



Business Leadership Grade 12, Mixed (BOH4M)

- Prerequisite -** Any U., U/C, or C. prep. course in Business Studies or Canadian and World Studies
- Credit -** 1.0
- Teachers -** Mr. Cameron Stott & Mr. Eric Oest
- Email -** cstott@torontoprepschool.com & eoest@torontoprepschool.com
- Textbook -** Exploring Management, 3rd Edition. John Wiley and Sons Publishing, 2012. Schermerhorn, John.
- Extra-Help -** Monday to Friday from 9:00 to 9:50 or by appointment in the afternoons
- Wiki -** <http://main.torontoprepschool.com>
- Classroom -** <https://classroom.google.com>

Course Description

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

This course offers the student the opportunity to work with a variety of students and to develop products to promote a sense of belonging in their school and community. The goal of the course is to build capacity in senior students. It will provide all students with skills that will be beneficial throughout and beyond high school.

Overall Course Expectations

- **Foundations of Management**
 - 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.
- **Leading**
 - 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.
- **Management Challenges**
 - 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.
- **Planning and Controlling**
 - Analyze the importance of planning to the success of an organization.
 - Demonstrate an understanding of appropriate planning tools and techniques in a variety of situations.
 - Analyze the relationship between strategic planning and the success of an organization.
 - Analyze how companies respond to internal and external pressures for change.
 - Assess the importance of control in management.
- **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.

Topics of Study

Unit	Unit Descriptions	Length
1 – Introduction: Management Challenges	<p><i>Unit Question: In what ways can we communicate effectively (for a certain effect) as a leader?</i></p> <p>This unit discusses the communication process in the workplace, including the importance of oral written communication, stress & conflict management and motivation. The issues will be presented as challenges with different strategies for dealing with the more prevalent challenges faced in today's workplace.</p>	22 hours
2 – Foundations of Management	<p><i>Unit Question: How can my understanding of managing others be beneficial to my role as a leader?</i></p> <p>Students will discuss qualities they desire in managers, what traits and skills good leaders possess as well as the history of different schools of thought with how leaders should lead. Different human resource techniques, corporate ethics and the bind it can put leaders in is also discussed.</p>	22 hours
3 – Leading	<p><i>Unit Questions: What is a leader? What are the skills and qualities of leaders?</i></p> <p>This unit will discuss human behaviour and different approaches leaders can take to maximize individual potential, how to deal with different group dynamics and the inter-relationships between team members, and different leadership techniques will be introduced.</p>	23 hours
4 – Planning and Controlling	<p><i>Unit Question: In what ways can I plan effectively in order to be successful?</i></p> <p>This unit focuses on the importance of planning, planning tools and techniques, strategic planning, the management of change and the control process. Data management, analytics and the use of technology to help in the planning and controlling aspect of business is introduced.</p>	23 hours
5 –Organizing and Creating Community	<p><i>Unit Question: In what ways can I get involved with and become a leader in my community?</i></p> <p>The last unit focuses the organization that leaders must display when attempting to achieve a goal. This includes giving direction, feedback and constructive criticism. The importance of organization is stressed, as this is often an indicating factor of a successful company.</p>	20 hours
Total		110 hours

Required Materials

While it is expected that you will bring your computer to every class, there will be situations where it is more appropriate to take notes using pen/pencil and paper. In addition, while we will try to keep physical handouts to a minimum, there still needs to be a place where they can be easily stored and retrieved.

- 3-ring binder with 5 separate sections
- Lined and blank paper
- Pens, pencils, an eraser, and ruler

Assessment and Evaluation

This course will be broken down into five (5) units. All of the course work within these 5 units will comprise 70% of your final mark.

This course will also feature a course-culminating task (CCT). The CCT will be a written exam.

Course Work – 70% (Tests, quizzes, assignments, observations, and conversations)

- Knowledge and Understanding – 25%
- Thinking – 25%
- Communication – 25%
- Application – 25%

CCT – 30% (Final Written Examination)

Course Information

In an effort to reduce our consumption of paper, many of the handouts for this course (other than this one) will only be distributed electronically. This class has a private Wiki site that will contain important dates, class handouts, some class notes, and hopefully some student-generated content. This semester we will also be using Google Classroom.

