

Business Management 12

CURRICULUM

Business Management 12

Business Management 12

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Introduction

Background

Atlantic Canada is changing. The economy is becoming more technologically oriented, placing higher demands on both management and employees. High school graduates must develop transferable skills and meet new standards for employability skills as they enter the workplace. In response to changing needs, the Department of Education has adopted a learning outcomes approach to curriculum development. Now students can present evidence of what they know and can do.

The need for new business curriculum has been recognized for several years, in particular, to reflect change in our economic and business environment and to align business education courses with the learning outcomes approach applied in other disciplines. The need for office skills continues; however, there is an opportunity to strengthen the skills of a broader student base and to provide analytical, problem solving, and communication skills by understanding how companies are operated and managed from employer and employee perspectives.

The Conference Board of Canada, Canada's most influential independent research institute, monitors the impact of two main forces on management decisions: the external environment (national and global issues and trends) and the internal environment (change in management systems such as strategy, organizational structure, technology, human resource management, and information management). Working with employers across the country, they have identified the most important characteristics required of new employees. Many attributes previously required at the management level are now being considered critical for satisfactory employee performance. All of these employability skills are being incorporated into business education programs.

Because the range of knowledge, skills, and personal abilities developed in business courses is so extensive, the National Business Education Association (USA) states that

Perhaps no other discipline better enables students to think, make decisions, simulate the real world, and apply academic subject matter than does business education. Students who study business education will have increased opportunities to succeed in whatever field they may choose to pursue. (*NBEA Standards*, p. 4)

Rationale for Business Management Education

Constant change in our social and economic environments imposes increasing demands on the individual. Most students will experience at least four or five career changes during their working years. They will require flexibility; positive attitudes; strong communication, problem-solving, and decision-making skills; and aptitudes for lifelong learning. Business education can provide tools they will need to manage their lives and careers.

There is greater interest in high school business courses because more students are registering in business and commerce programs at universities and community colleges. Students who are registering in professional programs such as medicine, dentistry, architecture, and engineering are also becoming aware that the inability to manage the business side of their careers would be a major constraint on their future success. In addition, the trend toward self-employment and entrepreneurship will continue to grow. More graduates will become small business operators or entrepreneurs, whether from choice or from necessity. All of these students will benefit from knowledge of management principles, roles, and responsibilities.

Employers are looking for graduates who can work independently and collaboratively. They need employees who can work effectively with technology and with people. Employees must know how to manage themselves and others, and to use technology comfortably and effectively; they must be able to adapt to rapid and continuous change.

The *NBEA Standards* document describes management as the ability to “analyse, synthesize, and evaluate data from other functional areas of business such as marketing, finance, accounting, and production along with the development of appropriate personal leadership skills” (p. 11). A management course should provide training that will help students to deal with the complexity and interaction of business functions within a specified organizational context, develop workable solutions, and acquire the necessary interpersonal and communication skills to implement solutions.

The Nature of Business Management 12

Business Management 12 is based on a learning outcomes framework that identifies knowledge, skills, and attitudes that students are expected to demonstrate as a result of their learning experiences. Everyone benefits from understanding the manager’s many roles and responsibilities, regardless of position.

The Business Management 12 curriculum meets the needs of all learners. Teachers can adapt and modify learning activities for different ability and interest levels. A wide variety of scenarios and management decisions emerge from studying the manager’s role in different companies and business issues. The course is student-centred and well

suited for supporting individualized programs and self-directed learning.

Teamwork, a self- and peer-assessment process, and assessment rubrics provide students with clear standards and expectations. Assessment processes allow review and improvement before submission of assignments and encourage students to take ownership of their learning.

Teachers who approach this course as facilitators model the manager's role in modern flat organizational structures where team communication and collaboration are critical success factors. Self- and peer-assessments mirror team contributions to performance appraisals. Students participate in appraisals as they would in employment reviews in the workplace. In this and many other ways, students have an opportunity to demonstrate the full range of employability skills as an integral part of their learning and behaviour.

Self-analysis and career investigation activities provide a basis for development of an effective e-portfolio to demonstrate how aptitudes, interests, skills, and knowledge have been applied to complete business reports and projects.

Students are most likely to develop their own managerial skills and apply knowledge of business management when they have opportunities to use those skills and knowledge purposefully to

- think, act, and learn
- manage and evaluate information
- identify and analyse opportunities
- explore, respond to, and value the role of management in business and personal life

When students are required to apply knowledge from other disciplines and interact with the business community during their research and analysis, learning can be exciting and meaningful. Business Management 12 is simultaneously a subject area, a career option, and a vehicle for learning. The course follows a pedagogical approach that is rich in experiential and contextual processes. Students benefit from learning about business and business management, and develop both business skills and numerous transferable skills. They also have an opportunity to apply skills and knowledge to personal, educational, and career aspects of their lives.

Business Management 12 requires a student-centred approach in its delivery and a multi-faceted approach in pedagogy. Students can focus on different themes or aspects of the course, including

- management in the context of the current business environment
- evolution of management roles and styles
- the challenges of change management and planning for the future

This course allows students to take ownership of their learning through appreciation of the value of management skills and characteristics as determinants of success in all careers. It incorporates, concurrently, several contexts for learning including engaging in team activities; interacting with the business community; conducting self- and peer-assessments; and learning business, interpersonal, and technology skills through experiential activities.

Course code: 002345 (academic), 002346 (open)

Note: Business Management 12 is available for implementation in 2003–04. Business Management 12 is designed to be offered as either an academic credit (002345) or an open credit (002346). Business Management 12 will replace Business Organization and Management 12 (002005), which will not be offered after 2003–04.

Course Design and Components

Features of Business Management 12

Business Management 12 is characterized by the following features:

- an emphasis on integrating, applying, and reinforcing the knowledge, skills, and attitudes developed in other courses
- a connection to the Essential Graduation Learnings
- a refining of career-planning skills to explore a wide range of pathways from school
- a strong connection to labour market opportunities with a focus on enhancing employability skills
- a relationship to the community and workplace with a focus on using real community and workplace problems and situations as practical contexts for the application of knowledge and skills and for further learning
- hands-on learning experiences, including experiences with a range of technologies
- development of personal and interpersonal skills required for personal and career success
- use of technology as an integral part of the course

Business Management 12 comprises four units: The Management Environment, Managing Business, Managing Change, and Independent Research.

Business Management 12 is designed to reflect change in economic and business environments and to develop students' analytical, problem solving, and communication skills through an understanding of how companies operate and are managed from both employer and employee perspectives. The course focusses on active, experiential learning and on developing the knowledge, skills, and attitudes required to identify opportunities and meet the challenges of the business environment.

The Four-Column Spread

The curriculum for this course has been organized into four columns for several reasons:

- The organization illustrates how learning experiences flow from the outcomes.
- The relationship between outcomes and assessment strategies is immediately apparent.
- Related and interrelated outcomes can be grouped together.
- The range of strategies for teaching and learning associated with a specific outcome or outcomes can be scanned easily.
- The organization provides multiple ways of reading the document or locating specific information.

The Two-Page, Four-Column Spread

<p style="text-align: right; font-size: small;">OUTCOMES</p> <p>Demonstrate a clear understanding of the business environment in which Canadian firms currently operate and identify the variables and complexities that affect managerial decision-making. (continued)</p> <hr/> <p>Outcomes</p> <p><i>Students will be expected to</i></p> <ul style="list-style-type: none"> examine basic business functions and analyse their interdependence within a wide range of business ownership types assess the current state of the business cycle and its impact on companies and managers today analyse connections among legal, political, economic, environmental, and social issues identify and explain the impact of external variables in the business environment that influence management decision-making and strategy apply business principles to specific scenarios and case studies <p>Suggestions for Learning and Teaching</p> <p><i>Students can</i></p> <ul style="list-style-type: none"> identify the types of industries and industry sectors via an Internet search and discuss their role in the Canadian economy in small groups research types of business ownership by conducting surveys of local businesses A analyse the advantages and disadvantages of public and private sector, enterprises, sole ownership, partnership, corporation, franchise, crown corporation, and not-for-profit organizations in a table or chart construct and explain organizational charts that illustrate geographic, functional, product, customer-based and matrix units, communication, and reporting relationships A create graphs to indicate the connection within the economic, social/cultural, political/legal, competitive, and technological variables of the business environment A explain how the business cycle is related to economic activity by producing diagrams, and plotting Canada's current position investigate the complexity and interdependence of business structures and functions A discuss in small groups the impact of the business environment on career and life choices following interviews of local business people show their understanding of business terminology and phrasing by completing matching exercises <p style="text-align: right; font-size: small;">20 BUSINESS MANAGEMENT 12</p>	<p style="text-align: right; font-size: small;">OUTCOMES</p> <p>Demonstrate a clear understanding of the business environment in which Canadian firms currently operate and identify the variables and complexities that affect managerial decision-making. (continued)</p> <hr/> <p>Suggestions for Assessment</p> <p>Business Communication</p> <ul style="list-style-type: none"> use appropriate business terminology in all questions and discussions adopt a clear, concise business writing style explain business terminology and jargon clearly in the student's own words use technology to format and present definitions produce business dictionaries by continuing development through the term use business terminology correctly in written and verbal communication review corporate publications and annual reports for information on business activities and structures plan and conduct interviews with appropriate members of the business community A develop lists of appropriate interview questions recognize the contribution of an interviewee with a formal letter of thanks <p>Career Development</p> <ul style="list-style-type: none"> select an industry that is an appropriate personal career option apply business knowledge to personal career goals and choices improve business vocabulary through questioning and interviews share information gathered from interviews and electronic sources and contribute to a group task <p>Use of Technology</p> <ul style="list-style-type: none"> use technology for business research create bookmarks for personal research resources use new methods and media to present information summarize and extract information from industry sector Web pages A locate sources and share information from a variety of primary and secondary sources B tabulate results in charts and diagrams and interpret information, using appropriate technology to construct and present visuals A <p>Resources</p> <p>Print Resources</p> <ul style="list-style-type: none"> Refer to NSSBB listings 21468, <i>Canadian Macroeconomics</i>, and 22143 and 22145, <i>Made in Canada, Economics for Canadians</i>. For coverage of business cycle and related economic concepts. Resources include <i>The Communications Handbook</i> (NSSBB# 22377) and <i>Business English and Communication</i>, 5th edition (NSSBB# 20181). See Communication Outcome for details. <p>Software</p> <ul style="list-style-type: none"> Office Suite Inspiration <p>Internet</p> <ul style="list-style-type: none"> A current list of URLs will be provided separately. <p>Newspapers</p> <ul style="list-style-type: none"> <i>The Globe and Mail</i> <i>The National Post</i> <i>The Chronicle-Herald</i> <i>The Mail Star</i> <i>The Daily News</i> <p style="text-align: right; font-size: small;">21 BUSINESS MANAGEMENT 12</p>
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Column One: Outcomes

This column describes what students are expected to know, be able to do, and value by the end of this course. While the outcomes may be clustered, they are not necessarily sequential.

Column Two: Suggestions for Learning and Teaching

This column offers a range of strategies from which teachers and students may choose. Suggested learning experiences can be used in various combinations to help students achieve an outcome or outcomes. It is not necessary to use all of these suggestions, nor is it necessary for all students to engage in the same learning experience.

Column Three: Suggestions for Assessment

These suggestions may be used to assess students' success in achieving the outcomes; they are linked to the Outcomes column and the Suggestions for Learning and Teaching column. The suggestions are only samples; for more information, read the section Assessing and Evaluating Student Learning.

Column Four: Resources

This column contains a variety of information related to the items in the other columns, including suggested resources, elaborations on strategies, successes, cautions, and definitions.

Outcomes

Essential Graduation Learnings and Business Management 12

The Atlantic provinces worked together to identify the abilities and areas of knowledge that they considered essential for students graduating from high school. These are referred to as the Essential Graduation Learnings. Details may be found in the document *Public School Programs*.

Aesthetic Expression

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

Students will be expected to

- articulate the impact of social, economic, and technological change on management attitudes and principles

Citizenship

Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

Students will be expected to

- demonstrate a clear understanding of the business environment in which Canadian firms currently operate and identify the variables and complexities that affect managerial decision making

Communication

Graduates will be able to use the listening, viewing, speaking, and writing modes of language(s) as well as mathematical and scientific concepts to think, learn, and communicate effectively.

Students will be expected to

- demonstrate communication and interpersonal skills required in the modern work environment
- working independently or with others, investigate and report on an issue in the work environment

Personal Development

Graduates will be able to continue to learn and pursue an active, healthy lifestyle.

Students will be expected to

- demonstrate a clear understanding of the manager's role and recognize their own and others' management characteristics and potential

Problem Solving

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.

Students will be expected to

- apply management principles to a wide range of enterprises and situations
- identify opportunities to apply management concepts and principles to personal and career situations

Technological Competence

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

Students will be expected to

- demonstrate an understanding of the role of technology and its application to management

Business Management 12 Outcomes

As a result of their learning experiences in Business Management 12, students will be expected to

- demonstrate a clear understanding of the business environment in which Canadian firms currently operate and identify the variables and complexities that affect managerial decision making
- demonstrate a clear understanding of the manager's role and recognize their own and others' management characteristics and potential
- demonstrate an understanding of the role of technology and its application to management
- demonstrate communication and interpersonal skills required in the modern work environment
- apply management principles to a wide range of enterprises and situations
- articulate the impact of social, economic, and technological change on management attitudes and principles
- identify opportunities to apply management concepts and principles to personal and career situations
- working independently or with others, investigate and report on an issue in the work environment

Specific Curriculum Outcomes

Students will be expected to demonstrate a clear understanding of the business environment in which Canadian firms currently operate and identify the variables and complexities that affect managerial decision making.

Students will be expected to

- examine basic business functions and analyse their interdependence within a wide range of business ownership types
- assess the current state of the business cycle and its impact on companies and managers today
- analyse connections among legal, political, economic, environmental, and social issues
- identify and explain the impact of external variables in the business environment that influence management decision making and strategy
- apply business principles to specific scenarios and case studies

Students will be expected to demonstrate a clear understanding of the manager's role and recognize their own and others' management characteristics and potential.

Students will be expected to

- describe and explain the importance of each of the manager's functions, roles, and responsibilities
- evaluate the appropriateness and effectiveness of various management styles in a variety of business settings
- assess their own managerial characteristics
- recognize, value, and draw upon the managerial qualities of others

Students will be expected to demonstrate an understanding of the role of technology and its application to management.

Students will be expected to

- demonstrate an understanding of the role of technology in business
- demonstrate the ability to use technology in business research and presentations
- use the Internet effectively for business research
- identify the technology skills required by managers in varied organizations
- identify opportunities to apply technology in different industry and business types
- assess the future impact of technology in the workplace

Students will be expected to demonstrate communication and interpersonal skills required in the modern work environment.

Students will be expected to

- present formal and informal written and verbal information in appropriate business format
- demonstrate skills required to work productively as an individual and team member to solve business problems
- provide and accept constructive feedback within a team situation

Students will be expected to apply management principles to a wide range of enterprises and situations.

Students will be expected to

- demonstrate an understanding of basic management strategies
- gather and interpret information to apply change management strategies to corporate, entrepreneurial, not-for-profit, and government environments

- develop and implement strategies to set and attain management goals in specific situations
- demonstrate effective planning
- develop strategies to deal with challenges and change
- make and apply informed decisions
- demonstrate the ability to reflect upon and learn from experience
- participate actively in planning, organizing, and conducting a school or community event

Students will be expected to articulate the impact of social, economic, and technological change on management attitudes and principles.

Students will be expected to

- describe the impact of globalism and the resultant changes in the competitive environment
- monitor the current economic and political environment globally and within Canada
- reflect critically on how social issues such as diversity, corporate social responsibility, and ethics are influencing the manager's role and style
- evaluate the impact of new concepts such as knowledge management, learning organizations, enterprise systems, and change management on the roles of managers and employees

Students will be expected to identify opportunities to apply management concepts and principles to personal and career situations.

Students will be expected to

- investigate a range of career opportunities
- determine the best personal fit for their skills within a business environment
- apply time, project, and change management concepts to personal and educational challenges
- develop e-portfolios to showcase personal attributes, skills, knowledge, and completed projects that identify and reflect progress toward achieving management and career goals

Students will be expected to, working independently or with others, investigate and report on an issue in the work environment.

Students will be expected to

- develop and refine proposals
- identify information needs, then locate and evaluate resources
- share research and reflections
- set deadlines and develop workplans
- gather, organize, and synthesize information and ideas
- reflect on and assess their own learning and the learning of others
- use technology effectively to enhance their projects and presentations

Outcomes Arranged by Course Unit

The Management Environment	Managing Business	Managing Change	Independent Research
<i>demonstrate a clear understanding of the business environment in which Canadian firms currently operate and identify the variables and complexities that affect managerial decision making</i>			
examine basic business functions and analyse their interdependence within a wide range of business ownership types	assess the current state of the business cycle and its impact on companies and managers today	assess the current state of the business cycle and its impact on companies and managers today	apply business principles to specific scenarios and case studies
analyse connections among legal, political, economic, environmental, and social issues	identify and explain the impact of external variables in the business environment that influence management decision making and strategy	identify and explain the impact of external variables in the business environment that influence management decision making and strategy	
	apply business principles to specific scenarios and case studies	apply business principles to specific scenarios and case studies	
<i>demonstrate a clear understanding of the manager's role and recognize their own and others' management characteristics and potential</i>			
describe and explain the importance of each of the manager's functions, roles, and responsibilities	evaluate the appropriateness and effectiveness of various management styles in a variety of business settings		assess their own managerial characteristics
	recognize, value, and draw upon the managerial qualities of others		

The Management Environment	Managing Business	Managing Change	Independent Research
<i>demonstrate an understanding of the role of technology and its application to management</i>			
demonstrate an understanding of the role of technology in business	demonstrate the ability to use technology in business research and presentations	assess the future impact of technology in the workplace	
	identify opportunities to apply technology in different industry and business types		
use the Internet effectively for business research			
identify the technology skills required by managers in varied organizations			
<i>demonstrate communication and interpersonal skills required in the modern work environment</i>			
present formal and informal written and verbal information in appropriate business format	demonstrate skills required to work productively as an individual and team member to solve business problems	provide and accept constructive feedback within a team situation	
demonstrate skills required to work productively as an individual and team member to solve business problems			

The Management Environment	Managing Business	Managing Change	Independent Research
<i>apply management principles to a wide range of enterprises and situations</i>			
	demonstrate an understanding of basic management strategies	gather and interpret information to apply change management strategies to corporate, entrepreneurial, not-for-profit, and government environments	develop and implement strategies to set and attain management goals in specific situations
participate actively in planning, organizing, and conducting a school or community event	gather and interpret information to apply change management strategies to corporate, entrepreneurial, not-for-profit, and government environments	develop strategies to deal with challenges and change	demonstrate the ability to reflect upon and learn from experience
	develop and implement strategies to set and attain management goals in specific situations		
	demonstrate effective planning		
	make and apply informed decisions		

The Management Environment	Managing Business	Managing Change	Independent Research
<i>articulate the impact of social, economic, and technological change on management attitudes and principles</i>			
describe the impact of globalism and the resultant changes in the competitive environment	monitor the current economic and political environment globally and within Canada		
reflect critically on how social issues such as diversity, corporate social responsibility, and ethics are influencing the manager's role and style		evaluate the impact of new concepts such as knowledge management, learning organizations, enterprise systems, and change management on the roles of managers and employees	
<i>identify opportunities to apply management concepts and principles to personal and career situations</i>			
investigate a range of career opportunities	investigate a range of career opportunities	apply time, project, and change management concepts to personal and educational challenges	
develop e-portfolios to showcase personal attributes, skills, knowledge, and completed projects that identify and reflect progress toward achieving management and career goals	determine the best personal fit for their skills within a business environment		

The Management Environment	Managing Business	Managing Change	Independent Research
<i>working independently or with others, investigate and report on an issue in the work environment</i>			
			develop and refine proposals
			identify information needs, then locate and evaluate resources
			share research and reflections
			set deadlines and develop workplans
			gather, organize, and synthesize information and ideas
			reflect on and assess their own learning and the learning of others
			use technology effectively to enhance their project and presentation

Specific Curriculum Outcomes

Demonstrate a clear understanding of the business environment in which Canadian firms currently operate and identify the variables and complexities that affect managerial decision making.

