



CORNELL INTERNATIONAL ACADEMY

Course Outline

School Name: Cornell International Academy

Department Name: Business Studies

Ministry of Education Course Title:

Business Leadership: Management Fundamentals, University/College Preparation

Ministry Course Code: BOH4M

Grade Level: Grade 12

Developed from: *Business Studies- The Ontario Curriculum Grades 11 and 12, 2006 (Revised)*

Required Text: Management Fundamentals Canadian Edition, John Wiley & Sons Canada Ltd., 2009

Required Software: Microsoft Excel, or Google Sheets

Prerequisite: None

Credit Value: 1

Length: 110 hrs

Course Developer: Tyler Simon

Development Date: 2015

Course Revised: 2016

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

Student Expectations:

Foundations of Management

1. Assess the role of management without an organization
2. Demonstrate the use of appropriate communication techniques related to business management
3. Evaluate the impact of issues relate to ethics and social responsibility on the management of organizations

Leading

1. Apply an understanding of human behaviour to explain how individual and groups function in the workplace
2. Demonstrate an understanding of group dynamics
3. Demonstrate an understanding of proper leadership techniques in a variety of situations

Management Challenge

1. Demonstrate an understanding of the communication process within the workplace
2. Evaluate the strategies used by individuals and organizations to manage stress and conflict\
3. Compare theories of how to motivate individuals and teams in a productive work environment

Planning and Controlling

1. Analyse the importance of planning to the success of an organization
2. Demonstrate an understanding of appropriate planning tools and techniques in a variety of situations
3. Analyse the relationship between strategic planning and the success of an organizations
4. Analyse how companies respond to internal and external pressures for change
5. Assess the importance of control in management

Organizing

1. Demonstrate an understanding of the various organizational structures used to manage the workforce effectively
2. Assess the ways in which organizational structures have changed to adapt to the changing nature of work
3. Evaluate the role of human resources within an organization

Unit 1: Management Fundamentals

22 hours

In this introductory unit you will learn about the fundamentals of management and how management has evolved over the past century. You will be introduced to the principles of management as well as the different levels of management in the workplace. You will learn of the contributions made by some of the pioneers of management theory, and you will explore some of the more recent management trends that are revolutionizing the modern workplace. You will finally learn of the pivotal role that communication plays in effective management practice.

Unit 2: Planning and Controlling

30 Hours

In this unit, you will learn various planning strategies, and its critical importance to the success of a business. We will analyze several factors that leaders use when deciding how to best plan for the future success of the business, and when things go wrong, how leaders use controlling techniques to make adjustments. Students will analyze, preform and use the some of the most important tools when it comes to planning and controlling.

Unit 3: Leadership, Motivation and Human Behaviour

30 hours

In this unit, you will examine the factors that motivate individuals and groups. You will learn about the elements that shape human behaviour. In addition, you will examine the role of certain functional teams in the workplace, including how they develop and the problems they are likely to encounter. You will look at the principles of leadership, as well as the various leadership styles that you may encounter in the workplace.

Unit 4: Management Challenges

25 hours

In the final unit, you will learn about a variety of challenges that managers face in their careers: dealing with staffing and human resources, managing stress and conflict in the workplace, preparing for and adapting to changes, controlling resource allocation and other operations, and dealing with ethical issues and the organization's social responsibility. You will discover that management is a complex profession and that to become a successful manager, you will have to study and train.

Final Evaluation - 3 hrs

The final assessment task is a three hour proctored final exam worth 20% of the student's final mark in the course.

Total 110 hrs

Each unit is evaluated on the basis of the following four categories of achievement

Knowledge/Understanding 15%

Thinking/Inquiry 20%

Communication 20%

Application 15%

For a detailed breakdown of achievement categories and levels of achievement, please see charts below.

