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## **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).