Outcomes

Students will be expected to

- examine basic business functions and analyse their interdependence within a wide range of business ownership types
- assess the current state of the business cycle and its impact on companies and managers today
- analyse connections among legal, political, economic, environmental, and social issues
- identify and explain the impact of external variables in the business environment that influence management decision making and strategy
- apply business principles to specific scenarios and case studies

Suggestions for Learning and Teaching

Business is so broad a concept that many students have difficulty developing a clear, concise explanation. Teachers can initiate discussion by asking the following questions:

- What is business?
- How many business functions are there?
- What is the role of small business in Canada today?
- What other types of businesses are there?
- What is the difference between an industry, an industry sector, and a company?
- How are companies organized and operated?
- What determines the type of departments within a company?
- Do all companies have the same kind of mission and purpose?
- How does having a mission and purpose affect their organization and business activities?
- How could industry and organization type influence management policies and styles?
- Why do we continue to have both public and private sector enterprises in Canada?
- What are the main forces that influence internal business/management decisions?
- What are the external forces that influence business/management decisions?
- How does the business environment affect individuals and families?
- How do business people communicate with each other?

Teachers can

- provide samples of technical and business writing, and develop a list of characteristics for each
- work with students to develop a matrix of examples of legal, political, economic, environmental, and social issues, sorting them into right, centre, and left ways of thinking

Symbol Key

- ▲ means “for academic credit”
- means “for open credit”

No symbol is used when the activity applies to both academic and open.

Demonstrate a clear understanding of the business environment in which Canadian firms currently operate and identify the variables and complexities that affect managerial decision making.

Suggestions for Assessment

General Guidelines

Teachers will look for evidence that all students participate actively in discussion, research, analysis, and presentations. Team and individual contribution will be included in assessment. The importance of personal, life, and employability skills, and business communication and technology skills should be reflected in rubrics.

Assessment Criteria

Depending on the activity, rubrics will require varying combinations of criteria from the following (as well as teamwork and collaboration, organization and time management, and other skills development) to assess how well students can:

Business Concepts

- demonstrate abilities to discuss, analyse, and summarize the “big picture”
- identify basic business functions (marketing, production, transportation, finance, customer service, etc.)
- participate actively in discussion of business transactions and the roles played by companies
- discover the nature and relationship between primary, secondary, tertiary, and quaternary industries ▲
- differentiate between industry sectors and explain how they are interdependent ▲
- plan detailed analyses of a specific industry and apply course knowledge and interview information to analyse the current situation of the industry ▲
- use factual information as a basis to predict the future situation of an industry
- apply knowledge of types of business ownership to interpret business activity and concerns for a variety of enterprises
- apply knowledge of basic types of organizational design (functional, geographic, customer-based, product, matrix)
- analyse, plot, and explain Canada’s current position in the business cycle
- identify and discuss how specific variables from all five realms of the external business environment impact business activity and decisions
- locate a recent news item about an event that influences the environment for a particular industry or type of business ownership ○
- present summaries of the key points of a business article or report ○
- identify and predict the impact of emerging trends
- formulate a solution to a business problem

* A quaternary industry provides information only.

Resources

One of the major challenges to teachers is presenting Business Management 12 to students who are taking their first high school business course. To put management in a meaningful context, students must be introduced to basic business concepts and reflect on the complexities and interdependence of the current business environment. This means The Management Environment is treated as a condensed “Intro to Business” course, modifying content as required and linking discussions to the management function to prepare for Managing Business and Managing Change. Teachers should encourage students to take a holistic approach—to use a wide variety of resources, draw on knowledge from many disciplines, and consider how skills and knowledge from this course will help them make better career and personal decisions in addition to improving their knowledge base.

Print Resources

- Griffin, R. W., and J. B. Singh, *Management*. Toronto: ITP Nelson, Houghton Mifflin, 1999.
- Murphy, Terry G., *The World of Business*. Nelson Thompson, 1994. NSSBB# 22512

Note: A complete list of resources is found in Appendix E.

Demonstrate a clear understanding of the business environment in which Canadian firms currently operate and identify the variables and complexities that affect managerial decision making. (continued)

Outcomes

Students will be expected to

- examine basic business functions and analyse their interdependence within a wide range of business ownership types
- assess the current state of the business cycle and its impact on companies and managers today
- analyse connections among legal, political, economic, environmental, and social issues
- identify and explain the impact of external variables in the business environment that influence management decision making and strategy
- apply business principles to specific scenarios and case studies

Suggestions for Learning and Teaching

Students can

- identify the types of industries and industry sectors via an Internet search and discuss their role in the Canadian economy in small groups
- research types of business ownership by conducting surveys of local businesses ▲
- analyse the advantages and disadvantages of public and private sector, enterprises, sole ownership, partnership, corporation, franchise, crown corporation, and not-for-profit organizations in a table or chart
- construct and explain organizational charts that illustrate geographic, functional, product, customer-based and matrix units, communication, and reporting relationships ▲
- create graphs to indicate the connection within the economic, social/cultural, political/legal, competitive, and technological variables of the business environment ▲
- explain how the business cycle is related to economic activity by producing diagrams, and plotting Canada’s current position
- investigate the complexity and interdependence of business structures and functions ▲
- discuss in small groups the impact of the business environment on career and life choices following interviews of local business people
- show their understanding of business terminology and phrasing by completing matching exercises

Demonstrate a clear understanding of the business environment in which Canadian firms currently operate and identify the variables and complexities that affect managerial decision making. (continued)

Suggestions for Assessment

Business Communication

- use appropriate business terminology in all questions and discussions
- adopt a clear, concise business writing style
- explain business terminology and jargon clearly in the student's own words
- use technology to format and present definitions
- produce business dictionaries by continuing development through the term
- use business terminology correctly in written and verbal communication
- review corporate publications and annual reports for information on business activities and structures
- plan and conduct interviews with appropriate members of the business community ▲
- develop lists of appropriate interview questions
- recognize the contribution of an interviewee with a formal letter of thanks

Career Development

- select an industry that is an appropriate personal career option
- apply business knowledge to personal career goals and choices
- improve business vocabulary through questioning and interviews
- share information gathered from interviews and electronic sources and contribute to a group task

Use of Technology

- use technology for business research
- create bookmarks for personal research resources
- use new methods and media to present information
- summarize and extract information from industry sector Web pages ▲
- locate sources and share information from a variety of primary and secondary sources ○
- tabulate results in charts and diagrams and interpret information, using appropriate technology to construct and present visuals ▲

Resources

Print Resources

- Refer to NSSBB listings: 21468, *Canadian Macroeconomics*, and 22143 and 22145, *Made in Canada, Economics for Canadians*.
- For coverage of business cycle and related economic concepts. Resources include *The Communications Handbook* (NSSBB# 22377) and *Business English and Communication*, 5th edition (NSSBB# 20181). See Communication Outcome for details.

Software

- Office Suite
- Inspiration

Internet

- A current list of URLs will be provided separately.

Newspapers

- *The Globe and Mail*
- *The National Post*
- *The Chronicle-Herald*
- *The Mail-Star*
- *The Daily News*

Demonstrate a clear understanding of the manager’s role and recognize their own and others’ management characteristics and potential.

Outcomes

Students will be expected to

- describe and explain the importance of each of the manager’s functions, roles, and responsibilities
- evaluate the appropriateness and effectiveness of various management styles in a variety of business settings
- assess their own managerial characteristics
- recognize, value, and draw upon the managerial qualities of others

Suggestions for Learning and Teaching

Teachers can initiate discussion by asking the following questions:

- What is management and what do managers do?
- Companies really don’t need managers. True or false? Why?
- What do X, Y, and Z have to do with management?
- What is the best way for a manager to motivate employees?
- What is the most important attribute of a successful manager?
- How does management differ from leadership? Alexander the Great, for example, was a great leader. Would he be considered a good manager today?
- Should a manager ever change his/her style?
- Write descriptions of a day in the life of a manager 20 years from now or 20 years ago, using current knowledge about leadership styles.

Demonstrate a clear understanding of the manager's role and recognize their own and others' management characteristics and potential.

Suggestions for Assessment

Students can

- share information in order to cover the basic facts for a number of concepts (Many learning activities are suited for dividing a topic and collaborating on a summary report or presentation; however, students need personal knowledge of each management function to explain a variety of management styles and attributes.)

Resources

Print Resources

- Griffin, R. W., and J. B. Singh, *Management*. Toronto: ITP Nelson, Houghton Mifflin, 1999.
- Covey, Stephen R. *The 7 Habits of Highly Effective People*. New York: Simon and Schuster, 1989.

Demonstrate a clear understanding of the manager’s role and recognize their own and others’ management characteristics and potential. (continued)

Outcomes

Students will be expected to

- describe and explain the importance of each of the manager’s functions, roles, and responsibilities
- evaluate the appropriateness and effectiveness of various management styles in a variety of business settings
- assess their own managerial characteristics
- recognize, value, and draw upon the managerial qualities of others

Suggestions for Learning and Teaching

Students can

- investigate the range of functions that a manager performs
- describe how a manager uses knowledge from many disciplines (e.g., psychology, sociology, political science, history, engineering, communication, environmental studies, humanities, science, and technology) to perform his/her functions
- create PowerPoint presentations with digital images or write journal entries recording a day in the life of a manager (Estimate how much of the day is allocated to each of the manager’s functions, create visuals to include in a presentation to the class, then compare managers and account for the differences.)
- reflect on their own best and worst employment experiences, relating personal satisfaction to their manager’s style and the work environment
- perform role plays to show communication between a manager and employee to discuss a problem in a supportive manner (Repeat the scenarios with a disapproving manner and discuss the outcomes.)
- create role plays to illustrate different management styles. Discuss class observations and comments on the effectiveness in portraying the style ▲
- construct charts showing the main characteristics of traditional management styles
- critique the rationale and main characteristics of traditional management styles ▲
- evaluate the effectiveness of different management styles in a variety of business environments using case studies
- interview employees in a variety of enterprises about what they most admire and most dislike about managers
- research the tasks and qualifications required of managers in different industry sectors ▲
- identify the characteristics and interpersonal skills needed by a successful manager
- predict the leadership styles of specific managers then compare their predictions to actual data obtained through interviews ▲

Demonstrate a clear understanding of the manager's role and recognize their own and others' management characteristics and potential. (continued)

Suggestions for Assessment

Students can

- explain the functions of planning and decision making, organizing, leading, and controlling
- identify examples of each function through analysis of a manager's routine activities
- describe the range of skills and knowledge required for successful managers
- demonstrate planning, organizing, leading, and controlling ability while managing individual and team activities
- prepare and conduct interviews to obtain information about management roles, styles, and requirements
- express personal feelings about experiences with different management styles
- compare the more traditional management styles to current practices
- practise various management and communication styles in team and learning activities

Resources

Print Resources

- Reece, Barry L., and Rhonda Brandt. *Effective Human Relations in Organizations*. Boston: Houghton-Mifflin, 1999.
- Robbins, Stephen P., David A. DeCenzo and Robert Stuart-Kotze. *Fundamentals of Management, Essential Concepts and Applications*, 3rd Canadian edition. Scarborough, ON: Prentice Hall Canada, 2001. (NSSBB# 22979)

Demonstrate a clear understanding of the manager’s role and recognize their own and others’ management characteristics and potential. (continued)

Outcomes

Students will be expected to

- describe and explain the importance of each of the manager’s functions, roles, and responsibilities
- evaluate the appropriateness and effectiveness of various management styles in a variety of business settings
- assess their own managerial characteristics
- recognize, value, and draw upon the managerial qualities of others

Suggestions for Learning and Teaching

- construct profiles of the “perfect” manager, adding academic and technical qualifications to the personal and interpersonal skills identified above ▲
- survey the class to determine the most popular motivating factors and then match to the theories of Maslow and Herzberg ▲
- brainstorm ways in which personal attributes can influence the success or failure of a manager
- develop criteria for evaluating the leadership and communication skills of a manager
- identify personal strengths and weaknesses by applying criteria to oneself and team members
- discuss how the management environment is changing and how this affects the skills required to meet new challenges
- work with a partner to identify and describe personal attributes and skills in positive wording with supporting examples
- apply for positions in a management training program, supporting their applications with personal skills profiles and personal improvement plans (to improve interpersonal, technological, and academic qualifications) based on the ideal manager profile ▲
- share information from the Human Resource Development Canada (HRDC) Management Occupations profiles with their team and find a suitable supervisory or management position for each member of the team ○

Demonstrate a clear understanding of the manager's role and recognize their own and others' management characteristics and potential. (continued)

Suggestions for Assessment

Students can

- participate actively in role plays
- contribute to solutions for case studies
- use technology to research management responsibilities in various occupations
- summarize lists of significant criteria to measure management qualifications and performance
- assess personal skills and attributes in the context of management
- create personal skills profiles addressing application criteria
- provide positive feedback and assistance to others while assessing management potential
- accept different team roles when others assume the role of team leader

Resources

Demonstrate an understanding of the role of technology and its application to management.

Outcomes

Students will be expected to

- demonstrate an understanding of the role of technology in business
- demonstrate the ability to use technology in business research and presentations
- use the Internet effectively for business research
- identify the technology skills required by managers in varied organizations
- identify opportunities to apply technology in different industry and business types
- assess the future impact of technology in the workplace

Suggestions for Learning and Teaching

Teachers can initiate discussion by asking the following questions:

- What changes have taken place in the business world in the last 20 years?
- How have companies taken advantage of technology for their internal and external communication?
- What do Gantt and Pert charts have in common?
- What else can companies use to make production more efficient?
- What is a POS (point of sale) system?
- Can any business functions be negatively affected by using technology?
- How will you prepare for a career in a business world that has embraced technology? Consider your role first as an employee, then as a manager or supervisor.
- George Orwell wrote *1984*. Stanley Kubrick produced the movie *2001: A Space Odyssey*. Both had ideas about a technology-rich future that have not come to pass. What role and impact do you think technology will have on the business world in the next 20 years?

Demonstrate an understanding of the role of technology and its application to management.

Suggestions for Assessment

Collaborate and develop rubrics to assess how well students use technology to

- interact and communicate with team members and the business community
- plan activities and projects
- track tasks and activities
- create, edit, and publish findings
- access data for research
- gather and analyse information
- synthesize thoughts and develop theories
- develop and use a list of bookmarks for business research

Resources

Software

- Office Suite
- Inspiration

Most Internet search engines have an “advanced search” option to help students develop effective search strategies.

Demonstrate an understanding of the role of technology and its application to management. (continued)

Outcomes

Students will be expected to

- demonstrate an understanding of the role of technology in business
- demonstrate the ability to use technology in business research and presentations
- use the Internet effectively for business research
- identify the technology skills required by managers in varied organizations
- identify opportunities to apply technology in different industry and business types
- assess the future impact of technology in the workplace

Suggestions for Learning and Teaching

Students can

- brainstorm ideas for technological applications in business
- create concept maps to categorize applications
- construct charts that outline applications for the main business functions ●
- create visuals that show past, present, and future uses of technology in business ●
- research applications for a specific sector or business function
- debate the risks and benefits of using technology
- interview local managers about their technological expertise and the technological demands of their businesses
- propose and present technology solutions for a specific business problem using presentation software
- analyse and synthesize information from print and electronic sources
- share information from electronic sources for group projects
- develop annotated lists of favourite bookmarks of business research sites ▲
- research emerging technologies and their potential benefits for different business functions
- consider the impact of technology on skilled trades and apprenticeship programs ●
- review trends in manufacturing and production technologies, and match personal attributes to potential career opportunities
- refer to trends in the business environment, and apply new knowledge of technology applications to predict the future impact on business and the manager's role
- use the Internet to develop lists of corporate sites that do or do not follow ethical marketing practices

Demonstrate an understanding of the role of technology and its application to management. *(continued)*

Suggestions for Assessment

Collaborate in the development of rubrics to assess how well students can articulate the role of technology in business through

- active participation in identification of a wide range of technology applications
- discussion of the impacts of technological applications on business
- analysis of risks and benefits of applications
- formulation of probing interview questions
- reflection on change in the manager's role
- assessment of personal technological aptitude and skills
- identification of potential career options

Resources

See sample rubric, Appendix B.

Demonstrate communication and interpersonal skills required in the modern work environment.

Outcomes

Students will be expected to

- present formal and informal written and verbal information in appropriate business format
- demonstrate skills required to work productively as an individual and team member to solve business problems
- provide and accept constructive feedback within a team situation

Suggestions for Learning and Teaching

Teachers can provide many opportunities for students to learn and practise written and verbal business communication skills through

- research and discussion of business topics
- application of communication and interpersonal skills during interaction within the classroom
- application of communication and interpersonal skills during interaction with members of the business community
- appropriate interaction with guest speakers
- accurate representation of business communication and practices in role plays
- active participation in problem-solving scenarios
- appropriate use of technology for specific tasks

Teachers can initiate discussion and create awareness of the range of business communication needs and styles by asking the following questions:

- How do business people communicate with each other?
- How does business communication style compare to literary and academic styles? Why is it different?
- If you were presenting a report to the CEO of your company, what technology could you use? What could your report look like?
- What would you say to an employee or team member who is not performing their duties satisfactorily?
- What makes an ideal team member?
- How would you compare the role of team leader and manager?
- What interpersonal skills are most important for communicating and co-operating in the workplace?

Demonstrate communication and interpersonal skills required in the modern work environment.

Suggestions for Assessment

Assessment of communication and interpersonal skills will be incorporated into learning activities for all of the other outcomes and will appear in most of the rubrics. Assessment criteria will measure how well students can

General

- distinguish between formal and informal communication methods and styles
- select an appropriate medium and style for specific messages
- select and use technology effectively and efficiently
- design and produce business graphs and charts
- summarize, analyse, and synthesize information from print and electronic sources ▲

Verbal Communication

- use business vocabulary correctly and consistently
- explain business terminology clearly and concisely
- follow business protocols in planning and conducting interviews
- participate actively in discussions
- practise business vocabulary and protocols in role plays and scenarios
- plan, schedule, and conduct interviews with members of the business community
- use the telephone to gather and record information

Documents

- edit and proofread individual and team documents
- use business language and writing style
- send electronic messages with attachments
- produce different types of documents for specific purposes
- produce a transmittal letter, cover page, executive summary, table of contents, and appendix for a formal business report
- plan layout, white space, and illustrations for readability and aesthetic value
- integrate business charts, graphs, and illustrations into the text

Meetings

- plan, schedule, and conduct a business meeting
- prepare a meeting agenda
- conduct efficient meetings
- prepare and distribute minutes and lists of action items

Resources

Print Resources

- Griffin, R. W., and J. B. Singh, *Management*. Toronto: ITP Nelson, Houghton Mifflin, 1999.
- Donaldson, Chelsea. *The Communications Handbook*. Toronto: Nelson Canada, 1996. (NSSBB# 22377)
- Clark, Lyn R., Joseph Tinervia, and Kenneth Zimmer. *Business English and Communication*. 5th Canadian edition. Canada: McGraw-Hill Ryerson Limited, 1996. (NSSBB# 20181)

Demonstrate communication and interpersonal skills required in the modern work environment. (continued)

Outcomes

Students will be expected to

- present formal and informal written and verbal information in appropriate business format
- demonstrate skills required to work productively as an individual and team member to solve business problems
- provide and accept constructive feedback within a team situation

Suggestions for Learning and Teaching

Students can

- acquire and use business terminology appropriate for entry-level positions
- write informal memos and e-mail messages
- follow business protocols to make phone calls to businesses
- write formal business letters and memos
- arrange, plan, conduct, and report on interviews
- use technology to prepare business charts, graphs, and diagrams
- integrate charts, graphs, and diagrams into business reports
- write and present formal business reports
- share information from electronic sources
- use the Internet for research on business topics
- bookmark useful business Web sites ●
- research and apply decision making, project planning, and time management skills in individual and team projects
- participate actively in team discussion, research, and presentations
- provide fair and honest feedback to team members
- accept team feedback and apply it to improve personal communication and interpersonal skills
- establish and apply criteria to evaluate group processes and personal contribution ▲
- conduct a formal business meeting
- apply aesthetic criteria to business communication
- engage in role play scenarios to demonstrate interpersonal and communication skills
- brainstorm ways in which communication and interpersonal skills influence success or failure in business

Demonstrate communication and interpersonal skills required in the modern work environment. *(continued)*

Suggestions for Assessment

Assessment of communication and interpersonal skills will be incorporated into learning activities for all of the other outcomes and will appear in most of the rubrics. Assessment criteria will measure how well students can

Teamwork

- perform different team roles
- observe and report on teamwork skills used by the group
- identify knowledge, skills, and attitudes a team needs to complete projects
- provide constructive feedback to team members
- respond positively to team feedback
- participate in self- and peer-evaluation and assessment for group activities
- share research and information required for group projects

Employability Skills

- apply basic principles of time and project management to individual and team projects
- reflect on the development of personal employability skills through journal entries

Self-Management

- edit and evaluate assignments before submitting them
- meet deadlines for individual and group tasks and projects
- use team and rubric feedback to improve work before submission
- identify potential events or issues that could interrupt projects
- prepare personal contingency plans to deal with interruptions
- describe improvement based on previous experience

Resources

Please see

- Checklist, Appendix F
- Hacker, Diana. *A Canadian Writer's Reference*, Updated 2nd Edition. Scarborough, ON: Nelson Thomson Learning, 2001. (NSSBB# 22325)
- HRDC Essential Skills
- Conference Board of Canada Employability Skills Profile

Note: There are many useful ideas in the curriculum guide for *Technical Reading and Writing 11*.

