

BOG4E

Business Leadership: Becoming a Manager

Workplace Preparation

Source: *Business Studies, The Ontario Curriculum, Grades 11 and 12, 2006*

Business Leadership

The business leadership courses allow students to explore how managers function in organizations and take on the challenge of generating solutions in order to solve problems. These courses allow students to explore the roles, responsibilities, skills, and functions of management. Students will learn the factors that encourage effective leadership practices. Emphasis throughout the courses will be placed on the importance of ethics and social responsibility in the corporate world. Students will learn how to communicate effectively for business purposes. The courses in business leadership will prepare students to work effectively in organizations in positions of employment and management.

Strands

Business Leadership: Management Fundamentals, Grade 12, University/College Preparation

- Foundations of Management
- Leading
- Management Challenges
- Planning and Controlling
- Organizing

Business Leadership: Becoming a Manager, Grade 12, Workplace Preparation

- The Role of the Manager
- Operations Management
- Leadership
- Human Resource Management

Business Leadership: Becoming a Manager, Grade 12, Workplace Preparation

(BOG4E)

This course helps students prepare for managerial positions in their future careers. Students will focus on the development of core skills required to become a successful manager, including operations management, inventory control, marketing, financial planning, scheduling, and communication. Students will also explore the management challenges of hiring, training, and motivating employees, and complying with legal requirements.

Prerequisite: None

The Role of the Manager

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the role of a manager in an organization;
- describe Canada's business environment;
- demonstrate an understanding of intrapreneurship in an organization;
- demonstrate the use of appropriate communication techniques for business managers.

Specific Expectations

Management Basics

By the end of this course, students will:

- describe the levels and types (e.g., general, functional, line, staff) of managers found in an organization;
- describe the skills, activities, functions, and responsibilities of managers;
- describe ways in which managers can improve productivity in a business (e.g., by eliminating waste, providing training programs, purchasing in bulk, developing a positive corporate culture, utilizing knowledge of a diverse workforce).

The Business Environment

By the end of this course, students will:

- explain the need for ethical and socially responsible behaviour in business management;
- describe the types of business found in Canada (e.g., large, small, franchise, chain, service, manufacturing);
- explore the impact of e-business on business in Canada (e.g., by considering the growth of Internet businesses, increase in online marketing, changes in customer/supplier relations);
- identify current business issues that are specific to the local community.

Intrapreneurship

By the end of this course, students will:

- apply the problem-solving model to specific situations (define the problem,

generate and evaluate alternative solutions, select the preferred solution, implement the solution, and evaluate how well the solution worked);

- assess the importance of innovation in business management;
- describe current intrapreneurial practices found in business (e.g., employee initiative, new ways to improve productivity, gain sharing);
- assess their own intrapreneurial inclinations through skill assessment, goal setting, and identifying interests and lifestyle preferences.

Communication

By the end of this course, students will:

- produce business communication documents (e.g., letters, forms, reports) that meet business standards;
- create display documents (e.g., flyers, pamphlets) and use them appropriately for a variety of purposes;
- use appropriate techniques when making group and individual presentations;
- demonstrate the ability to use information technology and other tools that help managers improve productivity and profitability (e.g., word processing, desktop publishing, e-mail, electronic research tools, spreadsheets);
- use proper business vocabulary in oral and written communication.

Operations Management

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of physical inventory control;
- demonstrate an understanding of the role of the basic components of the marketing function in satisfying customer needs;
- demonstrate an understanding of financial management techniques used in a business;
- explain the factors to consider when preparing employee work schedules.

Specific Expectations

Inventory Control

By the end of this course, students will:

- identify the factors used in determining how much stock to carry of each item (e.g., cost, rate of usage, reliability of deliveries, storage considerations, economies of scale);
- describe the principal steps of the purchasing procedure (quoting, requisitioning, ordering, receiving);
- explain the relationship between a business and its suppliers or subcontractors (e.g., in terms of legal considerations, negotiations, contracts, financial considerations, methods for locating suppliers).

Marketing Issues

By the end of this course, students will:

- identify the components of the marketing mix (the four Ps – product, price, place, promotion) and evaluate their associated costs;
- identify the relationship among customer service, a positive image, and success in the local community;
- explain the role of advertising and promotion in running a business;

- describe the various methods of selling (e.g., face-to-face sales, telemarketing, e-commerce) and identify when each is best utilized;
- assess the marketing strategies of local businesses.

