



## CLARKSON SECONDARY SCHOOL

**Course Code: BOH 4M0**

**Course Name: Business Leadership: Management Fundamentals**

**Prerequisite:**

None

**Material Required:**

USB device (2 GB+ recommended)  
3 ring binder (1"+ recommended)  
Calculator  
Paper  
Writing utensils and highlighters

**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.

### Overall Course Expectations

**Unit 1: Foundations of Management**

In this unit, 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.

**Unit 2: Leading**

In this unit, 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.

**Unit 3: Management Challenges**

In this unit, 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.

**Unit 4: Planning and Controlling**

In this unit, 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.

**Unit 5: Organizing**

- 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.

## ASSESSMENT BREAKDOWN INCLUDING CATEGORIES AND WEIGHTINGS.

**Formative assessments are learning practices that provide important feedback to student progress.**  
**Summative assessments form the foundation for final mark allocation at the end of a unit, term and exam.**

The primary purpose of assessment and evaluation is to improve student learning. Seventy per cent of the grade will be based on evaluation such as business documents, assignments, projects, current events, research projects, debates, case studies, visual displays, presentations (e.g. PowerPoint, Prezi), and unit tests conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement. The assessments and evaluations will be distributed across the following four achievement chart categories:

<b>Knowledge &amp; Understanding</b>  <b>30%</b>	Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding).	<ul style="list-style-type: none"> <li>★ Knowledge of content (e.g., facts, terms, definitions, procedures)</li> <li>★ Understanding of content (e.g., concepts, principles, theories, relationships, methodologies and/or technologies)</li> </ul>
<b>Thinking</b>  <b>10%</b>	The use of critical and creative thinking skills and/or processes.	<ul style="list-style-type: none"> <li>★ Use of planning skills (e.g., focusing research, gathering information, selecting strategies, organizing a project)</li> <li>★ Use of processing skills (e.g., analysing, interpreting, assessing, reasoning, generating ideas, evaluating, integrating, synthesizing, seeking a variety of perspectives, forming conclusions)</li> <li>★ Use of critical/creative thinking processes (e.g., evaluation of business situations, problem solving, decision making, detecting bias, research)</li> </ul>
<b>Communication</b>  <b>10%</b>	The conveying of meaning through various forms.	<ul style="list-style-type: none"> <li>★ Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including electronic forms (e.g., presentations, charts, graphs, tables, maps, models, web pages, spreadsheets, flyers, financial statements, letters, memos, reports)</li> <li>★ Communication for different audiences (e.g., peers, business clients, company supervisor) and purposes (e.g., to inform, to persuade) in oral, visual, and written forms, including electronic forms</li> <li>★ Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and written forms, including electronic forms</li> </ul>
<b>Application</b>  <b>20%</b>	The use of knowledge and skills to make connections within and between various contexts.	<ul style="list-style-type: none"> <li>★ Application of knowledge and skills (e.g., concepts, procedures, processes, use of technology and materials) in familiar contexts</li> <li>★ Transfer of knowledge and skills (e.g., choice of tools and software, ethical standards, concepts, procedures, technologies) to new contexts</li> <li>★ Making connections within and between various contexts (e.g., connections between business studies and personal experiences, opportunities, social and global challenges and perspectives; cross-curricular and multidisciplinary connections)</li> </ul>
<b>Culminating</b>  <b>30%</b>	Based on a final evaluation administered at or towards the end of the course.	<ul style="list-style-type: none"> <li>★ Final exam allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.</li> </ul>

**LEARNING SKILLS**

Learning Skills will be reported on the student’s report card. The following chart indicates the skills and look-fors for each student.

WORKS INDEPENDENTLY	TEAMWORK	ORGANIZATION	WORK HABITS/HOMEWORK	INITIATIVE	SELF-REGULATION
<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>★ accomplishes tasks independently</li> <li>★ accepts responsibility for accomplishing tasks</li> <li>★ follows instructions</li> <li>★ regularly completes assignments on time and with care</li> <li>★ uses time effectively</li> </ul>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>★ works willingly and cooperatively with others</li> <li>★ listens attentively, without interrupting</li> <li>★ takes responsibility for his/her share of the work to be done</li> <li>★ helps to motivate others, encouraging them to participate</li> <li>★ shows respect for the ideas and opinions of others</li> </ul>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>★ organizes work when faced with a number of tasks</li> <li>★ devises and follows a coherent plan to complete a task</li> <li>★ demonstrates ability to organize and manage information</li> <li>★ follows an effective process for inquiry and research</li> </ul>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>★ completes homework on time and with care</li> <li>★ follows directions</li> <li>★ shows attention to detail</li> <li>★ perseveres with complex projects that require sustained effort</li> <li>★ applies effective study practices</li> </ul>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>★ seeks out new opportunities for learning</li> <li>★ seeks necessary and additional information</li> <li>★ requires little prompting to complete a task,</li> <li>★ approaches new learning situations with confidence and a positive attitude</li> <li>★ seeks assistance when needed</li> </ul>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>★ sets individual goals and monitors own progress</li> <li>★ seeks clarification or assistance when needed</li> <li>★ reflects and assesses critically own strengths, needs and interests</li> <li>★ perseveres and makes an effort when responding to challenges</li> </ul>

**Additional Information:**

Should the teacher choose to use My Class Site or Angel Learning Management System, students are expected to retrieve notes or assignments from these websites on a regular basis.