Apply management principles to a wide range of enterprises and situations.

Outcomes

Students will be expected to

- demonstrate an understanding of basic management strategies
- gather and interpret information to apply change management strategies to corporate, entrepreneurial, not-for-profit, and government environments
- develop and implement strategies to set and attain management goals in specific situations
- demonstrate effective planning
- develop strategies to deal with challenges and change
- make and apply informed decisions
- demonstrate the ability to reflect upon and learn from experience
- participate actively in planning, organizing, and conducting a school or community event

Suggestions for Learning and Teaching

Students can undertake a project that contributes to the school or the community. The project can be a pre-existing event or a new project in which students can learn by doing. Possible projects include a symposium, conference, sports, or fund-raising event.

To assist students in identifying ways to apply management principles both to a range of corporate environments and in their personal lives, teachers can pose the following questions:

- Do all companies have the same type of mission and purpose?
- If the business environment is always changing, why should companies spend time on strategic planning?
- What types of things could go wrong with a team project?
- How can you ensure that a project will be completed on time?
- Creative people don't need to plan. True or false? Justify your position.
- Do entrepreneurs need to study business and management, or is it enough just to have a great idea and know your product well?
- What management skills will be most useful for your career?
- What management skills will be most useful in your personal life?

Apply management principles to a wide range of enterprises and situations.

Suggestions for Assessment

Teachers can

- use the student-generated rubric to assess time and project management techniques

Resources

Print Resources

- Griffin, R. W., and J. B. Singh, *Management*. Toronto: ITP Nelson, Houghton Mifflin, 1999.
- Donaldson, Chelsea. *The Communications Handbook*. Toronto: Nelson Canada, 1996. (NSSBB# 22377)

Apply management principles to a wide range of enterprises and situations. (continued)

Outcomes

Students will be expected to

- demonstrate an understanding of basic management strategies
- gather and interpret information to apply change management strategies to corporate, entrepreneurial, not-for-profit, and government environments
- develop and implement strategies to set and attain management goals in specific situations
- demonstrate effective planning
- develop strategies to deal with challenges and change
- make and apply informed decisions
- demonstrate the ability to reflect upon and learn from experience
- participate actively in planning, organizing, and conducting a school or community event

Suggestions for Learning and Teaching

Students can

- brainstorm lists of types of companies, giving examples of different missions and goals
- survey companies in the community to determine a number of challenges that they are facing (Select one for each team and plot possible solutions on a decision-tree. Support the final decision with a business argument.) ▲
- analyse case studies of time and project management
- create project plans for their school or community, complete with budget, dates, phases, and clearly assigned responsibilities and present them in graphic form using Inspiration, Excel, or another software program
- develop lists of strategies to cope with unexpected events that cause delays or problems in their projects
- create Gantt or PERT charts to show how projects have been planned
- conduct post-event reviews of their projects, including recommendations for future versions of the projects
- produce personal SWOT (strengths, weaknesses, opportunities, and threats) analyses and prepare plans for overcoming weaknesses and taking advantage of opportunities ▲
- describe personal experiences where a task or project could not be completed and explain how the problem could have been avoided
- create lists of challenging situations faced by team members and brainstorm a variety of strategies that can be used to solve each problem ○

Apply management principles to a wide range of enterprises and situations. *(continued)*

Suggestions for Assessment

Students can

- develop rubrics to determine whether time and project management techniques have been applied
- use checklists to obtain knowledge or awareness of the completeness of the project
- recognize time and project management techniques in case studies
- self-reflect on past experiences of incomplete tasks in order to create appropriate solutions

Resources

See rubric, Appendix B.

Articulate the impact of social, economic, and technological change on management attitudes and principles.

Outcomes

Students will be expected to

- describe the impact of globalism and the resultant changes in the competitive environment
- monitor the current economic and political environment globally and within Canada
- reflect critically on how social issues such as diversity, corporate social responsibility, and ethics are influencing the manager’s role and style
- evaluate the impact of new concepts such as knowledge management, learning organizations, enterprise systems, and change management on the roles of managers and employees

Suggestions for Learning and Teaching

Teachers can initiate discussion and create awareness of the nature, extent, and impact of change by asking the following questions:

- Multinational firms control 85 percent of the music industry. Is that representative of all industries?
- Why is the business world substantially different today from what it was 25 years ago?
- We don’t hear the term “boss” very often now. How does our image of a “boss” and a manager reflect social change?
- The composition of the workforce is changing. What new challenges does this create for managers and employees?
- Should companies be held accountable for their impact on the community?
- If an action is legal, is it ethical?
- How does lifelong learning apply to you, your future career, and your lifestyle?
- Futurists such as Alvin Toffler make predictions about change. How accurate are they? ▲
- Has Canada produced any revolutionary thinkers in the field of business management? Who are they? What did they do?
- How has computer technology influenced both the internal and external variables that influence business?
- What do employers look for today in employees? What do employees look for in a potential employer?
- Managing people is not the most important aspect of a manager’s role. What else has to be managed?
- Is it possible to manage change?
- What are the implications of rapid change for employees, managers, and companies?

Articulate the impact of social, economic, and technological change on management attitudes and principles.

Suggestions for Assessment

Teachers may find it helpful to base assessment on the three main themes:

- changes in the external business environment
- resultant changes within business organizations
- changes in the responsibilities and skills of managers

Assessment can measure students' abilities to

- conduct print and electronic research
- identify changes that have occurred in social, economic, and technological areas
- analyse each type of change
- acquire and accurately use new business terminology
- explain impacts on the work environment, activities, and relationships
- critically assess theories and ideas about the future of business and society ▲
- reflect on the ethical and social implications of change and attitudes toward each type of change ▲
- anticipate future change that will impact individual career choices and activities
- articulate and support views and ideas clearly and concisely, verbally and in writing

Resources

Print Resource

- Dubrin, Andrew J. and Anne Harper. *Essentials of Management*. Scarborough, ON: International Thomson Publishing Company, 1997.

Articulate the impact of social, economic, and technological change on management attitudes and principles. (continued)

Outcomes

Students will be expected to

- describe the impact of globalism and the resultant changes in the competitive environment
- monitor the current economic and political environment globally and within Canada
- reflect critically on how social issues such as diversity, corporate social responsibility, and ethics are influencing the manager's role and style
- evaluate the impact of new concepts such as knowledge management, learning organizations, enterprise systems, and change management on the roles of managers and employees

Suggestions for Learning and Teaching

Students can

- conduct research into the power of multinational and transnational companies and decide whether they have a loyalty only to themselves or are demonstrating socially responsible practices ▲
- create teams that simulate a global team within a multinational company and describe how their team operates ▲
- use technology for multi-media or Web presentations that feature their global team ▲
- survey a section of a department in a local supermarket or department store (They should ask themselves what percentage of the products stocked come exclusively from within Canada.)
- perform role plays demonstrating managers communicating with employees, superiors, and customers in the past, present, and future
- create diagrams of organizational structures that reflect the new cultures of modern companies
- compile lists of new terminology associated with change and explain concepts such as business process re-engineering, right-sizing, virtual teams, and knowledge organizations
- find news articles about change and explain its impact on business
- discuss types of change and identify trends that are affecting the workplace
- create visuals that compare the workplace of today with the workplace of the future ●
- identify and list actions that reflect corporate social responsibility
- prepare and conduct surveys to assess how local companies contribute to the community ●
- conduct and report on present research on the qualities most desired by employers and employees and assess personal fit
- using knowledge of revolutionary thinkers and their own change research, predict the most likely innovations and changes to the workplace ▲
- develop personal strategies to prepare for predicted changes

Articulate the impact of social, economic, and technological change on management attitudes and principles. *(continued)*

Suggestions for Assessment

Suggested assessment formats include the following:

- project reports
- debates
- reviews of articles and publications on change variables
- role-plays of behaviour in old and new work environments
- visual depictions of organizational design and work environments
- self- and peer-assessments of team participation
- self-assessments of ability to work in a diverse cultural environment
- written change management component for personal career plans

Resources

Print Resource

- Robbins, Stephen P., David A. DeCenzo and Robin Stuart-Kotze. *Fundamentals of Management, Essential Concepts and Applications*. 3rd Canadian edition. Scarborough, ON: Prentice Hall Canada, 2001. (NSSBB# 22979)

Identify opportunities to apply management concepts and principles to personal and career situations.

Outcomes

Students will be expected to

- investigate a range of career opportunities
- determine the best personal fit for their skills within a business environment
- apply time, project, and change management concepts to personal and educational challenges
- develop e-portfolios to showcase personal attributes, skills, knowledge, and completed projects that identify and reflect progress toward achieving management and career goals

Suggestions for Learning and Teaching

To stimulate reflection on applications to personal and career situations, teachers can pose the following questions:

- Many companies encourage applicants to include community service in their résumés. What are the benefits for the company, the community, and the individual?
- Should personal values and interests influence career choices?
- If you can't get a job without experience, and you can't get experience without a job, what other ways are there to gain experience?
- What are the effective ways to show a potential employer what you can contribute to a company?

Students can

- assess their own values, interests, personality types, and creativity, and relate these to career options
- prepare lists of potential careers using a variety of electronic and print resources, and construct charts to record the strengths they would bring to each career and the skills, knowledge, or experience required for success in each potential career ▲
- create visuals to identify personal and management skills that can be used in life and career situations ●
- research volunteer opportunities in the community where transferable skills can be developed or improved
- brainstorm ideas for applying strategic planning to career preparation
- conduct information interviews with successful managers in their chosen field and ask for comments on career planning ▲
- perform SWOT (strengths, weaknesses, opportunities, and threats) analyses of the industry targeted in the career plans
- explain to the team or class how they met a personal challenge and how the solution reflects good management principles
- identify a challenge to be met in the near future and propose a solution based on good management principles
- prioritize a list of 10 tasks that must be completed in one busy day, using *The 7 Habits of Highly Effective People* as a guideline to plan and schedule tasks (Select a challenging day for each team member and discuss the best way to plan and schedule events.) ▲

Identify opportunities to apply management concepts and principles to personal and career situations.

Suggestions for Assessment

Teachers can apply a set of general criteria to assess how well the students can

- apply time and project management principles to personal tasks
- meet deadlines
- reflect on personal performances and apply management principles for self-improvement
- reflect on self-assessment and identify suitable career paths
- establish realistic timelines for career preparation and career events
- communicate using appropriate business format and technology
- demonstrate abilities to develop strategies and cope with change

Resources

Print Resources

- Griffin, R. W., and J. B. Singh, *Management*. Toronto: ITP Nelson, Houghton Mifflin, 1999.
- Covey, Stephen R. *The 7 Habits of Highly Effective People*. New York: Simon and Schuster, 1989. (A simple proactive approach to personal management)
- Drucker, Peter F. *The Effective Executive*. New York: Harper and Row Publishers, 2002. (Guidelines for self-management)
- Donaldson, Chelsea. *The Communications Handbook*. Toronto: Nelson Canada, 1996. (NSSBB# 22377)
- Hacker, Diana. *A Canadian Writer's Reference*. Updated 2nd edition. Scarborough, ON: Nelson Thomson Learning, 2001. (NSSBB# 22325)

Identify opportunities to apply management concepts and principles to personal and career situations. (continued)

Outcomes

Students will be expected to

- investigate a range of career opportunities
- determine the best personal fit for their skills within a business environment
- apply time, project, and change management concepts to personal and educational challenges
- develop e-portfolios to showcase personal attributes, skills, knowledge, and completed projects that identify and reflect progress toward achieving management and career goals

Suggestions for Learning and Teaching

Students can

- apply for promotions to become supervisors in their department (They must explain why they want the promotion and why they would be suitable candidates.)
- apply for a management training program in a letter to a CEO (They must explain how their personal attributes and skills qualify them for the program and describe how it fits into their personal career plan.)
- prepare career plans with written explanations and visual images of their career paths from high school graduation to retirement, complete with timeline
- assemble e-portfolio content through the term
- research a variety of Web sites to evaluate design, layout, and content, then design a portfolio format that reflects their career paths and personalities (They must select and format documents for Web presentation, using colour and design effectively to present information and attract interest.)

Teachers can

- organize a portfolio event for students to share their portfolios with peers, parents, and community (e.g., a presentation, a fair, or a display at an open house)

Identify opportunities to apply management concepts and principles to personal and career situations. (continued)

Suggestions for Assessment

E-portfolio ▲

- include career goals, qualifications, personal attributes, personal management philosophies, career plans, records of demonstrated management experience (application of skills in school, part-time jobs, volunteering)
- provide samples of business analysis and writing
- demonstrate technical competence in design and presentation
- use colour and design effectively to create a distinctive style
- edit and proofread to correct all errors in spelling, grammar, punctuation, mechanics, capitalization, layout, and spacing

E-portfolio ●

- include career goals, qualifications, samples of projects, and demonstration of technical competence
- organize information
- edit and proofread to correct errors in spelling and grammar
- design attractive, easy-to-read pages
- use colour effectively

Resources

Students will be expected to, working independently or with others, investigate and report on an issue in the work environment.

Outcomes

Students will be expected to

- develop and refine proposals
- identify information needs, then locate and evaluate resources
- share research and reflections
- set deadlines and develop workplans
- gather, organize, and synthesize information and ideas
- reflect on and assess their own learning and the learning of others
- use technology effectively to enhance their projects and presentations

Suggestions for Learning and Teaching

Students can

- develop and present written suggestions for projects they want to undertake. Some students may suggest projects that exceed their skill levels or ability to complete. Teachers should suggest ways to help the student choose a project in which they have a fair chance of success. However, students must also be given the chance to undertake projects which lead to mixed results. Such risk-taking on the part of students should not go unrewarded. Students learn valuable lessons in the process of problem solving. Teachers must, therefore, monitor student progress carefully during project work so that their assessments validate the learning process as well as the results.
- generate lists of Web sites and other information sources they have investigated and include assessments of the value of the information contained in them to their projects
- participate in discussions with their peers and make suggestions for improvement. Students may discover strategies which may be useful in their own projects.
- select or develop a criterion which can be used to evaluate their projects according to their particular strengths and weaknesses

Teachers can

- help students find a project focus by making available sample project topics

Students will be expected to, working independently or with others, investigate and report on an issue in the work environment.

Suggestions for Assessment

Students can

- maintain a journal or portfolio throughout the development of their projects
- keep their portfolios electronically in a central location to enable frequent monitoring over the course of the project
- record agreements made with the teacher about goals they would reach at several stages in the development of their projects in order that the teacher can monitor their progress and provide timely feedback
- participate in discussions about the projects of other students and provide comments and suggestions for their improvement

Teachers can

- provide students with a rubric to use as a basis for negotiating expectations for project work (An example of such a rubric is included in Appendix B).
- monitor student progress and provide feedback at regular intervals

Resources

Project work provides opportunity for students to investigate topics of particular interest while working toward achievement of curriculum outcomes in the context of particular course units or to apply and extend their learning from those course units.

Project topics should be engaging for the students and should afford opportunities for independent research as well as group investigations.

Teachers and students must comply with the *Internet Acceptable Use Policy for Nova Scotia Schools*. While the Internet provides access to a wealth of information, it also facilitates plagiarism. To help students avoid this temptation, teachers can

- encourage topics with unique and original features
- require students to maintain daily journals of their work
- monitor students' progress on a regular basis

Students will be expected to, working independently or with others, investigate and report on an issue in the work environment.

Outcomes

Students will be expected to

- set deadlines and develop workplans
- reflect on and assess their own learning and the learning of others

Suggestions for Learning and Teaching

Teachers can

- work with students to ensure that their suggestions for projects are within the scope of Business Management 12.
- work co-operatively with students to develop a plan for completion of projects and suggest revisions to students who have proposed a project which they would probably not be able finish in the allotted time or which would not be challenging enough to be of value to the student
- encourage students to visit Web sites which deal specifically with time management

Students can

- identify the resources they will require for specific tasks and investigate their availability
- consider their learning needs in reference to project goals and determine the new skills they will need to learn and the time and other resources they will require to learn those skills
- present the teacher with a written plan for completing their projects showing time lines, tools to be used, and presentation materials under consideration
- work with the teacher to identify journal and portfolio requirements for their project work

Students will be expected to, working independently or with others, investigate and report on an issue in the work environment.

Suggestions for Assessment

Students can

- include calendars in their journals so that they may record their progress
- present and explain their learning and assessment plan

Teachers can

- involve students in establishing the criteria by which their learning and performance will be evaluated
- review the purpose and features of effective portfolios and collaborate with students to identify required items related to their projects
- monitor student progress and success in meeting their agreed upon time lines by frequently examining their journals
- provide constructive feedback and suggestions to students who may be falling behind in their schedules. In some cases the project goals may have to be modified as the project proceeds. The ability of students to deal with necessary changes could be included among evaluation criteria.

Resources

A software planning tool called Inspiration is included in *Authorized Learning Resources*. The company producing it makes other resources available at their Web site:

<<http://www.inspiration.com/>>

Teachers can also use spreadsheet programs to track time use, for example, Microsoft Excel.

Students will be expected to, working independently or with others, investigate and report on an issue in the work environment.

Outcomes

Students will be expected to

- gather, organize, and synthesize information and ideas

Suggestions for Learning and Teaching

Students can

- keep journals to record their progress, identify their learning needs, and monitor deadlines
- comment on the work of other students during seminars arranged by the teacher to review student progress
- collate the information they collect in an organized manner. For example, they may use a software database program such as Microsoft Access to maintain their information. Possible data columns for the purpose might be
 - date
 - source
 - information
 - applicability
 - binary information such as images

Teachers can

- monitor the use of software to ensure that it is used to support the students' project investigations only and not become so time consuming as to interfere with the students' achievement of their goals
- help students to identify and develop connections to knowledgeable people and experts who might serve as mentors and provide advice to students on various aspects of their projects
- encourage students to relate their project work to local resources so their work will have personal meaning

Students will be expected to, working independently or with others, investigate and report on an issue in the work environment.

Suggestions for Assessment

Students can

- keep written or electronic records of information they have gathered or products they are building
- discuss their progress with the teacher on a regular basis
- document activities, decisions, and milestones
- include trial and error information in their records

Teachers can

- read student journals or software records regularly and provide constructive feedback
- question students' appropriate use of resources and suggest alternatives
- conduct regular seminars so that students can benefit from the experiences and work of others
- look for evidence of growth in collaborative and team skills

Resources

With the wealth of tools available to students for project work, teachers must monitor work closely to ensure that time on task is effective. Internet searches and the use of software, for example, can become ends in themselves distracting students from achievement of Business Management 12 outcomes.

Students will be expected to, working independently or with others, investigate and report on an issue in the work environment.

Outcomes

Students will be expected to

- reflect on and assess their own learning and the learning of others

Suggestions for Learning and Teaching

Students can

- present their projects in one of several ways, for example:
 - written presentations
 - class oral presentations
 - demonstration or showcase
 - dramas or videos
 - media presentations using presentation software such as Microsoft PowerPoint
 - combinations of the above
- reflect on the thinking and planning processes they used
- identify the processes and components that were successful in their project, and those that were not
- prepare a written reflection for their portfolios, describing and explaining their growth in design capability

Teachers can

- conduct brief conferences with each student
- provide opportunities for students to rehearse their presentations
- remind students that evaluation will include the following criteria
 - organization
 - completeness
 - appropriate use of language, including technical terminology
 - effectiveness in achieving project purpose
- invite other staff members, parents, or other members of the community to observe presentations and evaluate them according to questionnaires generated and provided by the teacher and the students

Students will be expected, independently or as members of a design team, to conduct an investigation or create a product, communication, or environment.

