Insight Academy of Canada

Course Outline

Course Title	Business Leadership: Management Fundamentals, Grade 12, University/College Preparation (BOH4M)
Grade	12
Course Type	University/College Preparation
Course Code	BOH4M
Credit Value	1.0
Curriculum Policy Documents	The Ontario Curriculum, Grades 11 and 12: Business Studies, 2006 (revised) Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010
Prerequisite(s)	None

Course Description/Rationale

This course focuses on the development of leadership skills used in managing a successful business. Students will analyze 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.

Overall Curriculum Expectations

A. Foundations of Management By the end of this course, students will:	
A1	Assess the role of management within an organization;
A2	Demonstrate the use of appropriate communication techniques related to business management;
A3	Evaluate the impact of issues related to ethics and social responsibility on the management of organizations.
B. Leading By the end of this course, students will:	
B1	Apply an understanding of human behaviour to explain how individuals and groups function in the workplace;
B2	Demonstrate an understanding of group dynamics;
B3	Demonstrate an understanding of proper leadership techniques in a variety of situations.
C. Management Challenges By the end of this course, students will:	
C1	Demonstrate an understanding of the communication process within the workplace;
C2	Evaluate the strategies used by individuals and organizations to manage stress and conflict;
C3	Compare theories of how to motivate individuals and teams in a productive work environment.
D. Planning and Controlling By the end of this course, students will:	
D1	Analyse the importance of planning to the success of an organization;
D2	Demonstrate an understanding of appropriate planning tools and techniques in a variety of situations;
D3	Analyse the relationship between strategic planning and the success of an organization;
D4	Analyse how companies respond to internal and external pressures for change;

D5	Assess the importance of control in management.	
E. Organizing Throughout this course, students will:		
E1	Demonstrate an understanding of the various organizational structures used to manage the workforce effectively;	
E2	Assess the ways in which organizational structures have changed to adapt to the changing nature of work;	
E3	Evaluate the role of human resources within an organization.	

Outline of Course Content

Unit No.	Unit Title	Instructional Time	Overall Expectations
1	Foundations of Management	22 hours	A1, A2, A3
2	Leading	22 hours	B1, B2, B3
3	Management Challenges	22 hours	C1, C2, C3
4	Planning and Controlling	24 hours	D1, D2, D3, D4, D5
5	Organizing	20 hours	E1, E2, E3
Total Instructional Time		**110 HOURS**	
6	Final Exam	2 hours	All

Unit Descriptions
The entire course is delivered online

Unit 1: Foundations of Management Students will analyze and assess the role of management within an organization today, while looking at various management theories of the past. They will also look at a variety of business communication techniques used by management today. The impact and emphasis of management's role in the face of ethical decision making is also taken into consideration. **Specific Expectations: A1.1, A1.2, A1.3, A2.1, A2.2, A2.3, A2.4, A2.5, A3.1, A3.2**
Unit 2: Leading Students will further develop an understanding of characteristics of leaders today and contemporary leadership theories. The relationship between human behavior and job satisfaction and success will also be studied. Finally, group dynamic formation will be reviewed with an emphasis of the impact of groups in the workplace. **Specific Expectations: B1.1, B1.2, B1.3, B1.4, B2.1, B2.2, B2.3, B2.4, B3.1, B3.2, and B3.3**

Unit 3: Management Challenges
Students will look at some of the issues facing managers in the 21st century and how to deal with them. These challenges include employee stress, barriers to effective communication in the workplace and conflict management. Theoretical and practical motivational techniques will also be studied during this unit.
Specific Expectations:C1.1, C1.2, C1.3, C2.1, C2.2, C2.3, C2.4, C3.1, C3.2, and C3.3
Unit 4: Planning and Controlling
Students will analyze business strategy at various levels of management and corporate culture that helps facilitate this strategy. Also studied are changes in the workplace and successful planning techniques used by management to improve effectiveness.
Specific Expectations: D1.1, D1.2, D1.3,D2.1, D2.2,D2.3, D3.1, D3.2, D3.3, D3.4, D4.1, D4.2, D4.3, D4.4, D5.1, D5.2, D5.3, D5.4
Unit 5: Organizing
Students will demonstrate an understanding of the various organizational structures used to manage the workforce effectively and assess the ways in which organizational structures have changed to adapt to the changing nature of work. They will also look at the role of human resources within an organization.
Specific Expectations: E1.1, E1.2, E1.3, E1.4, E2.1, E2.2, E2.3, E3.1, E3.2, E3.3, E3.4, E3.5 and E3.6

Teaching and Learning Strategies

Effective instruction is key to student success and students learn best when they are engaged in a variety of ways of learning. Teachers at Insight Academy of Canada (IAC) provide numerous opportunities and use a variety of instructional, assessment, and evaluation strategies to help students develop skills of inquiry, problem solving, and communication as they investigate and learn fundamental concepts. The activities offered enable students not only to make connections among these concepts throughout the course but also to relate and apply them to relevant societal, environmental, and economic contexts. Opportunities to relate knowledge and skills to these wider contexts will motivate students to learn and to become lifelong learners.