Students are required to submit assignments using Turnitin.com as requested by the teacher.

Students may not always be assigned homework, but are expected to review their class notes on a regular basis.

## Clarkson S.S. Assessment & Evaluation Policy

### **CHEATING:**

Students are expected to demonstrate **HONESTY** and integrity and submit assessments that are reflective of their own work. Cheating is defined as completing an assessment in a dishonest way through improper access to the answers. Examples include, but are not limited to; using another student's work as your own, using an unauthorized reference sheet during an assessment, receiving / sending an electronic message to another student with test questions / answers, stealing assessments, etc.

In order to ensure that all assessments are free from cheating,

#### Students will:

- ★ review school policy with regards to academic honesty;
- ★ submit their own work for evaluation to show evidence of skill and knowledge;
- ★ use only teacher approved materials during an evaluation;
- ★ demonstrate the qualities of good character and good intention (honesty, caring, respectful, responsibility,) when preparing evidence of their learning.

If a student cheats on an assessment,

#### Students may be:

- ★ required to complete an alternate evaluation under direct supervision in a timely manner
- ★ required to write a reflective piece which demonstrates an understanding of the character attribute of honesty
- ★ assigned a mark deduction
- ★ referred to a vice-principal
- ★ assigned a zero

### **PLAGIARISM:**

Students are expected to demonstrate **HONESTY** and use proper citations and referencing when completing assessments. Plagiarism is defined as the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work. Examples include, but are not limited to; copying another's project (portions or whole) and paraphrasing parts of a book or article without reference or citation.

In order to ensure that all assessments are free from plagiarism,

#### Students will:

- ★ be required to complete a workshop in correct documentation
- ★ produce their own work
- ★ give credit through appropriate citations and referencing when quoting or paraphrasing the work of others
- ★ be diligent in maintaining and protecting their own work
- ★ seek clarification or assistance from teachers or other available resources

If an assessment is plagiarized,

#### Students may be:

- ★ required to rewrite or resubmit all or parts of the assignment
- ★ referred for remedial lessons on proper citation and references
- ★ required to do a reflection on the character attribute of honesty
- ★ referred to a vice-principal
- ★ required to sign a contract with the administration and teacher about commitment to academic honesty
- ★ assigned a zero

### **LATE ASSIGNMENTS** – assignments submitted after the due date and before the absolute deadline.

Students are expected to demonstrate **RESPONSIBILITY** and submit all assessments by the established due date. Students are responsible for providing evidence of their achievement of the overall course expectations within the time frame specified by the teacher and in a form approved by the teacher. There are consequences for not completing assignments for evaluation or for submitting those assignments late.

In order to ensure that all evaluations are submitted by the established due date,

Students will:

- ★ record due dates in personal organizers
- ★ consider other commitments including co-curricular activities in planning assignment completion
- ★ negotiate alternate due date well before due date, not last minute (a minimum of 24 hours in advance or at teacher's discretion)
- ★ find out what they missed during absences
- ★ use school support systems (i.e., special education, counselors, extra help)

If an evaluation is submitted **after** the due date

Students :

- ★ must notify the teacher and explain why the assignment was not submitted on the due date – in grades 9 & 10 a note from a parent/guardian may be required
- ★ marks may be deducted for late assignments
- ★ may be required to complete the assignment with supervision
- ★ may be referred to a school based support team or a vice-principal
- ★ may be placed on a contract for assignment completion

**MISSED ASSIGNMENTS – assignments either not submitted or submitted after the absolute deadline**

Excerpt from Policy 14.

In order to ensure that all evaluations are submitted,

Students will:

- ★ be responsible for meeting and knowing absolute deadlines for missed assignments
- ★ use personal organizers to manage time and meet deadlines
- ★ be responsible for maintaining on- going communication with their teacher
- ★ take responsibility for missed work during all absences

If an evaluation is submitted **after** the **absolute** deadline,

Students:

- ★ must notify the teacher and explain why the assignment was not submitted
- ★ students may be asked to provide a note from a parent/guardian
- ★ may be required to complete the assignment or an alternate assignment under supervision
- ★ may be referred to a school based support team or a vice-principal
- ★ may be placed on a contract for assignment completion
- ★ may be involved in an action plan to complete the required assignment within a given time frame
- ★ may be assigned a zero



**I have read and understood the course description, overall course expectations, assessment breakdown including categories and weightings, and assessment and evaluation policy outlined above.  
My signature below signifies that I will comply.**

BOH 4M0

Course Code

Management Fundamentals

Course Name

Date

Parent/Guardian Signature

Print Student Name

Student Signature