Toronto Prep School Wiki Site: <http://main.torontoprepschool.com>

Leadership 12 Google Classroom: <https://classroom.google.com>

Classroom Procedures

1. *Respect each other.*
 - a. A classroom should be a place where everyone feels comfortable asking questions and expressing their views. Any failure to respect one another will result in a poorer classroom experience for everyone.
2. *Stay on top of the course material.*
 - a. In a semestered environment it is easy to fall behind very quickly. If you are away for any reason, it is recommended that you speak to either myself or a classmate to determine what you missed. It is also a good idea to always check the course Wiki and the Google Classroom site.
3. *Do not miss important test dates or presentation dates.*
 - a. It is very difficult to accommodate multiple test dates and so every student should do everything possible to write tests or perform presentations on the assigned dates. If a test or presentation is missed, the student must bring a note from a parent or guardian stating the reason for the absence.
4. *Participation in the class is essential.*
 - a. Staying focused in the classroom is imperative. This, of course, means that music players, cell phones and portable gaming devices are not permitted in the classroom.
 - b. This also means that you should only be using your computers for tasks related to your learning. Abuse of this privilege will result in your computer being confiscated for the duration of the period.
5. *Have fun.*
 - a. As much as this is a classroom and you are a student, this does not mean that you are not permitted to enjoy yourself. Ask lots of questions and try to find a way to let the material inspire your curiosities.

Academic Due Date Policy

All assignments and projects will have a due date.

The due date is the **beginning** of the period for that given class. For example if a project is due for the period one class it must be submitted at 10:00 AM, if it is due for the period four class on a Wednesday, then it is due at 2:49 PM.

The due date represents the date in which the assignment/project is due. Students should submit the assignment/project to their subject teacher on the due date. If a student does not submit the task on the due date the subject teacher will contact the parents/guardian to notify them of the outstanding work that day. The subject teacher will not provide support after the due date has passed.

Late marks will be deducted on late assignments. This strategy is in keeping with the Ministry of Ontario's policy document, "Growing Success". Late projects/assignments will be assessed at a reduction of **5% per day** for the first two days and **10% per day** after that to a maximum of **50%**. Each project will be assessed for the 100% of its original value, and late marks will be clearly stated on the final evaluation. After 6 school days, a student will receive a zero. Students are strongly encouraged to still hand in late projects for assessment and written feedback. A Saturday Club inclusion will be made within the 6 days.

Projects/assignments turned into the teacher after they have been marked and returned to students, will not be awarded a grade if the project/assignment is one the teacher believes can be copied from peers (at teacher's discretion), however, written feedback on the assignment will be given. (For example: journals, reflection pieces, etc.)

Extension Request Form

There is a procedure for students to seek relief from a due date and extend a deadline without academic penalty. In extraordinary circumstances, **extensions may be granted, if an Extension Request Form is filled out by the student and signed by a parent and approved by the teacher at least one day before the due date**. It is at the discretion of the teacher and the school administration whether or not to accept the Extension Request. A student may request an extension for a **maximum of 2 times in each course and for no more than 3 days**. After the allotted time has passed and the assignment has not been submitted then late marks will be assigned. Our policy recognizes that extenuating circumstances may legitimately prevent a student from meeting a due date. The Extension Request Form may be garnered from the principal or vice-principal.

Illness/Doctor's Notes

If a student is absent on the due date, a doctor's note (or parental note in case of a family emergency) must be provided to the subject teacher in order for the student to submit the assignment. The assignment must be submitted upon the **first day** the student returns.

Parental Communication

Parents will be contacted if the assignment/project is not submitted on the due date.

Email receipt of Assignments

Since weekend days will be included in the late policy, the submitted time and date will be based on the time that the assignment arrives in the teacher's email inbox.

Turnitin Policy

As per the student handbook and Turnitin manual, all work must be submitted through Turnitin at the teacher's request. Failure to do so will be considered incomplete or late work. Work to be submitted through Turnitin may be written, oral presentations, multimedia presentations etc.

Students will be given a Toronto Prep School email address to access Turnitin. Students must use this email address to submit their work.

The school's plagiarism policy is posted in the student handbook as well the Turnitin manual with FAQs and examples of proper referencing styles. Please speak with your teacher should you have questions about what constitutes plagiarism and how to use Turnitin.