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
The student:				
Knowledge of content (e.g., forms of text, reading and writing strategies, information)	– demonstrates limited knowledge of content	– demonstrates some knowledge of content	– demonstrates considerable knowledge of content	– demonstrates thorough knowledge of content
Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes; uses of literary devices)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
Thinking <i>The use of critical and creative thinking skills and/or processes</i>				
The student:				
Use of planning skills (e.g., focusing research, gathering information, generating ideas, organizing an inquiry)	– uses planning skills with limited effectiveness	– uses planning skills with some effectiveness	– uses planning skills with considerable effectiveness	– uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, integrating, synthesizing, evaluating, forming conclusions)	– uses processing skills with limited effectiveness	– uses processing skills with some effectiveness	– uses processing skills with considerable effectiveness	– uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, critical/creative analysis, invention, research)	– uses critical/creative thinking processes with limited effectiveness	– uses critical/creative thinking processes with some effectiveness	– uses critical/creative thinking processes with considerable effectiveness	– uses critical/creative thinking processes with a high degree of effectiveness
Communication <i>The conveying of meaning through various forms</i>				
The student:				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	– expresses and organizes ideas and information with limited effectiveness	– expresses and organizes ideas and information with some effectiveness	– expresses and organizes ideas and information with considerable effectiveness	– expresses and organizes ideas and information with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication (cont.)				
The student:				
Communication for different audiences and purposes (e.g., to inform, to express an opinion) in oral, visual, and written forms, including media forms	– communicates for different audiences and purposes with limited effectiveness	– communicates for different audiences and purposes with some effectiveness	– communicates for different audiences and purposes with considerable effectiveness	– communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., grammar, spelling, punctuation, style, usage), vocabulary, and terminology of the discipline in oral, visual, and written forms, including media forms	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application <i>The use of knowledge and skills to make connections within and between various contexts</i>				
The student:				
Application of knowledge and skills (e.g., concepts, strategies, processes) in familiar contexts	– applies knowledge and skills in familiar contexts with limited effectiveness	– applies knowledge and skills in familiar contexts with some effectiveness	– applies knowledge and skills in familiar contexts with considerable effectiveness	– applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., concepts, strategies, processes) to new contexts	– transfers knowledge and skills to new contexts with limited effectiveness	– transfers knowledge and skills to new contexts with some effectiveness	– transfers knowledge and skills to new contexts with considerable effectiveness	– transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., within the discipline; between disciplines; between personal experience and the world outside school)	– makes connections within and between various contexts with limited effectiveness	– makes connections within and between various contexts with some effectiveness	– makes connections within and between various contexts with considerable effectiveness	– makes connections within and between various contexts with a high degree of effectiveness

Teaching/Learning Strategies:

Some of the teaching and learning strategies that are suitable to material taught in business studies are the use of case studies and simulations, teamwork, brainstorming, mind mapping, problem solving, decision making, independent research, personal reflection, seminar presentations, direct instruction, portfolios, and hands-on applications. In combination, such approaches promote the acquisition of knowledge, foster positive attitudes towards learning, and encourage students to become lifelong learners. To make the program interesting and relevant, we will help students to relate the knowledge and skills gained to issues and situations in the business world. It is essential to emphasize the relationship of business studies to the world outside the school to help students recognize that what they are studying is not just a school subject but a reality that profoundly affects their lives, their communities, and the world.

Strategies for Assessment and Evaluation of Student Achievement:

The following types of activities will be used to assess student learning: these follow under the assessment for learning and do not contribute directly to the student's overall mark

- Conferences
- Content Quizzes
- Group Discussions
- Note creation
- Homework Checks
- Written Responses
- Case Studies
- Investigations
- Class seminars
- Media Analysis
- Practice Oral Presentations
- Peer Revision (written material)

The following activities conducted throughout the year will be used as part of the student's assessment of learning and represent 70% of the student's Final Grade
(Note: some activities, used in different contexts, are used for both formative and summative purposes.)

- Written Texts: (Reports, Opinion, email, correspondence)
- Conferences
- Content Tests
- Observation of Class
- Discussion contributions
- Oral Presentations that use appropriate business techniques
- Text Analysis
- Creating and Analysing Graphical Texts

70% Course Evaluation	30% End of course evaluation
<p>Classical Management Analysis: (10%)</p> <ul style="list-style-type: none"> - In this assignment, students will solve a managerial problem using the classical management theories. <p>Ethics Report: (10%)</p> <ul style="list-style-type: none"> - Students will be asked to look at a current ethical issue that business managers face everyday <p>Break-even Analysis: (10%)</p> <ul style="list-style-type: none"> - Students will use a BE analysis tool that many managers use to make important managerial decisions <p>CEO Compensation Report: (15%)</p> <ul style="list-style-type: none"> - Students will research and respond to the theory of CEO compensation. <p>Unit Tests: (10%)</p> <ul style="list-style-type: none"> - Students will have to write one unit test based on knowledge learned during the unit. <p>Presentation: (15%)</p> <ul style="list-style-type: none"> - Students will prepare a presentation based on Famous Leaders, paying particular attention to leadership traits. 	<p>FinalExam30%</p> <ul style="list-style-type: none"> - A mixture of short answer and multiple choice questions, a sight passage, and a short comparative essay at the end.