Each unit of the course contains a Unit Overview, a number of Lessons, and assignments. Lessons are delivered through the following format.
- Mind on. Students are introduced to the content through a variety of exploratory and instructional strategies including watching online videos.
- Actions. Students practice and apply their new learning exercises, case studies, research and worksheet completion. Students are actively engaged in their assessment process as they monitor their own learning to determine their next steps and set individual learning goals.
- Consolidation. Students are provided opportunities to demonstrate what they have learned through independent practice, reflection assignments, and discussion posts (Exit Card).

- Extension Activities. Students study extra lesson resources, complete homework assignment, and response to teacher's follow-up questions to expand their learning and prepare for unit test.

Along with some of the strategies noted in the assessment and evaluation strategies charts below, teaching and learning strategies will include:
- Activity Based Strategies: Student completes assigned activities reflecting the learning goals of the course
- Cooperative Strategies: Small group learning providing high levels of student engagement and interdependence through discussion posts/student feedback/debates
- Direct Instruction Strategies: Teacher guided instruction on areas for student improvement based on chats, office hours, assignment feedback
- Independent Learning Strategies: Students analyze their own strengths and weaknesses through self-assessment
- Technology and Media Based Applications: Integrating technology into the course when appropriate is proving to be valuable for enhancing and extending the learning experience for faculty and students.
- Thinking Skills Strategies: Independent generation of best learning practices and characteristics
- Inquiry Research Mode: Detailed steps focused upon using sources properly in own work and through feedback from teacher and peer

Activity Based Strategies	Cooperative Strategies	Direct Instruction Strategies
• Panel Discussion • Online videos • Articles • Online research	• Collaborative • Discussion Posts • Peer Commentary • Peer interactive communication	• Lecture • Review • Articles/Videos • Worksheets
Independent Learning Strategies	Technology and Media Based Applications	Thinking Skills Strategies
• Homework Q&A • Report • Note taking • Discussion Posts • Online Research • Summary Review Worksheets • Online research • Exit Card • Self-assessment	• Homework Q&A online submissions • Independent Reading • Videos Q&A • Discussion Posts • Online Research • Media Presentation (Slideshow)	• Sharing opinions/offering commentary • Brainstorming • Questionnaires/self-reflection • Problem Solving • Case Study Analysis • Oral Explanation • Applications to current events/real companies of their choice • Self-reflection/time management techniques
Inquiry Research Mode		
• Research Process • Dialogues with Teacher & Peers		

Strategies for Assessment & Evaluation of Student Performance

Insight Academy of Canada's (IAC) Assessment and Evaluation policy is aligned with the Ministry of Education's Growing Success policy document which outlines the assessment, evaluation, and reporting policies and practices in Ontario schools.

Basic Considerations

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from a variety of sources that accurately reflect show well a student is achieving the curriculum expectations in a course. Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards, and assigning a value to represent that quality.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, IAC teachers will use assessment and evaluation strategies that:
- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning

Evaluation and Reporting of Student Achievement

Insight Academy of Canada's (IAC) will use the Provincial Report Card, Grades 9–12, for formal written reports to students and parents two times a semester. The report card provides a record of the student's achievement of the curriculum expectations in the course, at particular points in the school year or semester, in the form of a percentage grade. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline.

A final grade is recorded for the course, and a credit is granted and recorded for the course in which the student's grade is 50% or higher. The final grade for the course will be determined as followings:
- Seventy per cent of the grade will be based on evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination and administered at the end of the course.

Assessment and Evaluation Categories and Weights			
Achievement Categories	Percent	Evaluation for Final Grade	Percent
Knowledge/Understanding	25%	Term Work	70%
Inquiry/Thinking	25%		
Communication	25%	Final Evaluation	30%
Application	25%		

Reporting on Demonstrated Learning Skills & Work Habits

The report card provides a record of the learning skills demonstrated by the student in every course, in the following six categories: Responsibility, Organization, Independent Work, Collaboration, Initiative & Self-regulation. These learning skills and work habits are evaluated using a four-point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement). The separate evaluation and reporting of the learning skills and work habits in these six areas reflect their critical role in students' achievement of the curriculum expectations. To the extent possible, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a course, should not be considered in the determination of percentage grades.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, IAC teachers use a variety of strategies throughout the course.