Students will be expected to, working independently or with others, investigate and report on an issue in the work environment.

Suggestions for Assessment

Students can

- contribute insight and positive feedback to peers and apply the insights and suggestions of peers and teachers to their own development
- discuss aspects of their projects according to specific criteria
- assess the techniques they used to engage the audience
- reflect on the selection of materials, format, and organization of their own presentations and those of their peers
- reflect on their growth in collaborative and team skills
- in their journals, reflect on peers' presentations and provide reasons for their opinions and preferences
- analyse the choices they and their peers made in developing and presenting their projects

Teachers can

- respond to reports generated by students
- examine student journals, looking for coherent and detailed notes of their growth towards new knowledge and skills
- assess student successes at critiquing peer projects, fairly and meaningfully
- assess the materials selected by students to share and defend decisions with an audience of peers
- evaluate the quality of organization in project presentations
- evaluate the capacity of the student presentation to inform and hold an audience's attention
- assess presentation techniques, including students' decisions regarding the most appropriate vehicle through which to present their project accomplishments
- determine the overall effectiveness of the presentation and project success

Resources

For a sample rubric, see Appendix B.

Teachers should encourage students to go further with their project work than originally planned if they find information that may help them evaluate future career choices.

Contexts for Learning and Teaching

Principles of Learning

The public school program is based on principles of learning that teachers and administrators should use as the basis of the experiences they plan for their students. These principles include the following:

1. Learning is a process of actively constructing knowledge.

Therefore, teachers and administrators have a responsibility to

- create environments and plan experiences that foster inquiry, questioning, predicting, exploring, collecting, educational play, and communicating
- engage learners in experiences that encourage their personal construction of knowledge (e.g., hands-on, minds-on science and math; drama; creative movement; artistic representation; writing and talking to learn)
- provide learners with experiences that actively involve them and are personally meaningful

2. Students construct knowledge and make it meaningful in terms of their prior knowledge and experiences.

Therefore, teachers and administrators have a responsibility to

- find out what students already know and can do
- create learning environments and plan experiences that build on learners' prior knowledge
- ensure that learners are able to see themselves reflected in the learning materials used in the school
- recognize, value, and use the great diversity of experiences and information students bring to school
- provide learning opportunities that respect and support students' racial, cultural, and social identities
- ensure that students are invited or challenged to build on prior knowledge, integrating new understandings with existing understandings

3. Learning is enhanced when it takes place in a social and collaborative environment.

Therefore, teachers and administrators have a responsibility to

- ensure that talk, group work, and collaborative ventures are central to class activities
- see that learners have frequent opportunities to learn from and with others
- structure opportunities for learners to engage in diverse social interactions with peers and adults
- help students to see themselves as members of a community of learners

4. Students need to continue to view learning as an integrated whole.

Therefore, teachers and administrators have a responsibility to

- plan opportunities to help students make connections across the curriculum and with the world outside, and structure activities that require students to reflect on those connections
- invite students to apply strategies from across the curriculum to solve problems in real situations

5. Learners must see themselves as capable and successful.

Therefore, teachers and administrators have a responsibility to

- provide activities, resources, and challenges that are developmentally appropriate to the learners
- communicate high expectations for achievement to all students
- encourage risk taking in learning
- ensure that all students experience genuine success on a regular basis
- value experimentation and treat approximation as signs of growth
- provide frequent opportunities for students to reflect on and describe what they know and can do
- provide learning experiences and resources that reflect the diversity of the local and global community
- provide learning opportunities that develop self-esteem

6. Learners have different ways of knowing and representing knowledge.

Therefore, teachers and administrators have a responsibility to

- recognize each learner's preferred ways of constructing meaning and provide opportunities for exploring alternative ways
- plan a wide variety of open-ended experiences and assessment strategies
- recognize, acknowledge, and build on students' diverse ways of knowing and representing their knowledge
- structure frequent opportunities for students to use various art forms—music, drama, visual arts, dance, movement, crafts—as a means of exploring, formulating, and expressing ideas

7. Reflection is an integral part of learning.

Therefore, teachers and administrators have a responsibility to

- challenge their own beliefs and practices based on continuous reflection
- reflect on their own learning processes and experiences
- encourage students to reflect on their learning processes and experiences
- encourage students to acknowledge and articulate their learnings

- help students use their reflections to understand themselves as learners, make connections with other learnings, and proceed with learning

A Variety of Learning Styles and Needs

Learners have many ways of learning, knowing, understanding, and creating meaning. Research into links between learning styles and preferences and the physiology and function of the brain has provided educators with a number of helpful concepts of and models for learning. Howard Gardner, for example, in *Frames of Mind* (1983), identifies eight broad frames of mind or intelligences. Gardner believes that each learner has a unique combination of strengths and weaknesses in these eight areas, but that the intelligences can be more fully developed through diverse learning experiences. Other researchers and education psychologists use different models to describe and organize learning preferences.

Students' abilities to learn are also influenced by individual preferences and needs within a range of environmental factors, including light, temperature, sound levels, nutrition, proximity to others, opportunities to move around, and time of day.

How students receive and process information and the ways they interact with peers and their environment, in specific contexts, are both indicators and shapers of their preferred learning styles. Most learners have a preferred learning style, depending on the context, just as most teachers have a preferred teaching style, depending on the context.

By reflecting on their own styles and preferences in various contexts, teachers can

- build on their own teaching-style strengths
- develop awareness of and expertise in a number of learning and teaching styles and preferences
- identify differences in student learning styles and preferences
- organize learning experiences to accommodate the range of ways in which students learn, especially for those for whom the range of ways of learning is limited

Learning experiences and resources that engage students' multiple ways of understanding allow them to become aware of and reflect on their learning processes and preferences. To enhance their opportunities for success, students need

- a variety of learning experiences to accommodate their diverse learning styles and preferences
- opportunities to reflect on their preferences and the preferences of others to understand how they learn best and that others may learn differently

- opportunities to explore, apply, and experiment with learning styles other than those they prefer, in learning contexts that encourage risk taking
- opportunities to return to preferred learning styles at critical stages in their learning
- opportunities to reflect on other factors that affect their learning (e.g., environmental, emotional, sociological, cultural, and physical factors)
- a time line appropriate for their individual learning needs within which to complete their work

The Senior High School Learning Environment

Creating Community

To establish the supportive environment that characterizes a community of learners, teachers need to demonstrate a valuing of all learners, illustrating how diversity enhances the learning experiences of all students (e.g., by emphasizing courtesy in the classroom through greeting students by name, thanking them for answers, and inviting, rather than demanding, participation). Students could also be encouraged to share interests, experiences, and expertise with one another.

Students must know one another in order to take learning risks, make good decisions about their learning, and build peer partnerships for tutoring, sharing, co-operative learning, and other collaborative learning experiences. Through mini-lessons, workshops, and small-group dynamic activities during initial classes, knowledge is shared about individual learning styles, interpersonal skills, and team building.

The teacher should act as a facilitator, attending to both active and passive students during group activities, modelling ways of drawing everyone into the activity as well as ways of respecting and valuing each person's contribution, and identifying learners' strengths and needs for future conferences on an individual basis.

Having established community within the classroom, the teacher and students together can make decisions about learning activities. Whether students are working as a whole class, in small groups, in triads, in pairs, or individually, teachers should

- encourage comments from all students during whole-class discussion, demonstrating confidence in and respect for their ideas

- guide students to direct questions evenly to members of the group
- encourage students to discover and work from the prior knowledge in their own social, racial, or cultural experiences
- encourage questions, probing but never assuming prior knowledge
- select partners or encourage students to select different partners for specific purposes
- help students establish a comfort zone in small groups where they will be willing to contribute to the learning experience
- observe students during group work, identifying strengths and needs, and conference with individuals to help them develop new roles and strategies
- include options for students to work alone for specific and clearly defined purposes

Engaging All Students

A supportive environment is important for all learners and is especially important for disengaged or underachieving learners.

Business Management 12 provides opportunities to engage students who lack confidence in themselves as learners, who have a potential that has not been realized, or whose learning has been interrupted. These students may need substantial support in gaining essential knowledge and skills and in interacting with others.

Students need to engage fully in learning experiences that

- are perceived as authentic and worthwhile
- build on their prior knowledge
- allow them to construct meaning in their own way, at their own pace
- link learning to understanding and affirming their own experiences
- encourage them to experience ownership and control of their learning
- feature frequent feedback and encouragement
- include opportunities for teachers and others to request and receive clarification and elaboration
- are not threatening or intimidating
- focus on successes rather than failures
- are organized into clear, structured segments

It is important that teachers design learning experiences that provide a balance between challenge and success and between support and autonomy.

All students benefit from a variety of grouping arrangements that allow optimum opportunities for meaningful teacher-student and student-student interaction. An effective instructional design provides a balance of the following grouping strategies:

- large-group or whole-class learning
- teacher-directed small-group learning

- small-group-directed learning
- co-operative learning groups
- one-to-one teacher-student learning
- independent learning
- partnered learning
- peer or cross-age tutoring
- mentoring

Meeting the Needs of All Students

Learners require inclusive classrooms, where a wide variety of learning experiences ensures that all students have equitable opportunities to reach their potential.

Teachers must adapt learning contexts, including environment, strategies for learning, and strategies for assessment, to provide support and challenge for all students, using curriculum outcomes to plan learning experiences appropriate to students' individual learning needs.

In recognizing and valuing the diversity of students, teachers should consider ways to

- create a climate and design learning experiences to affirm the dignity and worth of all learners in the classroom community
- give consideration to the social and economic situations of all learners
- model the use of inclusive language, attitudes, and actions supportive of all learners
- acknowledge racial and cultural uniqueness
- adapt classroom organization, teaching strategies, assessment practices, time, and learning resources to address learners' needs and build on their strengths
- provide opportunities for learners to work in a variety of contexts, including mixed-ability groupings
- identify and utilize strategies and resources that respond to the range of students' learning styles and preferences
- build on students' individual levels of knowledge, skills, and attitudes
- design learning and assessment tasks that draw on learners' strengths
- use students' strengths and abilities to motivate and support their learning
- provide opportunities for students to make choices that will broaden their access to a range of learning experiences
- acknowledge the accomplishment of learning tasks, especially those that learners believed were too challenging for them

When these changes are not sufficient for a student to meet designated outcomes, an individual program plan is required. For more detailed information, see *Special Education Policy Manual* (1996), Policy 2.6.

In a supportive learning environment, all students receive equitable access to resources, including the teacher's time and attention, technology, learning assistance, a range of roles in group activities, and choices of learning experiences when options are available.

All students are disadvantaged when oral, written, and visual language creates, reflects, and reinforces stereotyping. Teachers promote social, cultural, racial, and gender equity when they provide opportunities for students to critically examine the texts, contexts, and environments associated with Business Management 12 in the classroom, in the community, and in the media. Teachers should look for opportunities to

- promote critical thinking
- recognize knowledge as socially constructed
- model gender-neutral language and respectful listening in all their interactions with students
- articulate high expectations for all students
- provide equal opportunity for input and response from all students
- encourage all students to assume leadership roles
- ensure that all students have a broad range of choices in learning and assessment tasks
- encourage students to avoid making decisions about roles and language choices based on stereotyping
- include the experiences and perceptions of all students in all aspects of their learning
- recognize the contributions of men and women of all social, cultural, linguistic, and racial backgrounds to all disciplines throughout history

Social and cultural diversity in student populations expands and enriches the learning experiences of all students. Students can learn much from the backgrounds, experiences, and perspectives of their classmates. In a community of learners, participants explore the diversity of their own and others' customs, histories, values, beliefs, languages, and ways of seeing and making sense of the world.

When learning experiences are structured to allow for a range of perspectives, students from varied social and cultural backgrounds realize that their ways of seeing and knowing are not the only ones possible. They can come to examine more carefully the complexity of ideas and issues arising from the differences in their perspectives and understand how cultural and social diversity enriches their lives and their culture.

The curriculum outcomes designed for Business Management 12 provide a framework for a range of learning experiences for all students.

A range of learning experiences, teaching and learning strategies, resources, and environments provides expanded opportunities for all learners to experience success as they work toward the achievement of designated outcomes. Many of the learning experiences suggested in this guide provide access for a wide range of learners, simultaneously emphasizing both group support and individual activity. Similarly, the suggestions for a variety of assessment practices provide multiple ways for students to demonstrate their achievements.

To provide a range of learning experiences to challenge all students, teachers may adapt learning contexts to stimulate and extend learning. Teachers should consider ways that students can extend their knowledge base, thinking processes, learning strategies, self-awareness, and insights. Some learners can benefit from opportunities to negotiate their own challenges, design their own learning experiences, set their own schedules, and work individually or with learning partners.

Some students' learning needs may be met by opportunities for them to focus on learning contexts that emphasize experimentation, inquiry, and critical and personal perspectives. In these contexts, teachers should work with students to identify and obtain access to appropriate resources.

Learning beyond the Classroom

Business Management 12 offers many opportunities for students to extend learning beyond the classroom. Alternative settings provide students with opportunities to connect their learning to tangible, practical purposes, their future education and career plans, and the world beyond the high school setting.

Teachers may choose to organize learning experiences that include

- activities with mentors
- classroom visits from managers within different companies
- field trips to local business, industry, and community sites
- a focus on exploration of management through job shadowing
- work placements that extend and reinforce learning
- managerial projects
- use of Internet listservs, newsgroups, bulletin boards, and on-line conversations

It is important that administrators and teachers work to establish mutually beneficial relationships with businesses, organizations, and industries in the community. Class or group field trips are an effective way to initiate the contact. In organizing field trips, teachers should

- visit the facility beforehand to identify potential safety issues, establish a relationship with personnel, and clarify the purposes of the trip with students to articulate clear expectations for learning during the field trip experience

- schedule field trips to complement preceding and subsequent classroom learning experiences
- ensure that the field trip complies with their board's guidelines and policies
- establish class practices and procedures that promote positive and ongoing community relationships

The Role of Technology

Vision for the Integration of Information Technologies

The Nova Scotia Department of Education has articulated five components to the learning outcomes framework for the integration of IT within curriculum programs:

1. Basic Operations and Concepts

concepts and skills associated with the safe, efficient operation of a range of information technologies

2. Productivity Tools and Software

the efficient selection and use of IT to perform tasks such as

- the exploration of ideas
- data collection
- data manipulation, including the discovery of patterns and relationships
- problem solving
- the representation of learning

3. Communications Technology

the use of specific, interactive technologies that support collaboration and sharing through communication

4. Research, Problem Solving, and Decision Making

the organization, reasoning, and evaluation by which students rationalize their use of IT

5. Social, Ethical, and Human Issues

the understanding associated with the use of IT that encourages in students a commitment to pursue personal and social good, particularly to build and improve their learning environments, and to foster stronger relationships with their peers and others who support their learning

Integrating Information and Communication Technologies within the Classroom

As information technologies shift the ways in which society accesses, communicates, and transfers information and ideas, they inevitably change the ways in which students learn.

Students must be prepared to deal with an information and communications environment characterized by continuous, rapid change, an exponential growth of information, and expanding opportunities to interact and interconnect with others in a global context.

Because technologies are constantly and rapidly evolving, it is important that teachers make careful decisions about applications, always in relation to the extent to which technology applications help students achieve the curriculum outcomes.

Technology can support learning for the following specific purposes:

Inquiry

Theory Building: Students can develop ideas and plan projects; track the results of growth in their understanding; develop dynamic, detailed outlines; and develop models to test their understanding using software and hardware for modelling, simulation, representation, integration, and planning.

Data Access: Students can search for and access documents, multimedia events, simulations, and conversations through hypertext/hypermedia software; digital, CD-ROM, and Internet libraries, and databases.

Data Collection: Students can create, obtain, and organize information in a range of forms, using sensing, scanning, image and sound recording and editing technology, databases, spreadsheets, survey software, and Internet search software.

Communication

Media Communication: Students can create, edit, and publish, present, or post documents, presentations, multimedia events, Web pages, simulations, models, and interactive learning programs, using word processing, publishing, presentation, Web page development, and hypertext software.

Interaction/Collaboration: Students can share information, ideas, interests, concerns, and questions with others through e-mail; Internet audio, video, and print conferences; information servers; Internet news groups and listservs; and student-created hypertext environments.

Teaching and Learning: Students can acquire, refine, and communicate ideas, information, and skills using tutoring systems and software, instructional simulations, drill and practice software, and telementoring systems.

Expression

Students can shape the creative expression of their ideas, feelings, insights, and understandings using graphic software, music-making, composing, editing, and synthesizing technology; interactive video and hyper media; animation software; multimedia composing technology; sound and light control systems and software; and video and audio recording and editing technology.

Assessing and Evaluating Student Learning

Assessment is the systematic process of gathering information on student learning.

Evaluation is the process of analysing, reflecting upon, and summarizing assessment information, and making judgments or decisions based upon the information gathered.

The Principles of Assessment and Evaluation articulated in the document *Public School Programs* should be used as the basis of assessment and evaluation, policies, procedures, and practices.

Effective Assessment and Evaluation Practices

Effective assessment improves the quality of learning and teaching. It can help students to become more reflective and to have control of their own learning, and it can help teachers to monitor and focus their instructional programs.

Assessment and evaluation of student learning should accommodate the complexity of learning and reflect the complexity of the curriculum. Evaluation should be based on the full range of learning outcomes towards which students have been working during the reporting period, be proportionate to the learning experiences related to each outcome, and focus on patterns of achievement as well as specific achievement.

In reflecting on the effectiveness of their assessment program, teachers should consider the extent to which their practices

- are fair in terms of the students' backgrounds or circumstances
- are integrated with learning
- provide opportunities for authentic learning
- focus on what students can do rather than on what they cannot do
- provide students with relevant, supportive feedback that helps them to shape their learning
- describe students' progress toward learning outcomes
- help them to make decisions about revising, supporting, or extending learning experiences
- support learning risk taking
- provide specific information about the processes and strategies students are using
- provide students with diverse and multiple opportunities to demonstrate their achievement
- provide evidence of achievement in which students can take pride
- acknowledge attitudes and values as significant learning outcomes

- encourage students to reflect on their learning and to articulate personal learning plans
- help them to make decisions about teaching strategies, learning experiences and environments, student grouping, and resources
- accommodate multiple responses and a range of tasks and resources
- include students in developing, interpreting, and reporting on assessment

Involving Students in the Assessment Process

When students are aware of the outcomes they are responsible for and the criteria by which their work will be assessed or evaluated, they can make informed decisions about the most effective ways to demonstrate what they know, are able to do, and value.

It is important that students participate actively in the assessment and evaluation of their learning, developing their own criteria and learning to judge a range of qualities in their work. Students should have access to models in the form of scoring criteria, rubrics, and work samples.

As lifelong learners, students assess their own progress rather than rely on external measures (e.g., marks) to tell them how well they are doing. Students who are empowered to assess their own progress are more likely to perceive their learning as its own reward. Rather than asking, “What does the teacher want?” students need to ask questions such as, “What have I learned? What can I do now that I couldn’t do before? What do I need to learn next?”

Effective assessment practices provide opportunities for students to reflect on their progress toward achievement of learning outcomes, such as

- assessing and evaluating their learning
- setting goals for future learning

Diverse Learning Styles and Needs

Teachers should develop assessment practices that affirm and accommodate students’ cultural and linguistic diversity. Teachers should consider patterns of social interaction, diverse learning styles, and the multiple ways oral, written, and visual language are used in different cultures for a range of purposes. Student performance takes place not only in a learning context, but in a social and cultural context as well.

Assessment practices must be fair, equitable, and without bias, providing a range of opportunities for students to demonstrate their learning.

Teachers should be flexible in evaluating the learning success of students and seek diverse ways for students to demonstrate their personal best. In inclusive classrooms, students with special needs have opportunities to demonstrate their learning in their own way, using media that accommodate their needs, and at their own pace.

Using a Variety of Assessment Strategies

When teachers make decisions about what learning to assess and evaluate, how to assess and evaluate, and how to communicate the results, they send clear messages to students and others about what learning they value. For example, teachers can communicate that they value risk taking or lateral thinking by including these elements in determining marks.