Financial Management

By the end of this course, students will:

- demonstrate the procedures used to handle and control cash transactions in a business (e.g., use a point-of-sale terminal, manage petty cash, issue receipts);
- identify the procedures used in dealing with financial institutions involved in the daily activities and short-term financing of a business (e.g., procedures concerning current account activities, night deposits, automatic payroll deposits, bank reconciliation);
- identify the elements of an operating budget (e.g., sales, inventory, supplies, wages, insurance, rent);
- demonstrate, using both manual and computerized systems, the basic elements of bookkeeping as they relate to business (e.g., forms and procedures).

Scheduling

By the end of this course, students will:

- compare job-design alternatives (e.g., job simplification, job rotation, job enrichment);
- describe alternative work arrangements (e.g., flex-time, part-time work, job sharing);
- identify the components considered in developing a work schedule (e.g., statutory holidays, rest and lunch breaks, overtime);
- produce a weekly or monthly work schedule for a department or small business (e.g., restaurant, convenience store).

Leadership

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the nature and the importance of effective leadership in a business environment;
- demonstrate an understanding of the mechanics and processes of group dynamics;
- assess the role of the manager in motivating employees.

Specific Expectations

Effective Leadership

By the end of this course, students will:

- compare a variety of leadership styles (e.g., task-oriented, relationship-oriented, authoritarian, consultative, incentives-oriented);
- explain why different leadership styles are appropriate to different managerial tasks (e.g., implementing change, managing conflict, managing stress);
- describe the role of managers in promoting equity, diversity, and non-discriminatory practices in the workplace.

Group Dynamics

By the end of this course, students will:

- describe the stages of group development and the positive and negative roles and attitudes that individuals can assume within a group structure;
- compare formal and informal group structures (e.g., departments and teams versus groups based on interests, friendship);
- identify the advantages (e.g., shared norms, positive attitudes, synergy, shared risk) and disadvantages (e.g., time wasted through social loafing, possible reinforcement of negative or discriminatory attitudes) of group structures in a business;

- demonstrate the ability to resolve conflict arising during group tasks (e.g., through avoidance, compromise, collaboration).

Motivating Employees

By the end of this course, students will:

- explain the relationship between motivating factors (e.g., psychological contract, quality of work life, job satisfaction) and job performance in business;
- explain how individual needs and frustrations relate to motivation (e.g., with references to Maslow's hierarchy of needs, McGregor's Theory X and Theory Y);
- explain the use of control techniques (e.g., performance appraisals, progressive discipline procedures);
- describe incentives and rewards used by specific businesses to motivate individuals and groups (e.g., monetary, non-monetary, psychological, benefits systems).

Human Resource Management

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of procedures for hiring and training employees;
- demonstrate an understanding of the laws and regulations that govern working conditions;
- assess local opportunities for employment that are of personal interest and that have potential for launching a career.

Specific Expectations

Hiring and Training

By the end of this course, students will:

- identify the elements of human resource planning (e.g., job analysis, job description, job specification, identification of skill requirements);
- explain the recruiting process (e.g., advertising, preliminary contact, screening, checking references);
- demonstrate an ability to use techniques related to the job-interview and job-selection process (e.g., question preparation, verbal and non-verbal communication);
- identify a variety of types of job training (e.g., orientation, training in equity issues, on-the-job and off-the-job training, apprenticeship, additional education).

Legal Considerations

By the end of this course, students will:

- identify the laws that govern employment practices in Ontario (e.g., Canada Labour Code) and the legal and ethical requirements regarding employment (e.g., under the Ontario Human Rights Code; with respect to equal pay for work of equal value, fair hiring practices, hours, deductions, minimum wage);

- identify the legal requirements related to employee health and safety in a variety of workplaces (e.g., WHMIS, First Aid Certificate);
- compare the legal, financial, and ethical consequences of unionized and non-unionized business environments.

Career Opportunities

By the end of this course, students will:

- identify personal skills and experiences that could be applied in a business environment (e.g., prepare an inventory of skills, personality traits, educational experiences, and additional training);
- summarize employment opportunities in the local business community;
- identify training and educational experiences required for employment as a manager;
- produce, using applications software, the necessary documentation for entry into the workforce (e.g., résumé, cover letter, online application).