Program Planning Considerations for English:

Teachers who are planning a program in English must take into account considerations in a number of important areas. Essential information that pertains to all disciplines is provided in the companion piece to this document, *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2007 (Revised)*. The areas of concern to all teachers that are outlined there include the following:

- Education for Exceptional Students
- The Role of Technology in the Curriculum
- English as a Second Language (ESL) and English Literacy Development (ELD)
- Antidiscrimination Education in the English Program
- Literacy, Numeracy, and Inquiry/Research Skills

- Career Education
- Cooperative Education
- Health and Safety

Considerations relating to the areas listed above that have particular relevance for program planning in English are noted here.

Education for Exceptional Students. In planning courses in English, teachers should take into account the needs of exceptional students as set out in their Individual Education Plan. English courses reflect the creative part of our literary world, which offers a vast array of opportunities for exceptional students. Students who use alternative techniques for communication may find a venue for their talents as writers. Just as English responds to the needs and demands of the greater world of work, English courses are largely shaped by the needs and demands of students who will all eventually end up in this greater world.

The Role of Technology in the Curriculum. Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the virtual classroom. Although the Internet is a powerful learning tool, there are potential risks attached to its use. All students must be made aware of issues of Internet privacy, safety, and responsible use, as well as of the potential for abuse of this technology, particularly when it is used to promote hatred. Information technology is considered a learning tool that must be accessed by English students when the situation is appropriate. As a result, students will develop transferable skills through their experience with word processing, internet research, presentation software, and telecommunication tools, as would be expected in any business environment.

English As a Second Language and English Literacy Development (ESL/ELD). With exposure to the English language in a supportive learning environment, most young children will develop oral fluency quite quickly, making connections between concepts and skills acquired in their first language and similar concepts and skills presented in English. However, oral fluency is not a good indicator of a student's knowledge of vocabulary or sentence structure, reading comprehension, or other aspects of language proficiency that play an important role in literacy development and academic success. Research has shown that it takes five to seven years for most English language learners to catch up to their English-speaking peers in their ability to use English for academic purposes. Moreover, the older the children are when they arrive, the greater the language knowledge and skills that they have to catch up on, and the more direct support they require from their teachers. Responsibility for students' English-language development is shared by the course teacher, the ESL/ELD teacher (where available), and other school staff. Volunteers and peers may also be helpful in supporting English language learners in the language classroom. Teachers must adapt the instructional program in order to facilitate the success of these students in their classrooms. Appropriate adaptations include:

1. modification of some or all of the subject expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher;
2. use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, scaffolding; previewing of textbooks, pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
3. use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and materials that reflect cultural diversity);
4. use of assessment accommodations (e.g., granting of extra time; use of oral interviews, demonstrations or visual representations, or tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

Note: When learning expectations in any course are modified for an English language learner (whether the student is enrolled in an ESL or ELD course or not), this information must be clearly indicated on the student's report card.

This English course can provide a wide range of options to address the needs of ESL/ELD students. Detailed analysis of the parts of speech, vocabulary and sentence, paragraph and essay structure will help ESL students in mastering the English language and all of its idiosyncrasies. In addition, since all occupations require employees with a wide range of English skills and abilities, many students will learn how their backgrounds and language skills can contribute to their success in the larger world.