Assessment involves the use of a variety of methods to gather information about a wide range of student learning and to develop a valid and reliable snapshot of what students know and are able to do, which is clear, comprehensive, and balanced. The assessment process provides information about each student's progress toward achievement of learning outcomes that teachers can use to assign marks, to initiate conversations with students, or to make decisions in planning subsequent learning experiences.

Teachers align assessment and evaluation practices with student-centred learning practices when they

- design assessment and evaluation tasks that help students make judgments about their own learning and performance
- provide assessment and evaluation tasks that allow for a variety of learning styles and preferences
- individualize assessment and evaluation tasks to accommodate specific learning needs
- work with students to describe and clarify what will be assessed and evaluated, and how it will be assessed and evaluated
- provide students with regular, specific, frequent, and consistent feedback on their learning

Assessment activities, tasks, and strategies include, for example,

- | | |
|---------------------------------------|-----------------------------|
| • anecdotal records | • investigations |
| • artifacts | • learning logs or journals |
| • audiotapes | • media products |
| • certifications | • observations |
| • checklists | • peer assessments |
| • conferences | • performance tasks |
| • demonstrations | • portfolios |
| • dramatizations | • presentations |
| • exhibitions | • projects |
| • interviews (structured or informal) | • questionnaires |
| • inventories | • questioning |

Portfolios

A major feature of assessment and evaluation in Business Management 12 is the use of portfolios. A portfolio is a purposeful selection of a student's work that tells the story of the student's efforts, progress, and achievement.

Portfolios engage students in the assessment process and allow them to participate in the evaluation of their learning. Portfolios are most effective when they provide opportunities for students to reflect on and make decisions about their learning. The students and teacher should collaborate to make decisions about the contents of the portfolio and to develop the criteria for evaluating the portfolio. Portfolios should include

- the guidelines for selection
- the criteria for judging merit
- evidence of student reflection

Portfolio assessment is especially helpful for students who need significant support. Teachers should place notes and work samples from informal assessments in the portfolio and use the portfolio to collaborate with students in identifying strengths and needs, selecting learning experiences, and selecting work that best reflects the students' progress toward achievement of learning outcomes.

It is important that students share their portfolios with other students so that all students may see exemplars that represent a range of strategies for expression and levels of complexity in ideas and understanding. Outlines and other evidence of planning, along with multiple revisions, allow students to examine their progress and demonstrate achievement to teachers, parents, and others.

Students should be encouraged to develop a portfolio that demonstrates their achievements in a context beyond a particular course, including letters, certificates, and photographs, for example, as well as written documents. A high school portfolio can be very helpful when students need to demonstrate their achievements to potential employers or post-secondary institutions' admission offices.

Tests and Examinations

Traditional tests and examinations are not, by themselves, adequate to assess student learning. The format of tests and examinations can be revised and adapted to reflect key aspects of the curriculum. Some teachers, for example, have designed tests and examinations based on collaborative or small-group learning, projects, or portfolio learning. Creating opportunities for students to collaborate on a test or examination is an effective practice in the interactive classroom, when assessing learning of a higher order than recall of information, for example, learning that requires synthesis, analysis, or evaluation.

In learning activities that involve responding to a text or solving a problem, for example, students might work collaboratively to clarify and define the task and then work either collaboratively or individually to develop an answer. Students might be given a range of questions, issues, or problems and work collaboratively to clarify their understanding of the assignments and plan responses in preparation for the examination for which only one of the questions, issues, or problems will be assigned. The initial list of questions, issues, or problems can be developed by the teacher, negotiated by the teacher with students, or developed by students and screened by the teacher.

Process-based tests and examinations allow students to demonstrate knowledge and skills and apply strategies at multiple stages in learning processes (e.g., in creating texts; responding to texts or issues; solving problems; or gathering, evaluating, and synthesizing information).

Traditional tests and examinations may present a number of problems in scheduling and resource allocation. Process-based tests and examinations may be undertaken in steps during several class periods over a number of days. Students have opportunities to revise, reflect on, and extend their knowledge and understanding. Teachers have opportunities to develop comprehensive assessments, to monitor and evaluate learning at multiple points in a process, and to use time flexibly.

Appendices

Appendix A: Sample Scope and Sequence

The Business Management 12 course can be presented in four units.

Unit 1: The Management Environment

Since there is no prerequisite course, it is possible and probable that most students in Business Management 12 will not have any business background. Therefore Unit 1: The Management Environment must serve to provide an overview of the current business environment to set the context in which management operates. It also introduces students to introductory business terminology and concepts.

Unit 1 can be modified for students who have completed a business course. These students can focus more effort on in-depth environmental and corporate analysis and a more detailed CEO report. More time can be allocated to management theories and practices in Unit 2.

Unit 2: Managing Business

In-depth analysis of management roles and responsibilities begins in Unit 2: Managing Business. Students must relate their personal attributes, skills, and knowledge to the world of the manager in many different settings. Coverage of management functions (leading, planning, decision making, organizing, and controlling) and management styles can be adapted to meet students' learning needs.

Unit 3: Managing Change

Unit 3: Managing Change presents the challenges facing twenty-first century managers. Topics such as ethics, knowledge management, organizational change, and adaptation to the rapid pace of technological innovation will challenge students to analyse and reflect on the world in which they will spend their careers.

Unit 4: Independent Research

Unit 4: Independent Research challenges students to apply all skills and knowledge of the historical, current, and projected aspects of management to design an "ideal management environment," complete with management philosophy. For their independent project, students select specific industries and types of business and design their own companies with a focus on management. All decisions must be justified and explained. The resultant company designs are the main feature of electronic management portfolios, which also include the management reports from Units 1, 2, and 3.

Unit 4 can be initiated on completion of Unit 1 and can be developed concurrently with delivery of Units 2 and 3.

Course Units and Main Concepts

Detailed content of the units can be developed around the following concepts:

	Unit Title	Main Concepts
1	The Management Environment	Types of Industries Types of Business Ownership Organizational Design Business Functions The Business Environment The Business Cycle
2	Managing Business	Roles of the Manager: Leading, Planning, Decision Making, Organizing, Controlling Management Styles Organizational Culture Self-analysis and Fit
3	Managing Change	The Twenty-first Century Manager Innovation Organizational Change Knowledge Management Learning Organizations Teams and Flat Organizations Diversity EQ versus IQ Change Management—Reactive and Proactive
4	Independent Research	E-Portfolio Ideal Management Environment Design CEO Reports

Appendix B: Rubrics

Rubrics provide benefits for both students and teachers. They are a valuable and flexible component of an assessment package because they

- identify assessment and evaluation criteria
- clearly explain performance standards for each criteria
- assist objective evaluation
- measure improvement

Rubrics are particularly suitable for complex assignments such as multi-disciplinary, problem-solving scenarios because they can assess communication, technological, interpersonal, and teamwork skills as well as content knowledge. Weighted rubrics provide an additional benefit as they can be tailored to the assessment needs of a specific assignment.

Rubrics can also be used to negotiate student responsibility and create a sense of ownership for learning, especially when created jointly or individually. Creating a rubric helps students understand and value the assessment process.

Introducing Rubrics to Students

When presenting rubrics to students, especially students who are not familiar with rubric assessment, include a process for maximizing the benefits for students along with a sample rubric. Students can use a rubric as a resource and guideline in many ways. The following page can be modified for a student or can be used to start a class discussion.

Rubric FAQs answer the following questions:

- What is a rubric?
- Who creates the rubric?
- When can you use a rubric?
- What does a rubric look like?

Rubric FAQs

What is a rubric?

A rubric is an assessment tool that shows how well you have performed a task.

Who creates the rubric?

Your teacher: Usually your teacher will create the rubric. The rubric criteria are based on the goals of the project. This may include content-related and skills-related criteria such as communication, organization, planning, and team skills.

You: Sometimes you will create the rubric that will be used to assess your own work. When you work with your teacher to identify the most important learning or skills that you wish to develop while completing a project, you can decide the rubric criteria and the standard that you are aiming for.

Your team: Some team projects are based on rubrics created by the whole team.

When can you use a rubric?

Before you begin a project, review the rubric carefully to see what the measurement criteria are. You will know before you begin a project exactly what you have to do and how each part will be assessed.

During your research, you will not waste time on topics that are not relevant for your project. You can organize your research more efficiently and use rubric criteria to help you organize information. Checking the rubric during the research and writing period also prevents you from forgetting an important component of the project.

After you have assembled all of the parts of your project, check the rubric again and assess yourself. Ask team members to use the rubric and give you some feedback. This gives you a chance to correct and improve your work before it is submitted. By comparing your performance on previous rubrics, you can measure your own improvement.

What does a rubric look like?

A rubric is a matrix chart. Assessment criteria are listed in the left column. Performance levels are identified across the top row of the chart. Each cell in the column below a performance standard explains what must be done or included to achieve that level of performance. Finally, there is a column for recording a mark for each criteria and a total for the project. Some rubrics also have a section for comments from your team members or teacher.

Rubric Example 1

NAME _____

Business Articles Rubric					
Assignment was organized in a logical and meaningful manner.	1	2	3	4	5
Assignment was completed within the time frame given.	1	2	3	4	5
Assignment demonstrated creativity on behalf of the student.	1	2	3	4	5
Assignment contained articles from a variety of sources.	1	2	3	4	5
Content of each article was appropriate or relevant to the assignment.	1	2	3	4	5
Appropriate summary provided for each article.	1	2	3	4	5
TOTAL					/30

Rubric Example 2

NAME _____

Presentation Rubric					
Eye Contact	1	2	3	4	5
Audibility	1	2	3	4	5
Delivery	1	2	3	4	5
Knowledge of Content	1	2	3	4	5
Appropriate Time	1	2	3	4	5
TOTAL					/25

Rubric Example 3

This simple tool provides an example for teachers and students to use in defining project expectations, negotiating a mark, and monitoring progress. Not all of these elements will be useful for all projects.

Project Rubric					
	Does not meet expectations: 1 point	Meets expectations: 2 points	Exceeds expectations: 3 points	Self-Evaluation	Teacher Evaluation
Topic/Content	Includes some essential information/elements and few details.	Includes essential information/elements with enough elaboration to give audience an understanding of the topic.	Covers topic completely and in depth. Encourages audience to reflect or enquire further.		
Analysis/Discussion/Development	Information/ideas presented without questioning or analysis.	Information/ideas selected, analysed, and evaluated.	Information/ideas selected and combined clearly and comprehensively.		
Product/Solution/Inquiry	Has limited effectiveness or is not effective.	Is effective.	Results are elegant, sophisticated, or comprehensive.		
Specific Requirements	Includes ___ or less _____. <i>(To be filled in by teacher and student.)</i>	Includes at least _____.	Includes at least ___ or more _____.		
Format	Includes several inappropriate, incorrect, or ineffective elements.	Elements are generally used effectively, appropriately, and correctly.	Elements are used to enhance, clarify, and emphasize.		
Group Work	Works with others, but has difficulty sharing decisions and responsibilities with others.	Works well with others; takes part in decisions and contributes fair share to group.	Works well with others; assumes a clear role and related responsibilities; motivates others to do their best.		
Presentation Skills	Some difficulty communicating ideas.	Communicates ideas with adequate preparation, and some enthusiasm.	Communicates ideas with enthusiasm, clarity, and control.		
			Total Points		

Appendix C: Getting Started

This appendix provides examples of usable information based on the following course outcome:

Students will be expected to demonstrate a clear understanding of the business environment in which Canadian firms currently operate and identify the variables and complexities that affect managerial decision making.

Adapting Activities

This appendix contains a variety of activities and projects that teachers can adapt, depending on the nature of the class and the amount of time that can be devoted to each topic or outcome. Credit levels (Open and Academic) have been used as a guide. However, the depth and scope of any activity that teachers feel would be of interest or value to a particular class or student can be modified to match the needs of the student and an appropriate level of difficulty for the type of credit.

Adapting Resources

Resources recommended in this guide provide a starting point for student and teacher research. Teachers are free to add reference material, especially from current media coverage (newspapers, business magazines, videos, documentaries, etc.) or from additional Internet sources. Teachers can use their own community resources. Business associations, civic groups, and companies are generally very willing to send speakers or provide information for educational projects. Once again, these resources will vary considerably from one community to the next and can be adapted to the needs and interests of different classes.

Publishers often provide additional resources and Web sites from which activities can be adapted. Teachers can set up their own Web sites for the class to create a more interactive learning environment with a new forum for discussion and information sharing.

Determining Assessment Criteria

Assessment criteria reflect a holistic approach to the course itself and the role of a particular task or activity in achieving a combination of learning outcomes. For example, communication and interpersonal skills and use of technology are necessary components of almost every activity. Assessment criteria should address subject knowledge and consider the full range of skills addressed in the course.

In addition to content-related criteria, teachers should include assessment of evidence that students have participated actively in discussion, research, analysis, and presentations. Team and individual contributions should also be included in the rubric. The importance of individual life experiences and employability skills, business

communication, and technology skills should be reflected in rubrics whenever they are a factor in the successful completion of the project.

Sample Activities and Assessment

The following chart provides a variety of class activities and deliverables based on the first outcome. Icons for Academic ▲ and Open ○ credits indicate activities designed for different credit levels.

Student Learning Activities	Assessment Criteria and Tasks
<p>The Concept of Business</p> <p>Brainstorm ideas about what business is. Categorize main activities, and create a concept or mind map to present to other groups. Identify business functions that are being performed. Research, in the library or on the Internet, definitions of business, business activities, and business functions and summarize findings to produce a concise team definition. Add the definition to the concept map before presenting to other teams.</p>	<p>The Concept of Business</p> <ul style="list-style-type: none"> • demonstrate ability to discuss, analyse, and summarize the big picture • adopt a clear, concise business writing style; refer to guidelines in the fourth outcome.
<p>Walk the Walk and Talk the Talk</p> <p>Create definitions of business terminology and jargon to build a personal business dictionary throughout the term. This is an excellent self-test of comprehension and a good preparation for the workplace or higher-level business courses.</p>	<p>Walk the Walk and Talk the Talk</p> <ul style="list-style-type: none"> • explain meaning clearly in one's own words • organize and categorize terminology and jargon • use technology to format and present definitions • produce a complete dictionary by continuing development through the course
<p>Industrial Connections</p> <p>Select a product used in daily life (e.g., television set, hair gel). Trace the product from the retail store to the origin of each primary product used in manufacturing. Name the materials and industries involved. Teams may find whiteboards and poster-sized paper useful for this task. Label industry types (mining, manufacturing, wholesale, transportation, etc.) and overlay primary, secondary, tertiary, and quaternary industry classifications. Discuss what has been learned about the interdependence of business activities in Canada. ○</p>	<p>Industrial Connections</p> <ul style="list-style-type: none"> • identify basic business functions (e.g., marketing, production, transportation, finance, customer service) • participate actively in discussion of business transactions and the roles played by companies • discover the nature and relationship between primary, secondary, tertiary, and quaternary industries • use business terminology correctly • deduce the interdependence among industry sectors
<p>Industry Research</p> <p>Discuss the characteristics of an industry as a group of companies engaged in the same type of business. Conduct Internet research to discover how industries are grouped into industry sectors.</p>	<p>Industry Research</p> <ul style="list-style-type: none"> • demonstrate familiarity with government departments, roles, and services offered • use technology for business research • create bookmarks for personal research resources • differentiate among industry sectors

Student Learning Activities	Assessment Criteria and Tasks
<p>Business in Canada</p> <p>Present a brief analysis of Canada's economic base, using a graph of industry sectors as a visual. List the types of industries within each sector and comment on the risks and benefits to the economy and to the business community. ▲</p>	<p>Business in Canada</p> <ul style="list-style-type: none"> • use new methods and media to present information • extract and summarize information from industry sector Web pages • apply information to develop conclusions about the state of the Canadian economy • apply conclusions to business
<p>Industry Sector Investigation</p> <p>Interview a local manager about the advantages and disadvantages of working in his/her industry. Include discussion of concerns, trends, anticipated change, and employment opportunities. ▲</p>	<p>Industry Sector Investigation</p> <ul style="list-style-type: none"> • select an industry that is an appropriate personal career option • plan a detailed analysis of a specific industry • develop a list of appropriate interview questions • apply course knowledge and information interview to analyse the current situation of the industry • use factual information as a basis to predict the future situation of the industry • present conclusions clearly in business format
<p>Business in Our Community</p> <p>Construct a chart or table to record industry sectors and representative companies in the community. Add a third column for local examples of various ownership types within each sector. Include an appendix with brief descriptions for all terminology used in the chart. ●</p>	<p>Business in Our Community</p> <ul style="list-style-type: none"> • share information from primary and secondary sources • tabulate results in charts and interpret information • use appropriate technology to construct charts and tables • plan and conduct personal interviews for information gathering • apply knowledge of types of business ownership • improve business vocabulary through questioning and interviews • present results formally as a culminating activity for the unit

Student Learning Activities	Assessment Criteria and Tasks
<p>Business Ownership Investigation</p> <p>Divide the class so that all ownership types are covered. Research the characteristics, advantages, and disadvantages of each ownership type. Information sharing can include diagrams, charts, and information from interviews with local business owners or managers. ▲</p>	<p>Business Ownership Investigation</p> <ul style="list-style-type: none"> • apply prerequisite knowledge of ownership types • select an appropriate interviewee (suitable position and company) • prepare a list of clear and focussed interview questions • use appropriate business terminology in questions and discussion • recognize the contribution of the interviewee with a formal letters of thanks • interpret business activity and concerns for a variety of enterprises • relate concerns to business ownership • share conclusions with other teams • apply knowledge to personal career goals and choices
<p>Organizational Design Challenge</p> <p>Brainstorm lists of Canadian industry sectors and representative companies in each sector. Access annual reports and review organizational charts online or at a library. Deduce the criteria for the divisions (e.g., geographic, functional) of selected companies. Assess whether the organizational structure is appropriate for the corporation, given its specific business activities. Discuss, with supporting statements, how the organizational design and reporting relationships of a small business compare to that of a large corporation. ▲</p>	<p>Organizational Design Challenge</p> <ul style="list-style-type: none"> • contribute to lists of Canadian industry sectors and companies • collaborate with other teams to select a company that represents one of the main Canadian industry sectors so that a broad range of sectors are represented • apply knowledge of basic types of organizational design (functional, geographic, customer-based, product, matrix) • select and research a major Canadian corporation • review corporate publications and annual reports for information on business activities and structure • determine the suitability of the structure • compare the activities and needs of large and small companies
<p>Going Up?</p> <p>Is the economy on the way up or the way down? Review the business cycle. Plot Canada's current position on the business cycle curve and justify the decision.</p>	<p>Going Up?</p> <ul style="list-style-type: none"> • use appropriate technology to create a diagram • analyse, plot, and explain Canada's current position in the cycle

Student Learning Activities	Assessment Criteria and Tasks
<p>Business Environment Synopsis</p> <p>Create a visual to explain the complexity and interrelationships of variables in the five realms of the business environment using Inspiration or similar software. ▲</p>	<p>Business Environment Synopsis</p> <ul style="list-style-type: none"> • identify the five realms of the business environment • identify and discuss how specific variables from all five realms impact business activity and decisions • use technology (Inspiration or similar software) to accurately depict the five realms and demonstrate their impact
<p>Trend Spotting</p> <p>Monitor local and national newspapers to identify issues, changes in the business environment, industry trends, etc., that may impact specific industry sectors and ownership types. This monitoring can be adapted for analysis of national, provincial, or local scenarios or for specific industry or ownership types. What type of variables most influence the examples chosen?</p>	<p>Trend Spotting</p> <ul style="list-style-type: none"> • locate a recent news item about an event that influences the environment for a particular industry or type of business ownership • present a summary of the key points of the article or report • explain the event in terms of variables in the business environment • predict the impact on an individual company and/or community • identify emerging trends
<p>Community Survey</p> <p>Survey businesses in the community. Assign them to industry types and sectors. Identify the ownership type of each. Construct charts or pie graphs to show the balance of ownership types. Evaluate the effect these businesses have on the community and on individuals within the community, including oneself. Determine whether the needs of the community are being met. Evaluate whether the community has optimal locations and conditions for these companies, considering the variables in the current business environment. Prepare a set of recommendations to the local Board of Trade or municipal government for sustainable economic growth in a healthy community. ▲</p>	<p>Community Survey</p> <ul style="list-style-type: none"> • apply knowledge to a specific analysis, such as the recommendations for sustainable economic growth in a healthy community • plan and conduct interviews with appropriate members of the business community • use technology to present a summary of business activity in the community • demonstrate an understanding of how industry type, ownership type, and the business environment impact business and the community itself • evaluate and summarize how well the business meets the needs of the community • evaluate and summarize how well the community meets the needs of existing businesses • develop a set of recommendations that balance the needs of business and the community • present findings in appropriate business format with charts and diagrams

Student Learning Activities	Assessment Criteria and Tasks
<p>Corporate Strategy Simulation</p> <p>Assist a CEO in planning a five-year corporate strategy for a specific industry and ownership type. Include an organizational chart. In pairs or small teams, prepare a business report to identify significant variables in the current business environment, outline trends, and forecast required changes. Present findings and recommendations in formal business report format. ▲</p>	<p>Corporate Strategy Simulation</p> <ul style="list-style-type: none">• share information gathered from interviews and electronic sources, and contribute to a group task• select a specific industry and ownership type• conduct research on the industry and apply knowledge to a hypothetical company• discuss and explain how potential trends and change will impact the company• formulate a solution to a business problem• present recommendations in a formal business report

Appendix D: Internet Web Sites

The following list of Internet Web sites may be useful in a range of learning activities. The names of the sites, rather than the URLs (Uniform Resource Locator) are given. The sites may be located using a search engine. URLs are unreliable in the rapidly-changing Internet environment. Referring students to unverified links can result in students reaching dead links, sites which have content substantially different from what was on the site when it was originally recommended, or inappropriate sites which could cause considerable embarrassment.

