simplification, enrichment, enlargement);
- compare the strengths and weaknesses of various work settings and arrangements for individuals and groups (e.g., job sharing,

self-managed teams, work schedules, off-site work, contract work).

Human Resources

By the end of this course, students will:

- identify and describe the impact and importance of legal considerations in the human–resource process (e.g., with regard to wages, employment equity, health and safety, employee rights, bargaining agreements);
- analyse the relationship between an organization’s objectives and the human–resource process (e.g., planning, recruitment, selection);
- explain the strategies and concepts involved in developing and retaining a quality workforce (e.g., career development, diversity policies, labour–management relations, orientation, training);
- describe, drawing on information from a variety of sources, including the Internet, current management opportunities and the education and training they require;
- explain the nature and importance of performance appraisal within an organization;
- compare major performance–appraisal methods and techniques (e.g., comparisons, behaviourally anchored rating scale, graphic–rating scale, 360° feedback).