Antidiscrimination Education in the English Program. Learning resources that reflect the broad range of students' interests, backgrounds, cultures, and experiences are an important aspect of an inclusive English program. In such a program, learning materials involve protagonists of both sexes from a wide variety of backgrounds. Teachers routinely use materials that reflect the diversity of Canadian and world cultures, including those of contemporary First Nations, Métis, and Inuit peoples, and make them available to students. Short stories, novels, magazine and newspaper articles, television programs, and films provide opportunities for students to explore issues relating to their self-identity. In inclusive programs, students are made aware of the historical, cultural, and political contexts for both the traditional and non-traditional gender and social roles represented in the materials they are studying. Stories, novels, informational texts, and media works relating to the immigrant experience provide rich thematic material for study, as well as the opportunity for students new to Canada to share their knowledge and experiences with others. In addition, in the context of the English program, both students and teachers should become aware of aspects of intercultural communication – for example, by exploring how different cultures interpret the use of eye contact and body language in conversation and during presentations. Resources should be chosen not only to reflect diversity but also on the basis of their appeal for both girls and boys in the classroom. Recent research has shown that many boys are interested in informational materials, such as manuals and graphic texts, as opposed to works of fiction, which are often more appealing to girls. Both sexes read Internet materials, such as website articles, e-mail, and chat messages, outside the classroom. The development of critical thinking skills is integral to the English curriculum. In the context of what is now called "critical literacy", these skills include the ability to identify perspectives, values, and issues; detect bias; and read for implicit as well as overt meaning. In

the English program, students develop the ability to detect negative bias and stereotypes in literary texts and informational materials. When using biased informational texts, or literary works containing negative stereotypes, for the express purpose of critical analysis, teachers must take into account the potential negative impact of bias on students and use appropriate strategies to address students' responses. Critical literacy also involves asking questions and challenging the status quo, and leads students to look at issues of power and justice in society. The program empowers students by enabling them to express themselves and to speak out about issues that strongly affect them. Literature studies and media studies also afford both students and teachers a unique opportunity to explore the social and emotional impact of bullying, violence, and discrimination in the form of racism, sexism, or homophobia on individuals and families.

Literacy Mathematical literacy, and Inquiry, Research Skills. Literacy, mathematical literacy, and inquiry/research skills are critical to students' success in all subjects of the curriculum and in all areas of their lives. The acquisition and development of literacy skills is clearly the focus of the English curriculum, but the English program also builds on, reinforces, and enhances mathematical literacy. For example, clear, concise communication often involves the use of diagrams, charts, tables, and graphs, and the English curriculum emphasizes students' ability to interpret and use graphic texts. Inquiry is at the heart of learning in all subject areas. In English courses, students are encouraged to develop their ability to ask questions and to explore a variety of possible answers to those questions. As they advance through the grades, they acquire the skills to locate relevant information from a variety of sources, such as books, newspapers, dictionaries, encyclopedias, interviews, videos, and the Internet. The questioning they practiced in the early grades becomes more sophisticated as they learn that all sources of information have a particular point of view and that the recipient of the information has a responsibility to evaluate it, determine its validity and relevance, and use it in appropriate ways. The ability to locate, question, and validate information allows a student to become an independent, lifelong learner.

Career Education. Expectations in the English program include many opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. To prepare students for the literacy demands of a wide array of postsecondary educational programs and careers, English courses require students to develop research skills, practice expository writing, and learn strategies for understanding informational reading materials. Making oral presentations and working in small groups with classmates help students express themselves confidently and work cooperatively with others. Regardless of their postsecondary destination, all students need to realize that literacy skills are employability skills. Powerful literacy skills will equip students to manage information technologies, communicate effectively and correctly in a variety of situations, and perform a variety of tasks required in most work environments.

Cooperative Education and Other Workplace Experiences. By applying the skills they have developed, students will readily connect their classroom learning to real-life activities in the world in which they live.

Health and Safety. The English program provides the reading skills for the student to be able to explore the variety of concepts relating to health and safety in the workplace.

Assignment Policy:

Should students not submit an assignment by the due date, the following will apply:

The assignment may be submitted the next class, but must be accompanied by reason for the assignment being late and there will be no penalty.

If the submission does not apply the above policy is the professional judgment of the teacher that will decide if other requirements will apply or penalties, including a mark of zero, will be given.

Missed Tests:

If students miss attest with legitimate reasons, they are responsible to write that evaluation on the day on which they return at a time set by teacher. For prolonged absences, the teacher will use his/her professional judgment to set new test dates for that particular student.

If student is not willing to take the test a mark zero will be given.

Attendance:

Attendance is crucial for all classes as is written in the school policies. After 3 days of missing, student will be asked to see the school principal and provide explanations about the reasons. For more than 3 days the process will follow the school policy about missing classes. With 30% absences in the course the credit will not be given.