Business in Canada

- Industry Canada/Industrie Canada
- Statistics Canada—profiling Canada’s business, economy, and society
- Conference Board of Canada
- National Occupational Classification 2001/Classification nationale des professions 2001
- Strategis: Canada’s Business and Consumer Site
- Canadian Business Map: Map of Canada
- Canada’s Innovation
- Skills/Competences Canada
- Business in Nova Scotia
- HRDC Nova Scotia
- Skills Canada—Nova Scotia

Business Theory

- History of Business, Management, and Economics
- Gurusonline—English
- BOLA: Business Open-Learning Archive
- Management Theory Information at Business.com
- FACSNET Reporting Tools
- Management Environment
- Drucker Foundation: Thought Leaders Forum: Henry Mintzberg
- The Wall Street Journal Classroom Edition
- Open Directory—Business, Management, Management Science
- Dowding’s Universal Business Model
- Managing Business: The Strategis Guide to Managing People
- Small Business Management: Advice & Guides
- Retail Business Management
- Managing Change: Alvin Toffler and the Third Wave

- Change Management Toolbook
- Change Management Information at Business.com
- Annual Reports—Business in Canada
- Bombardier: Experience the Extraordinary
- Magna International
- Job Futures
- Youth Employment Information: *Looking for a Job—A Guide for Youth*
- Careerpath Adventures
- Canada Career Consortium
- Learn and Earn—Career Centre Home Page
- Apprenticeship Training Division—Nova Scotia Department of Education
- REALM Magazine

Volunteering

- Volunteer Canada
- Canadian Volunteer Program
- VolNet
- Welcome to Volunteer Today!
- Volunteer: AVA Association for Volunteer Administration
- The Volunteer Opportunities Exchange

Lesson Ideas

- Fast Company Online Guides
- Education and Learning
- The Wall Street Journal Classroom Edition
- The Times 100: Free Business Case Studies on Real Life Companies
- BOLA: Business Open Learning Archive
- Business School Working Papers Series
- Biz/ed

Appendix E: Resources

ALR Resources

- 20181 *Business English and Communication*. 5th Canadian edition. Canada: McGraw-Hill Ryerson Limited (1996).
- 22325 *A Canadian Writer's Reference*. Updated 2nd edition. Scarborough, ON: Nelson Thomson Learning (2001).
- 22377 *The Communications Handbook*. Toronto: Nelson Canada (1996).
- 22512 *The World of Business*. Nelson Thompson, (1994).
- 22978 *Fundamentals of Management: Essential Concepts and Applications*, 3rd Canadian edition, Test Item File, Pearson Education Canada (2002).
- 22979 *Fundamentals of Management: Essential Concepts and Applications*, 3rd Canadian edition (with Media Companion), Pearson Education Canada (2002).
- 22980 *Fundamentals of Management: Essential Concepts and Applications*, 3rd Canadian edition, Instructor's Manual, Pearson Education Canada (2002).
- 22981 *Fundamentals of Management: Essential Concepts and Applications*, 3rd Canadian edition, Electronic Transparencies in PowerPoint, Pearson Education Canada (2002).
- 22982 *Fundamentals of Management: Essential Concepts and Applications*, 3rd Canadian edition, Test Manager CD-ROM, Pearson Education Canada (2002).

Other Resources

- Covey, Stephen R. *The 7 Habits of Highly Effective People*. New York: Simon and Schuster (1989).
- Drucker, Peter F. *The Effective Executive*. New York: Harper and Row Publishers (2002)
- Dubrin, Andrew J. and Anne Harper. *Essentials of Management*. Scarborough, ON: International Thomson Publishing Company, (1997).
- Griffin, R. W., and J. B. Singh, *Management*. Toronto: ITP Nelson, Houghton Mifflin (1999).
- Reece, Barry L., and Rhonda Brandt. *Effective Human Relations in Organizations*. Boston: Houghton-Mifflin (1999).

Appendix F: Checklist Sample

Demonstrate communication and interpersonal skills required in the modern work environment.

✓	Technique observed
	Works well as a team member
	Demonstrates good interpersonal skills with team members
	Responds positively to team feedback
	Accepts constructive feedback from peers
	Assesses peers appropriately
	Evaluates peers fairly
	Demonstrates personal employability skills effectively
	Uses brainstorming techniques
	Responds positively to improving personal skills by using a journal
	Reports on teamwork skills
	Participates in self- and peer-evaluations
	Total number of techniques observed

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Introduction

Background

Atlantic Canada is changing. The economy is becoming more technologically oriented, placing higher demands on both management and employees. High school graduates must develop transferable skills and meet new standards for employability skills as they enter the workplace. In response to changing needs, the Department of Education has adopted a learning outcomes approach to curriculum development. Now students can present evidence of what they know and can do.

The need for new business curriculum has been recognized for several years, in particular, to reflect change in our economic and business environment and to align business education courses with the learning outcomes approach applied in other disciplines. The need for office skills continues; however, there is an opportunity to strengthen the skills of a broader student base and to provide analytical, problem solving, and communication skills by understanding how companies are operated and managed from employer and employee perspectives.

The Conference Board of Canada, Canada's most influential independent research institute, monitors the impact of two main forces on management decisions: the external environment (national and global issues and trends) and the internal environment (change in management systems such as strategy, organizational structure, technology, human resource management, and information management). Working with employers across the country, they have identified the most important characteristics required of new employees. Many attributes previously required at the management level are now being considered critical for satisfactory employee performance. All of these employability skills are being incorporated into business education programs.

Because the range of knowledge, skills, and personal abilities developed in business courses is so extensive, the National Business Education Association (USA) states that

Perhaps no other discipline better enables students to think, make decisions, simulate the real world, and apply academic subject matter than does business education. Students who study business education will have increased opportunities to succeed in whatever field they may choose to pursue. (*National Standards for Business Education*, NBEA, 2001, p. 4)

Rationale for Business Management Education

Constant change in our social and economic environments imposes increasing demands on the individual. Most students will experience at least four or five career changes during their working years. They will require flexibility; positive attitudes; strong communication, problem-solving, and decision-making skills; and aptitudes for lifelong learning. Business education can provide tools they will need to manage their lives and careers.

There is greater interest in high school business courses because more students are registering in business and commerce programs at universities and community colleges. Students who are registering in professional programs such as medicine, dentistry, architecture, and engineering are also becoming aware that the inability to manage the business side of their careers would be a major constraint on their future success. In addition, the trend toward self-employment and entrepreneurship will continue to grow. More graduates will become small business operators or entrepreneurs, whether from choice or from necessity. All of these students will benefit from knowledge of management principles, roles, and responsibilities.

Employers are looking for graduates who can work independently and collaboratively. They need employees who can work effectively with technology and with people. Employees must know how to manage themselves and others, and to use technology comfortably and effectively; they must be able to adapt to rapid and continuous change.

The *National Standards* document (NBEA, 2001) describes management as the ability to “analyse, synthesize, and evaluate data from other functional areas of business such as marketing, finance, accounting, and production along with the development of appropriate personal leadership skills” (p. 11). A management course should provide training that will help students to deal with the complexity and interaction of business functions within a specified organizational context, develop workable solutions, and acquire the necessary interpersonal and communication skills to implement solutions.

The Nature of Business Management 12

Business Management 12 is based on a learning outcomes framework that identifies knowledge, skills, and attitudes that students are expected to demonstrate as a result of their learning experiences. Everyone benefits from understanding the manager’s many roles and responsibilities, regardless of position.

The Business Management 12 curriculum meets the needs of all learners. Teachers can adapt and modify learning activities for different ability and interest levels. A wide variety of scenarios and management decisions emerge from studying the manager’s role in different companies and business issues. The course is student-centred and well

suited for supporting individualized programs and self-directed learning.

Teamwork, a self- and peer-assessment process, and assessment rubrics provide students with clear standards and expectations. Assessment processes allow review and improvement before submission of assignments and encourage students to take ownership of their learning.

Teachers who approach this course as facilitators model the manager's role in modern flat organizational structures where team communication and collaboration are critical success factors. Self- and peer-assessments mirror team contributions to performance appraisals. Students participate in appraisals as they would in employment reviews in the workplace. In this and many other ways, students have an opportunity to demonstrate the full range of employability skills as an integral part of their learning and behaviour.

Self-analysis and career investigation activities provide a basis for development of an effective e-portfolio to demonstrate how aptitudes, interests, skills, and knowledge have been applied to complete business reports and projects.

Students are most likely to develop their own managerial skills and apply knowledge of business management when they have opportunities to use those skills and knowledge purposefully to

- think, act, and learn
- manage and evaluate information
- identify and analyse opportunities
- explore, respond to, and value the role of management in business and personal life

When students are required to apply knowledge from other disciplines and interact with the business community during their research and analysis, learning can be exciting and meaningful. Business Management 12 is simultaneously a subject area, a career option, and a vehicle for learning. The course follows a pedagogical approach that is rich in experiential and contextual processes. Students benefit from learning about business and business management, and develop both business skills and numerous transferable skills. They also have an opportunity to apply skills and knowledge to personal, educational, and career aspects of their lives.

Business Management 12 requires a student-centred approach in its delivery and a multi-faceted approach in pedagogy. Students can focus on different themes or aspects of the course, including

- management in the context of the current business environment
- evolution of management roles and styles
- the challenges of change management and planning for the future

This course allows students to take ownership of their learning through appreciation of the value of management skills and characteristics as determinants of success in all careers. It incorporates, concurrently, several contexts for learning including engaging in team activities; interacting with the business community; conducting self- and peer-assessments; and learning business, interpersonal, and technology skills through experiential activities.

Course code: 002345 (academic), 002346 (open)

Note: Business Management 12 is available for implementation in 2003–04. Business Management 12 is designed to be offered as either an academic credit (002345) or an open credit (002346). Business Management 12 will replace Business Organization and Management 12 (002005), which will not be offered after 2003–04.

Course Design and Components

Features of Business Management 12

Business Management 12 is characterized by the following features:

- an emphasis on integrating, applying, and reinforcing the knowledge, skills, and attitudes developed in other courses
- a connection to the Essential Graduation Learnings
- a refining of career-planning skills to explore a wide range of pathways from school
- a strong connection to labour market opportunities with a focus on enhancing employability skills
- a relationship to the community and workplace with a focus on using real community and workplace problems and situations as practical contexts for the application of knowledge and skills and for further learning
- hands-on learning experiences, including experiences with a range of technologies
- development of personal and interpersonal skills required for personal and career success
- use of technology as an integral part of the course

Business Management 12 comprises four units: The Management Environment, Managing Business, Managing Change, and Independent Research.

Business Management 12 is designed to reflect change in economic and business environments and to develop students' analytical, problem solving, and communication skills through an understanding of how companies operate and are managed from both employer and employee perspectives. The course focusses on active, experiential learning and on developing the knowledge, skills, and attitudes required to identify opportunities and meet the challenges of the business environment.

The Four-Column Spread

The curriculum for this course has been organized into four columns for several reasons:

- The organization illustrates how learning experiences flow from the outcomes.
- The relationship between outcomes and assessment strategies is immediately apparent.
- Related and interrelated outcomes can be grouped together.
- The range of strategies for teaching and learning associated with a specific outcome or outcomes can be scanned easily.
- The organization provides multiple ways of reading the document or locating specific information.

The Two-Page, Four-Column Spread

<p style="text-align: right; font-size: small;">OUTCOMES</p> <p>Demonstrate a clear understanding of the business environment in which Canadian firms currently operate and identify the variables and complexities that affect managerial decision-making. (continued)</p> <hr/> <p>Outcomes</p> <p><i>Students will be expected to</i></p> <ul style="list-style-type: none"> examine basic business functions and analyse their interdependence within a wide range of business ownership types assess the current state of the business cycle and its impact on companies and managers today analyse connections among legal, political, economic, environmental, and social issues identify and explain the impact of external variables in the business environment that influence management decision-making and strategy apply business principles to specific scenarios and case studies <hr/> <p>Suggestions for Learning and Teaching</p> <p><i>Students can</i></p> <ul style="list-style-type: none"> identify the types of industries and industry sectors via an Internet search and discuss their role in the Canadian economy in small groups research types of business ownership by conducting surveys of local businesses A analyse the advantages and disadvantages of public and private sector, enterprises, sole ownership, partnership, corporation, franchise, crown corporation, and not-for-profit organizations in a table or chart construct and explain organizational charts that illustrate geographic, functional, product, customer-based and matrix units, communication, and reporting relationships A create graphs to indicate the connection within the economic, social/cultural, political/legal, competitive, and technological variables of the business environment A explain how the business cycle is related to economic activity by producing diagrams, and plotting Canada's current position investigate the complexity and interdependence of business structures and functions A discuss in small groups the impact of the business environment on career and life choices following interviews of local business people show their understanding of business terminology and phrasing by completing matching exercises <hr/> <p style="text-align: right; font-size: small;">20</p> <p style="text-align: center; font-size: x-small;">BUSINESS MANAGEMENT 12</p>	<p style="text-align: right; font-size: small;">OUTCOMES</p> <p>Demonstrate a clear understanding of the business environment in which Canadian firms currently operate and identify the variables and complexities that affect managerial decision-making. (continued)</p> <hr/> <p>Suggestions for Assessment</p> <p>Business Communication</p> <ul style="list-style-type: none"> use appropriate business terminology in all questions and discussions adopt a clear, concise business writing style explain business terminology and jargon clearly in the student's own words use technology to format and present definitions produce business dictionaries by continuing development through the term use business terminology correctly in written and verbal communication review corporate publications and annual reports for information on business activities and structures plan and conduct interviews with appropriate members of the business community A develop lists of appropriate interview questions recognize the contribution of an interviewee with a formal letter of thanks <p>Career Development</p> <ul style="list-style-type: none"> select an industry that is an appropriate personal career option apply business knowledge to personal career goals and choices improve business vocabulary through questioning and interviews share information gathered from interviews and electronic sources and contribute to a group task <p>Use of Technology</p> <ul style="list-style-type: none"> use technology for business research create bookmarks for personal research resources use new methods and media to present information summarize and extract information from industry sector Web pages A locate sources and share information from a variety of primary and secondary sources B tabulate results in charts and diagrams and interpret information, using appropriate technology to construct and present visuals A <hr/> <p>Resources</p> <p>Print Resources</p> <ul style="list-style-type: none"> Refer to NSSBB listings 21468, <i>Canadian Macroeconomics</i>, and 22143 and 22145, <i>Made in Canada, Economics for Canadians</i>. For coverage of business cycle and related economic concepts. Resources include <i>The Communications Handbook</i> (NSSBB# 22377) and <i>Business English and Communication</i>, 5th edition (NSSBB# 20181). See Communication Outcome for details. <p>Software</p> <ul style="list-style-type: none"> Office Suite Inspiration <p>Internet</p> <ul style="list-style-type: none"> A current list of URLs will be provided separately. <p>Newspapers</p> <ul style="list-style-type: none"> <i>The Globe and Mail</i> <i>The National Post</i> <i>The Chronicle-Herald</i> <i>The Mail Star</i> <i>The Daily News</i> <hr/> <p style="text-align: right; font-size: small;">21</p> <p style="text-align: center; font-size: x-small;">BUSINESS MANAGEMENT 12</p>
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Column One: Outcomes

This column describes what students are expected to know, be able to do, and value by the end of this course. While the outcomes may be clustered, they are not necessarily sequential.

Column Two: Suggestions for Learning and Teaching

This column offers a range of strategies from which teachers and students may choose. Suggested learning experiences can be used in various combinations to help students achieve an outcome or outcomes. It is not necessary to use all of these suggestions, nor is it necessary for all students to engage in the same learning experience.

Column Three: Suggestions for Assessment

These suggestions may be used to assess students' success in achieving the outcomes; they are linked to the Outcomes column and the Suggestions for Learning and Teaching column. The suggestions are only samples; for more information, read the section Assessing and Evaluating Student Learning.

Column Four: Resources

This column contains a variety of information related to the items in the other columns, including suggested resources, elaborations on strategies, successes, cautions, and definitions.

Outcomes

Essential Graduation Learnings and Business Management 12

The Atlantic provinces worked together to identify the abilities and areas of knowledge that they considered essential for students graduating from high school. These are referred to as the Essential Graduation Learnings. Details may be found in the document *Public School Programs*.

Aesthetic Expression

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

Students will be expected to

- articulate the impact of social, economic, and technological change on management attitudes and principles

Citizenship

Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

Students will be expected to

- demonstrate a clear understanding of the business environment in which Canadian firms currently operate and identify the variables and complexities that affect managerial decision making

Communication

Graduates will be able to use the listening, viewing, speaking, and writing modes of language(s) as well as mathematical and scientific concepts to think, learn, and communicate effectively.

Students will be expected to

- demonstrate communication and interpersonal skills required in the modern work environment
- working independently or with others, investigate and report on an issue in the work environment

Personal Development

Graduates will be able to continue to learn and pursue an active, healthy lifestyle.

Students will be expected to

- demonstrate a clear understanding of the manager's role and recognize their own and others' management characteristics and potential

Problem Solving

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.

Students will be expected to

- apply management principles to a wide range of enterprises and situations
- identify opportunities to apply management concepts and principles to personal and career situations

Technological Competence

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

Students will be expected to

- demonstrate an understanding of the role of technology and its application to management

Business Management 12 Outcomes

As a result of their learning experiences in Business Management 12, students will be expected to

- demonstrate a clear understanding of the business environment in which Canadian firms currently operate and identify the variables and complexities that affect managerial decision making
- demonstrate a clear understanding of the manager's role and recognize their own and others' management characteristics and potential
- demonstrate an understanding of the role of technology and its application to management
- demonstrate communication and interpersonal skills required in the modern work environment
- apply management principles to a wide range of enterprises and situations
- articulate the impact of social, economic, and technological change on management attitudes and principles
- identify opportunities to apply management concepts and principles to personal and career situations
- working independently or with others, investigate and report on an issue in the work environment

Specific Curriculum Outcomes

Students will be expected to demonstrate a clear understanding of the business environment in which Canadian firms currently operate and identify the variables and complexities that affect managerial decision making.

Students will be expected to

- examine basic business functions and analyse their interdependence within a wide range of business ownership types
- assess the current state of the business cycle and its impact on companies and managers today
- analyse connections among legal, political, economic, environmental, and social issues
- identify and explain the impact of external variables in the business environment that influence management decision making and strategy
- apply business principles to specific scenarios and case studies

Students will be expected to demonstrate a clear understanding of the manager's role and recognize their own and others' management characteristics and potential.

Students will be expected to

- describe and explain the importance of each of the manager's functions, roles, and responsibilities
- evaluate the appropriateness and effectiveness of various management styles in a variety of business settings
- assess their own managerial characteristics
- recognize, value, and draw upon the managerial qualities of others

Students will be expected to demonstrate an understanding of the role of technology and its application to management.

Students will be expected to

- demonstrate an understanding of the role of technology in business
- demonstrate the ability to use technology in business research and presentations
- use the Internet effectively for business research
- identify the technology skills required by managers in varied organizations
- identify opportunities to apply technology in different industry and business types
- assess the future impact of technology in the workplace

Students will be expected to demonstrate communication and interpersonal skills required in the modern work environment.

Students will be expected to

- present formal and informal written and verbal information in appropriate business format
- demonstrate skills required to work productively as an individual and team member to solve business problems
- provide and accept constructive feedback within a team situation

Students will be expected to apply management principles to a wide range of enterprises and situations.

Students will be expected to

- demonstrate an understanding of basic management strategies
- gather and interpret information to apply change management strategies to corporate, entrepreneurial, not-for-profit, and government environments

- develop and implement strategies to set and attain management goals in specific situations
- demonstrate effective planning
- develop strategies to deal with challenges and change
- make and apply informed decisions
- demonstrate the ability to reflect upon and learn from experience
- participate actively in planning, organizing, and conducting a school or community event

Students will be expected to articulate the impact of social, economic, and technological change on management attitudes and principles.

Students will be expected to

- describe the impact of globalism and the resultant changes in the competitive environment
- monitor the current economic and political environment globally and within Canada
- reflect critically on how social issues such as diversity, corporate social responsibility, and ethics are influencing the manager's role and style
- evaluate the impact of new concepts such as knowledge management, learning organizations, enterprise systems, and change management on the roles of managers and employees

Students will be expected to identify opportunities to apply management concepts and principles to personal and career situations.

Students will be expected to

- investigate a range of career opportunities
- determine the best personal fit for their skills within a business environment
- apply time, project, and change management concepts to personal and educational challenges
- develop e-portfolios to showcase personal attributes, skills, knowledge, and completed projects that identify and reflect progress toward achieving management and career goals

Students will be expected to, working independently or with others, investigate and report on an issue in the work environment.

Students will be expected to

- develop and refine proposals
- identify information needs, then locate and evaluate resources
- share research and reflections
- set deadlines and develop workplans
- gather, organize, and synthesize information and ideas
- reflect on and assess their own learning and the learning of others
- use technology effectively to enhance their projects and presentations

Outcomes Arranged by Course Unit

The Management Environment	Managing Business	Managing Change	Independent Research
<i>demonstrate a clear understanding of the business environment in which Canadian firms currently operate and identify the variables and complexities that affect managerial decision making</i>			
examine basic business functions and analyse their interdependence within a wide range of business ownership types	assess the current state of the business cycle and its impact on companies and managers today	assess the current state of the business cycle and its impact on companies and managers today	apply business principles to specific scenarios and case studies
analyse connections among legal, political, economic, environmental, and social issues	identify and explain the impact of external variables in the business environment that influence management decision making and strategy	identify and explain the impact of external variables in the business environment that influence management decision making and strategy	
	apply business principles to specific scenarios and case studies	apply business principles to specific scenarios and case studies	
<i>demonstrate a clear understanding of the manager's role and recognize their own and others' management characteristics and potential</i>			
describe and explain the importance of each of the manager's functions, roles, and responsibilities	evaluate the appropriateness and effectiveness of various management styles in a variety of business settings		assess their own managerial characteristics
	recognize, value, and draw upon the managerial qualities of others		

The Management Environment	Managing Business	Managing Change	Independent Research
<i>demonstrate an understanding of the role of technology and its application to management</i>			
demonstrate an understanding of the role of technology in business	demonstrate the ability to use technology in business research and presentations	assess the future impact of technology in the workplace	
	identify opportunities to apply technology in different industry and business types		
use the Internet effectively for business research			
identify the technology skills required by managers in varied organizations			
<i>demonstrate communication and interpersonal skills required in the modern work environment</i>			
present formal and informal written and verbal information in appropriate business format	demonstrate skills required to work productively as an individual and team member to solve business problems	provide and accept constructive feedback within a team situation	
demonstrate skills required to work productively as an individual and team member to solve business problems			

The Management Environment	Managing Business	Managing Change	Independent Research
<i>apply management principles to a wide range of enterprises and situations</i>			
	demonstrate an understanding of basic management strategies	gather and interpret information to apply change management strategies to corporate, entrepreneurial, not-for-profit, and government environments	develop and implement strategies to set and attain management goals in specific situations
participate actively in planning, organizing, and conducting a school or community event	gather and interpret information to apply change management strategies to corporate, entrepreneurial, not-for-profit, and government environments	develop strategies to deal with challenges and change	demonstrate the ability to reflect upon and learn from experience
	develop and implement strategies to set and attain management goals in specific situations		
	demonstrate effective planning		
	make and apply informed decisions		

The Management Environment	Managing Business	Managing Change	Independent Research
<i>articulate the impact of social, economic, and technological change on management attitudes and principles</i>			
describe the impact of globalism and the resultant changes in the competitive environment	monitor the current economic and political environment globally and within Canada		
reflect critically on how social issues such as diversity, corporate social responsibility, and ethics are influencing the manager's role and style		evaluate the impact of new concepts such as knowledge management, learning organizations, enterprise systems, and change management on the roles of managers and employees	
<i>identify opportunities to apply management concepts and principles to personal and career situations</i>			
investigate a range of career opportunities	investigate a range of career opportunities	apply time, project, and change management concepts to personal and educational challenges	
develop e-portfolios to showcase personal attributes, skills, knowledge, and completed projects that identify and reflect progress toward achieving management and career goals	determine the best personal fit for their skills within a business environment		

The Management Environment	Managing Business	Managing Change	Independent Research
<i>working independently or with others, investigate and report on an issue in the work environment</i>			
			develop and refine proposals
			identify information needs, then locate and evaluate resources
			share research and reflections
			set deadlines and develop workplans
			gather, organize, and synthesize information and ideas
			reflect on and assess their own learning and the learning of others
			use technology effectively to enhance their project and presentation

Specific Curriculum Outcomes

Demonstrate a clear understanding of the business environment in which Canadian firms currently operate and identify the variables and complexities that affect managerial decision making.

Outcomes

Students will be expected to

- examine basic business functions and analyse their interdependence within a wide range of business ownership types
- assess the current state of the business cycle and its impact on companies and managers today
- analyse connections among legal, political, economic, environmental, and social issues
- identify and explain the impact of external variables in the business environment that influence management decision making and strategy
- apply business principles to specific scenarios and case studies

Suggestions for Learning and Teaching

Business is so broad a concept that many students have difficulty developing a clear, concise explanation. Teachers can initiate discussion by asking the following questions:

- What is business?
- How many business functions are there?
- What is the role of small business in Canada today?
- What other types of businesses are there?
- What is the difference between an industry, an industry sector, and a company?
- How are companies organized and operated?
- What determines the type of departments within a company?
- Do all companies have the same kind of mission and purpose?
- How does having a mission and purpose affect their organization and business activities?
- How could industry and organization type influence management policies and styles?
- Why do we continue to have both public and private sector enterprises in Canada?
- What are the main forces that influence internal business/management decisions?
- What are the external forces that influence business/management decisions?
- How does the business environment affect individuals and families?
- How do business people communicate with each other?

Teachers can

- provide samples of technical and business writing, and develop a list of characteristics for each
- work with students to develop a matrix of examples of legal, political, economic, environmental, and social issues, sorting them into right, centre, and left ways of thinking

Symbol Key

- ▲ means “for academic credit”
- means “for open credit”

No symbol is used when the activity applies to both academic and open.

Demonstrate a clear understanding of the business environment in which Canadian firms currently operate and identify the variables and complexities that affect managerial decision making.

Suggestions for Assessment

General Guidelines

Teachers will look for evidence that all students participate actively in discussion, research, analysis, and presentations. Team and individual contribution will be included in assessment. The importance of personal, life, and employability skills, and business communication and technology skills should be reflected in rubrics.

Assessment Criteria

Depending on the activity, rubrics will require varying combinations of criteria from the following (as well as teamwork and collaboration, organization and time management, and other skills development) to assess how well students can:

Business Concepts

- demonstrate abilities to discuss, analyse, and summarize the “big picture”
- identify basic business functions (marketing, production, transportation, finance, customer service, etc.)
- participate actively in discussion of business transactions and the roles played by companies
- discover the nature and relationship between primary, secondary, tertiary, and quaternary industries ▲
- differentiate between industry sectors and explain how they are interdependent ▲
- plan detailed analyses of a specific industry and apply course knowledge and interview information to analyse the current situation of the industry ▲
- use factual information as a basis to predict the future situation of an industry
- apply knowledge of types of business ownership to interpret business activity and concerns for a variety of enterprises
- apply knowledge of basic types of organizational design (functional, geographic, customer-based, product, matrix)
- analyse, plot, and explain Canada’s current position in the business cycle
- identify and discuss how specific variables from all five realms of the external business environment impact business activity and decisions
- locate a recent news item about an event that influences the environment for a particular industry or type of business ownership ○
- present summaries of the key points of a business article or report ○
- identify and predict the impact of emerging trends
- formulate a solution to a business problem

* A quaternary industry provides information only.

Resources

One of the major challenges to teachers is presenting Business Management 12 to students who are taking their first high school business course. To put management in a meaningful context, students must be introduced to basic business concepts and reflect on the complexities and interdependence of the current business environment. This means The Management Environment is treated as a condensed “Intro to Business” course, modifying content as required and linking discussions to the management function to prepare for Managing Business and Managing Change. Teachers should encourage students to take a holistic approach—to use a wide variety of resources, draw on knowledge from many disciplines, and consider how skills and knowledge from this course will help them make better career and personal decisions in addition to improving their knowledge base.

Print Resources

- Griffin, R. W., and J. B. Singh, *Management*. Toronto: ITP Nelson, Houghton Mifflin, 1999.
- Murphy, Terry G., *The World of Business*. Nelson Thompson, 1994. NSSBB# 22512

Note: A complete list of resources is found in Appendix E.

Demonstrate a clear understanding of the business environment in which Canadian firms currently operate and identify the variables and complexities that affect managerial decision making. (continued)

Outcomes

Students will be expected to

- examine basic business functions and analyse their interdependence within a wide range of business ownership types
- assess the current state of the business cycle and its impact on companies and managers today
- analyse connections among legal, political, economic, environmental, and social issues
- identify and explain the impact of external variables in the business environment that influence management decision making and strategy
- apply business principles to specific scenarios and case studies

Suggestions for Learning and Teaching

Students can

- identify the types of industries and industry sectors via an Internet search and discuss their role in the Canadian economy in small groups
- research types of business ownership by conducting surveys of local businesses ▲
- analyse the advantages and disadvantages of public and private sector, enterprises, sole ownership, partnership, corporation, franchise, crown corporation, and not-for-profit organizations in a table or chart
- construct and explain organizational charts that illustrate geographic, functional, product, customer-based and matrix units, communication, and reporting relationships ▲
- create graphs to indicate the connection within the economic, social/cultural, political/legal, competitive, and technological variables of the business environment ▲
- explain how the business cycle is related to economic activity by producing diagrams, and plotting Canada’s current position
- investigate the complexity and interdependence of business structures and functions ▲
- discuss in small groups the impact of the business environment on career and life choices following interviews of local business people
- show their understanding of business terminology and phrasing by completing matching exercises

Demonstrate a clear understanding of the business environment in which Canadian firms currently operate and identify the variables and complexities that affect managerial decision making. (continued)

Suggestions for Assessment

Business Communication

- use appropriate business terminology in all questions and discussions
- adopt a clear, concise business writing style
- explain business terminology and jargon clearly in the student's own words
- use technology to format and present definitions
- produce business dictionaries by continuing development through the term
- use business terminology correctly in written and verbal communication
- review corporate publications and annual reports for information on business activities and structures
- plan and conduct interviews with appropriate members of the business community ▲
- develop lists of appropriate interview questions
- recognize the contribution of an interviewee with a formal letter of thanks

Career Development

- select an industry that is an appropriate personal career option
- apply business knowledge to personal career goals and choices
- improve business vocabulary through questioning and interviews
- share information gathered from interviews and electronic sources and contribute to a group task

Use of Technology

- use technology for business research
- create bookmarks for personal research resources
- use new methods and media to present information
- summarize and extract information from industry sector Web pages ▲
- locate sources and share information from a variety of primary and secondary sources ○
- tabulate results in charts and diagrams and interpret information, using appropriate technology to construct and present visuals ▲

Resources

Print Resources

- Refer to NSSBB listings: 21468, *Canadian Macroeconomics*, and 22143 and 22145, *Made in Canada, Economics for Canadians*.
- For coverage of business cycle and related economic concepts. Resources include *The Communications Handbook* (NSSBB# 22377) and *Business English and Communication*, 5th edition (NSSBB# 20181). See Communication Outcome for details.

Software

- Office Suite
- Inspiration

Internet

- A current list of URLs will be provided separately.

Newspapers

- *The Globe and Mail*
- *The National Post*
- *The Chronicle-Herald*
- *The Mail-Star*
- *The Daily News*

Demonstrate a clear understanding of the manager’s role and recognize their own and others’ management characteristics and potential.

Outcomes

Students will be expected to

- describe and explain the importance of each of the manager’s functions, roles, and responsibilities
- evaluate the appropriateness and effectiveness of various management styles in a variety of business settings
- assess their own managerial characteristics
- recognize, value, and draw upon the managerial qualities of others

Suggestions for Learning and Teaching

Teachers can initiate discussion by asking the following questions:

- What is management and what do managers do?
- Companies really don’t need managers. True or false? Why?
- What do X, Y, and Z have to do with management?
- What is the best way for a manager to motivate employees?
- What is the most important attribute of a successful manager?
- How does management differ from leadership? Alexander the Great, for example, was a great leader. Would he be considered a good manager today?
- Should a manager ever change his/her style?
- Write descriptions of a day in the life of a manager 20 years from now or 20 years ago, using current knowledge about leadership styles.

Demonstrate a clear understanding of the manager's role and recognize their own and others' management characteristics and potential.

Suggestions for Assessment

Students can

- share information in order to cover the basic facts for a number of concepts (Many learning activities are suited for dividing a topic and collaborating on a summary report or presentation; however, students need personal knowledge of each management function to explain a variety of management styles and attributes.)

Resources

Print Resources

- Griffin, R. W., and J. B. Singh, *Management*. Toronto: ITP Nelson, Houghton Mifflin, 1999.
- Covey, Stephen R. *The 7 Habits of Highly Effective People*. New York: Simon and Schuster, 1989.

Demonstrate a clear understanding of the manager’s role and recognize their own and others’ management characteristics and potential. (continued)

Outcomes

Students will be expected to

- describe and explain the importance of each of the manager’s functions, roles, and responsibilities
- evaluate the appropriateness and effectiveness of various management styles in a variety of business settings
- assess their own managerial characteristics
- recognize, value, and draw upon the managerial qualities of others

Suggestions for Learning and Teaching

Students can

- investigate the range of functions that a manager performs
- describe how a manager uses knowledge from many disciplines (e.g., psychology, sociology, political science, history, engineering, communication, environmental studies, humanities, science, and technology) to perform his/her functions
- create PowerPoint presentations with digital images or write journal entries recording a day in the life of a manager (Estimate how much of the day is allocated to each of the manager’s functions, create visuals to include in a presentation to the class, then compare managers and account for the differences.)
- reflect on their own best and worst employment experiences, relating personal satisfaction to their manager’s style and the work environment
- perform role plays to show communication between a manager and employee to discuss a problem in a supportive manner (Repeat the scenarios with a disapproving manner and discuss the outcomes.)
- create role plays to illustrate different management styles. Discuss class observations and comments on the effectiveness in portraying the style ▲
- construct charts showing the main characteristics of traditional management styles
- critique the rationale and main characteristics of traditional management styles ▲
- evaluate the effectiveness of different management styles in a variety of business environments using case studies
- interview employees in a variety of enterprises about what they most admire and most dislike about managers
- research the tasks and qualifications required of managers in different industry sectors ▲
- identify the characteristics and interpersonal skills needed by a successful manager
- predict the leadership styles of specific managers then compare their predictions to actual data obtained through interviews ▲

Demonstrate a clear understanding of the manager's role and recognize their own and others' management characteristics and potential. (continued)

Suggestions for Assessment

Students can

- explain the functions of planning and decision making, organizing, leading, and controlling
- identify examples of each function through analysis of a manager's routine activities
- describe the range of skills and knowledge required for successful managers
- demonstrate planning, organizing, leading, and controlling ability while managing individual and team activities
- prepare and conduct interviews to obtain information about management roles, styles, and requirements
- express personal feelings about experiences with different management styles
- compare the more traditional management styles to current practices
- practise various management and communication styles in team and learning activities

Resources

Print Resources

- Reece, Barry L., and Rhonda Brandt. *Effective Human Relations in Organizations*. Boston: Houghton-Mifflin, 1999.
- Robbins, Stephen P., David A. DeCenzo and Robert Stuart-Kotze. *Fundamentals of Management, Essential Concepts and Applications*, 3rd Canadian edition. Scarborough, ON: Prentice Hall Canada, 2001. (NSSBB# 22979)

Demonstrate a clear understanding of the manager’s role and recognize their own and others’ management characteristics and potential. (continued)

Outcomes

Students will be expected to

- describe and explain the importance of each of the manager’s functions, roles, and responsibilities
- evaluate the appropriateness and effectiveness of various management styles in a variety of business settings
- assess their own managerial characteristics
- recognize, value, and draw upon the managerial qualities of others

Suggestions for Learning and Teaching

- construct profiles of the “perfect” manager, adding academic and technical qualifications to the personal and interpersonal skills identified above ▲
- survey the class to determine the most popular motivating factors and then match to the theories of Maslow and Herzberg ▲
- brainstorm ways in which personal attributes can influence the success or failure of a manager
- develop criteria for evaluating the leadership and communication skills of a manager
- identify personal strengths and weaknesses by applying criteria to oneself and team members
- discuss how the management environment is changing and how this affects the skills required to meet new challenges
- work with a partner to identify and describe personal attributes and skills in positive wording with supporting examples
- apply for positions in a management training program, supporting their applications with personal skills profiles and personal improvement plans (to improve interpersonal, technological, and academic qualifications) based on the ideal manager profile ▲
- share information from the Human Resource Development Canada (HRDC) Management Occupations profiles with their team and find a suitable supervisory or management position for each member of the team ○

Demonstrate a clear understanding of the manager's role and recognize their own and others' management characteristics and potential. (continued)

Suggestions for Assessment

Students can

- participate actively in role plays
- contribute to solutions for case studies
- use technology to research management responsibilities in various occupations
- summarize lists of significant criteria to measure management qualifications and performance
- assess personal skills and attributes in the context of management
- create personal skills profiles addressing application criteria
- provide positive feedback and assistance to others while assessing management potential
- accept different team roles when others assume the role of team leader

Resources

Demonstrate an understanding of the role of technology and its application to management.

Outcomes

Students will be expected to

- demonstrate an understanding of the role of technology in business
- demonstrate the ability to use technology in business research and presentations
- use the Internet effectively for business research
- identify the technology skills required by managers in varied organizations
- identify opportunities to apply technology in different industry and business types
- assess the future impact of technology in the workplace

Suggestions for Learning and Teaching

Teachers can initiate discussion by asking the following questions:

- What changes have taken place in the business world in the last 20 years?
- How have companies taken advantage of technology for their internal and external communication?
- What do Gantt and Pert charts have in common?
- What else can companies use to make production more efficient?
- What is a POS (point of sale) system?
- Can any business functions be negatively affected by using technology?
- How will you prepare for a career in a business world that has embraced technology? Consider your role first as an employee, then as a manager or supervisor.
- George Orwell wrote *1984*. Stanley Kubrick produced the movie *2001: A Space Odyssey*. Both had ideas about a technology-rich future that have not come to pass. What role and impact do you think technology will have on the business world in the next 20 years?

Demonstrate an understanding of the role of technology and its application to management.

Suggestions for Assessment

Collaborate and develop rubrics to assess how well students use technology to

- interact and communicate with team members and the business community
- plan activities and projects
- track tasks and activities
- create, edit, and publish findings
- access data for research
- gather and analyse information
- synthesize thoughts and develop theories
- develop and use a list of bookmarks for business research

Resources

Software

- Office Suite
- Inspiration

Most Internet search engines have an “advanced search” option to help students develop effective search strategies.

Demonstrate an understanding of the role of technology and its application to management. (continued)

Outcomes

Students will be expected to

- demonstrate an understanding of the role of technology in business
- demonstrate the ability to use technology in business research and presentations
- use the Internet effectively for business research
- identify the technology skills required by managers in varied organizations
- identify opportunities to apply technology in different industry and business types
- assess the future impact of technology in the workplace

Suggestions for Learning and Teaching

Students can

- brainstorm ideas for technological applications in business
- create concept maps to categorize applications
- construct charts that outline applications for the main business functions ●
- create visuals that show past, present, and future uses of technology in business ●
- research applications for a specific sector or business function
- debate the risks and benefits of using technology
- interview local managers about their technological expertise and the technological demands of their businesses
- propose and present technology solutions for a specific business problem using presentation software
- analyse and synthesize information from print and electronic sources
- share information from electronic sources for group projects
- develop annotated lists of favourite bookmarks of business research sites ▲
- research emerging technologies and their potential benefits for different business functions
- consider the impact of technology on skilled trades and apprenticeship programs ●
- review trends in manufacturing and production technologies, and match personal attributes to potential career opportunities
- refer to trends in the business environment, and apply new knowledge of technology applications to predict the future impact on business and the manager's role
- use the Internet to develop lists of corporate sites that do or do not follow ethical marketing practices

Demonstrate an understanding of the role of technology and its application to management. *(continued)*

Suggestions for Assessment

Collaborate in the development of rubrics to assess how well students can articulate the role of technology in business through

- active participation in identification of a wide range of technology applications
- discussion of the impacts of technological applications on business
- analysis of risks and benefits of applications
- formulation of probing interview questions
- reflection on change in the manager's role
- assessment of personal technological aptitude and skills
- identification of potential career options

Resources

See sample rubric, Appendix B.

Demonstrate communication and interpersonal skills required in the modern work environment.

Outcomes

Students will be expected to

- present formal and informal written and verbal information in appropriate business format
- demonstrate skills required to work productively as an individual and team member to solve business problems
- provide and accept constructive feedback within a team situation

Suggestions for Learning and Teaching

Teachers can provide many opportunities for students to learn and practise written and verbal business communication skills through

- research and discussion of business topics
- application of communication and interpersonal skills during interaction within the classroom
- application of communication and interpersonal skills during interaction with members of the business community
- appropriate interaction with guest speakers
- accurate representation of business communication and practices in role plays
- active participation in problem-solving scenarios
- appropriate use of technology for specific tasks

Teachers can initiate discussion and create awareness of the range of business communication needs and styles by asking the following questions:

- How do business people communicate with each other?
- How does business communication style compare to literary and academic styles? Why is it different?
- If you were presenting a report to the CEO of your company, what technology could you use? What could your report look like?
- What would you say to an employee or team member who is not performing their duties satisfactorily?
- What makes an ideal team member?
- How would you compare the role of team leader and manager?
- What interpersonal skills are most important for communicating and co-operating in the workplace?

Demonstrate communication and interpersonal skills required in the modern work environment.

Suggestions for Assessment

Assessment of communication and interpersonal skills will be incorporated into learning activities for all of the other outcomes and will appear in most of the rubrics. Assessment criteria will measure how well students can

General

- distinguish between formal and informal communication methods and styles
- select an appropriate medium and style for specific messages
- select and use technology effectively and efficiently
- design and produce business graphs and charts
- summarize, analyse, and synthesize information from print and electronic sources ▲

Verbal Communication

- use business vocabulary correctly and consistently
- explain business terminology clearly and concisely
- follow business protocols in planning and conducting interviews
- participate actively in discussions
- practise business vocabulary and protocols in role plays and scenarios
- plan, schedule, and conduct interviews with members of the business community
- use the telephone to gather and record information

Documents

- edit and proofread individual and team documents
- use business language and writing style
- send electronic messages with attachments
- produce different types of documents for specific purposes
- produce a transmittal letter, cover page, executive summary, table of contents, and appendix for a formal business report
- plan layout, white space, and illustrations for readability and aesthetic value
- integrate business charts, graphs, and illustrations into the text

Meetings

- plan, schedule, and conduct a business meeting
- prepare a meeting agenda
- conduct efficient meetings
- prepare and distribute minutes and lists of action items

Resources

Print Resources

- Griffin, R. W., and J. B. Singh, *Management*. Toronto: ITP Nelson, Houghton Mifflin, 1999.
- Donaldson, Chelsea. *The Communications Handbook*. Toronto: Nelson Canada, 1996. (NSSBB# 22377)
- Clark, Lyn R., Joseph Tinervia, and Kenneth Zimmer. *Business English and Communication*. 5th Canadian edition. Canada: McGraw-Hill Ryerson Limited, 1996. (NSSBB# 20181)

Demonstrate communication and interpersonal skills required in the modern work environment. (continued)

Outcomes

Students will be expected to

- present formal and informal written and verbal information in appropriate business format
- demonstrate skills required to work productively as an individual and team member to solve business problems
- provide and accept constructive feedback within a team situation

Suggestions for Learning and Teaching

Students can

- acquire and use business terminology appropriate for entry-level positions
- write informal memos and e-mail messages
- follow business protocols to make phone calls to businesses
- write formal business letters and memos
- arrange, plan, conduct, and report on interviews
- use technology to prepare business charts, graphs, and diagrams
- integrate charts, graphs, and diagrams into business reports
- write and present formal business reports
- share information from electronic sources
- use the Internet for research on business topics
- bookmark useful business Web sites ●
- research and apply decision making, project planning, and time management skills in individual and team projects
- participate actively in team discussion, research, and presentations
- provide fair and honest feedback to team members
- accept team feedback and apply it to improve personal communication and interpersonal skills
- establish and apply criteria to evaluate group processes and personal contribution ▲
- conduct a formal business meeting
- apply aesthetic criteria to business communication
- engage in role play scenarios to demonstrate interpersonal and communication skills
- brainstorm ways in which communication and interpersonal skills influence success or failure in business

Demonstrate communication and interpersonal skills required in the modern work environment. *(continued)*

Suggestions for Assessment

Assessment of communication and interpersonal skills will be incorporated into learning activities for all of the other outcomes and will appear in most of the rubrics. Assessment criteria will measure how well students can

Teamwork

- perform different team roles
- observe and report on teamwork skills used by the group
- identify knowledge, skills, and attitudes a team needs to complete projects
- provide constructive feedback to team members
- respond positively to team feedback
- participate in self- and peer-evaluation and assessment for group activities
- share research and information required for group projects

Employability Skills

- apply basic principles of time and project management to individual and team projects
- reflect on the development of personal employability skills through journal entries

Self-Management

- edit and evaluate assignments before submitting them
- meet deadlines for individual and group tasks and projects
- use team and rubric feedback to improve work before submission
- identify potential events or issues that could interrupt projects
- prepare personal contingency plans to deal with interruptions
- describe improvement based on previous experience

Resources

Please see

- Checklist, Appendix F
- Hacker, Diana. *A Canadian Writer's Reference*, Updated 2nd Edition. Scarborough, ON: Nelson Thomson Learning, 2001. (NSSBB# 22325)
- HRDC Essential Skills
- Conference Board of Canada Employability Skills Profile

Note: There are many useful ideas in the curriculum guide for *Technical Reading and Writing 11*.

Apply management principles to a wide range of enterprises and situations.

Outcomes

Students will be expected to

- demonstrate an understanding of basic management strategies
- gather and interpret information to apply change management strategies to corporate, entrepreneurial, not-for-profit, and government environments
- develop and implement strategies to set and attain management goals in specific situations
- demonstrate effective planning
- develop strategies to deal with challenges and change
- make and apply informed decisions
- demonstrate the ability to reflect upon and learn from experience
- participate actively in planning, organizing, and conducting a school or community event

Suggestions for Learning and Teaching

Students can undertake a project that contributes to the school or the community. The project can be a pre-existing event or a new project in which students can learn by doing. Possible projects include a symposium, conference, sports, or fund-raising event.

To assist students in identifying ways to apply management principles both to a range of corporate environments and in their personal lives, teachers can pose the following questions:

- Do all companies have the same type of mission and purpose?
- If the business environment is always changing, why should companies spend time on strategic planning?
- What types of things could go wrong with a team project?
- How can you ensure that a project will be completed on time?
- Creative people don't need to plan. True or false? Justify your position.
- Do entrepreneurs need to study business and management, or is it enough just to have a great idea and know your product well?
- What management skills will be most useful for your career?
- What management skills will be most useful in your personal life?

Apply management principles to a wide range of enterprises and situations.

Suggestions for Assessment

Teachers can

- use the student-generated rubric to assess time and project management techniques

Resources

Print Resources

- Griffin, R. W., and J. B. Singh, *Management*. Toronto: ITP Nelson, Houghton Mifflin, 1999.
- Donaldson, Chelsea. *The Communications Handbook*. Toronto: Nelson Canada, 1996. (NSSBB# 22377)

Apply management principles to a wide range of enterprises and situations. (continued)

Outcomes

Students will be expected to

- demonstrate an understanding of basic management strategies
- gather and interpret information to apply change management strategies to corporate, entrepreneurial, not-for-profit, and government environments
- develop and implement strategies to set and attain management goals in specific situations
- demonstrate effective planning
- develop strategies to deal with challenges and change
- make and apply informed decisions
- demonstrate the ability to reflect upon and learn from experience
- participate actively in planning, organizing, and conducting a school or community event

Suggestions for Learning and Teaching

Students can

- brainstorm lists of types of companies, giving examples of different missions and goals
- survey companies in the community to determine a number of challenges that they are facing (Select one for each team and plot possible solutions on a decision-tree. Support the final decision with a business argument.) ▲
- analyse case studies of time and project management
- create project plans for their school or community, complete with budget, dates, phases, and clearly assigned responsibilities and present them in graphic form using Inspiration, Excel, or another software program
- develop lists of strategies to cope with unexpected events that cause delays or problems in their projects
- create Gantt or PERT charts to show how projects have been planned
- conduct post-event reviews of their projects, including recommendations for future versions of the projects
- produce personal SWOT (strengths, weaknesses, opportunities, and threats) analyses and prepare plans for overcoming weaknesses and taking advantage of opportunities ▲
- describe personal experiences where a task or project could not be completed and explain how the problem could have been avoided
- create lists of challenging situations faced by team members and brainstorm a variety of strategies that can be used to solve each problem ○

Apply management principles to a wide range of enterprises and situations. *(continued)*

Suggestions for Assessment

Students can

- develop rubrics to determine whether time and project management techniques have been applied
- use checklists to obtain knowledge or awareness of the completeness of the project
- recognize time and project management techniques in case studies
- self-reflect on past experiences of incomplete tasks in order to create appropriate solutions

Resources

See rubric, Appendix B.

Articulate the impact of social, economic, and technological change on management attitudes and principles.

Outcomes

Students will be expected to

- describe the impact of globalism and the resultant changes in the competitive environment
- monitor the current economic and political environment globally and within Canada
- reflect critically on how social issues such as diversity, corporate social responsibility, and ethics are influencing the manager’s role and style
- evaluate the impact of new concepts such as knowledge management, learning organizations, enterprise systems, and change management on the roles of managers and employees

Suggestions for Learning and Teaching

Teachers can initiate discussion and create awareness of the nature, extent, and impact of change by asking the following questions:

- Multinational firms control 85 percent of the music industry. Is that representative of all industries?
- Why is the business world substantially different today from what it was 25 years ago?
- We don’t hear the term “boss” very often now. How does our image of a “boss” and a manager reflect social change?
- The composition of the workforce is changing. What new challenges does this create for managers and employees?
- Should companies be held accountable for their impact on the community?
- If an action is legal, is it ethical?
- How does lifelong learning apply to you, your future career, and your lifestyle?
- Futurists such as Alvin Toffler make predictions about change. How accurate are they? ▲
- Has Canada produced any revolutionary thinkers in the field of business management? Who are they? What did they do?
- How has computer technology influenced both the internal and external variables that influence business?
- What do employers look for today in employees? What do employees look for in a potential employer?
- Managing people is not the most important aspect of a manager’s role. What else has to be managed?
- Is it possible to manage change?
- What are the implications of rapid change for employees, managers, and companies?

Articulate the impact of social, economic, and technological change on management attitudes and principles.

Suggestions for Assessment

Teachers may find it helpful to base assessment on the three main themes:

- changes in the external business environment
- resultant changes within business organizations
- changes in the responsibilities and skills of managers

Assessment can measure students' abilities to

- conduct print and electronic research
- identify changes that have occurred in social, economic, and technological areas
- analyse each type of change
- acquire and accurately use new business terminology
- explain impacts on the work environment, activities, and relationships
- critically assess theories and ideas about the future of business and society ▲
- reflect on the ethical and social implications of change and attitudes toward each type of change ▲
- anticipate future change that will impact individual career choices and activities
- articulate and support views and ideas clearly and concisely, verbally and in writing

Resources

Print Resource

- Dubrin, Andrew J. and Anne Harper. *Essentials of Management*. Scarborough, ON: International Thomson Publishing Company, 1997.

Articulate the impact of social, economic, and technological change on management attitudes and principles. (continued)

Outcomes

Students will be expected to

- describe the impact of globalism and the resultant changes in the competitive environment
- monitor the current economic and political environment globally and within Canada
- reflect critically on how social issues such as diversity, corporate social responsibility, and ethics are influencing the manager’s role and style
- evaluate the impact of new concepts such as knowledge management, learning organizations, enterprise systems, and change management on the roles of managers and employees

Suggestions for Learning and Teaching

Students can

- conduct research into the power of multinational and transnational companies and decide whether they have a loyalty only to themselves or are demonstrating socially responsible practices ▲
- create teams that simulate a global team within a multinational company and describe how their team operates ▲
- use technology for multi-media or Web presentations that feature their global team ▲
- survey a section of a department in a local supermarket or department store (They should ask themselves what percentage of the products stocked come exclusively from within Canada.)
- perform role plays demonstrating managers communicating with employees, superiors, and customers in the past, present, and future
- create diagrams of organizational structures that reflect the new cultures of modern companies
- compile lists of new terminology associated with change and explain concepts such as business process re-engineering, right-sizing, virtual teams, and knowledge organizations
- find news articles about change and explain its impact on business
- discuss types of change and identify trends that are affecting the workplace
- create visuals that compare the workplace of today with the workplace of the future ●
- identify and list actions that reflect corporate social responsibility
- prepare and conduct surveys to assess how local companies contribute to the community ●
- conduct and report on present research on the qualities most desired by employers and employees and assess personal fit
- using knowledge of revolutionary thinkers and their own change research, predict the most likely innovations and changes to the workplace ▲
- develop personal strategies to prepare for predicted changes

Articulate the impact of social, economic, and technological change on management attitudes and principles. *(continued)*

Suggestions for Assessment

Suggested assessment formats include the following:

- project reports
- debates
- reviews of articles and publications on change variables
- role-plays of behaviour in old and new work environments
- visual depictions of organizational design and work environments
- self- and peer-assessments of team participation
- self-assessments of ability to work in a diverse cultural environment
- written change management component for personal career plans

Resources

Print Resource

- Robbins, Stephen P., David A. DeCenzo and Robin Stuart-Kotze. *Fundamentals of Management, Essential Concepts and Applications*. 3rd Canadian edition. Scarborough, ON: Prentice Hall Canada, 2001. (NSSBB# 22979)

Identify opportunities to apply management concepts and principles to personal and career situations.

Outcomes

Students will be expected to

- investigate a range of career opportunities
- determine the best personal fit for their skills within a business environment
- apply time, project, and change management concepts to personal and educational challenges
- develop e-portfolios to showcase personal attributes, skills, knowledge, and completed projects that identify and reflect progress toward achieving management and career goals

Suggestions for Learning and Teaching

To stimulate reflection on applications to personal and career situations, teachers can pose the following questions:

- Many companies encourage applicants to include community service in their résumés. What are the benefits for the company, the community, and the individual?
- Should personal values and interests influence career choices?
- If you can't get a job without experience, and you can't get experience without a job, what other ways are there to gain experience?
- What are the effective ways to show a potential employer what you can contribute to a company?

Students can

- assess their own values, interests, personality types, and creativity, and relate these to career options
- prepare lists of potential careers using a variety of electronic and print resources, and construct charts to record the strengths they would bring to each career and the skills, knowledge, or experience required for success in each potential career ▲
- create visuals to identify personal and management skills that can be used in life and career situations ●
- research volunteer opportunities in the community where transferable skills can be developed or improved
- brainstorm ideas for applying strategic planning to career preparation
- conduct information interviews with successful managers in their chosen field and ask for comments on career planning ▲
- perform SWOT (strengths, weaknesses, opportunities, and threats) analyses of the industry targeted in the career plans
- explain to the team or class how they met a personal challenge and how the solution reflects good management principles
- identify a challenge to be met in the near future and propose a solution based on good management principles
- prioritize a list of 10 tasks that must be completed in one busy day, using *The 7 Habits of Highly Effective People* as a guideline to plan and schedule tasks (Select a challenging day for each team member and discuss the best way to plan and schedule events.) ▲

Identify opportunities to apply management concepts and principles to personal and career situations.

Suggestions for Assessment

Teachers can apply a set of general criteria to assess how well the students can

- apply time and project management principles to personal tasks
- meet deadlines
- reflect on personal performances and apply management principles for self-improvement
- reflect on self-assessment and identify suitable career paths
- establish realistic timelines for career preparation and career events
- communicate using appropriate business format and technology
- demonstrate abilities to develop strategies and cope with change

Resources

Print Resources

- Griffin, R. W., and J. B. Singh, *Management*. Toronto: ITP Nelson, Houghton Mifflin, 1999.
- Covey, Stephen R. *The 7 Habits of Highly Effective People*. New York: Simon and Schuster, 1989. (A simple proactive approach to personal management)
- Drucker, Peter F. *The Effective Executive*. New York: Harper and Row Publishers, 2002. (Guidelines for self-management)
- Donaldson, Chelsea. *The Communications Handbook*. Toronto: Nelson Canada, 1996. (NSSBB# 22377)
- Hacker, Diana. *A Canadian Writer's Reference*. Updated 2nd edition. Scarborough, ON: Nelson Thomson Learning, 2001. (NSSBB# 22325)

Identify opportunities to apply management concepts and principles to personal and career situations. (continued)

Outcomes

Students will be expected to

- investigate a range of career opportunities
- determine the best personal fit for their skills within a business environment
- apply time, project, and change management concepts to personal and educational challenges
- develop e-portfolios to showcase personal attributes, skills, knowledge, and completed projects that identify and reflect progress toward achieving management and career goals

Suggestions for Learning and Teaching

Students can

- apply for promotions to become supervisors in their department (They must explain why they want the promotion and why they would be suitable candidates.)
- apply for a management training program in a letter to a CEO (They must explain how their personal attributes and skills qualify them for the program and describe how it fits into their personal career plan.)
- prepare career plans with written explanations and visual images of their career paths from high school graduation to retirement, complete with timeline
- assemble e-portfolio content through the term
- research a variety of Web sites to evaluate design, layout, and content, then design a portfolio format that reflects their career paths and personalities (They must select and format documents for Web presentation, using colour and design effectively to present information and attract interest.)

Teachers can

- organize a portfolio event for students to share their portfolios with peers, parents, and community (e.g., a presentation, a fair, or a display at an open house)

Identify opportunities to apply management concepts and principles to personal and career situations. *(continued)*

Suggestions for Assessment

E-portfolio ▲

- include career goals, qualifications, personal attributes, personal management philosophies, career plans, records of demonstrated management experience (application of skills in school, part-time jobs, volunteering)
- provide samples of business analysis and writing
- demonstrate technical competence in design and presentation
- use colour and design effectively to create a distinctive style
- edit and proofread to correct all errors in spelling, grammar, punctuation, mechanics, capitalization, layout, and spacing

E-portfolio ●

- include career goals, qualifications, samples of projects, and demonstration of technical competence
- organize information
- edit and proofread to correct errors in spelling and grammar
- design attractive, easy-to-read pages
- use colour effectively

Resources

Students will be expected to, working independently or with others, investigate and report on an issue in the work environment.

Outcomes

Students will be expected to

- develop and refine proposals
- identify information needs, then locate and evaluate resources
- share research and reflections
- set deadlines and develop workplans
- gather, organize, and synthesize information and ideas
- reflect on and assess their own learning and the learning of others
- use technology effectively to enhance their projects and presentations

Suggestions for Learning and Teaching

Students can

- develop and present written suggestions for projects they want to undertake. Some students may suggest projects that exceed their skill levels or ability to complete. Teachers should suggest ways to help the student choose a project in which they have a fair chance of success. However, students must also be given the chance to undertake projects which lead to mixed results. Such risk-taking on the part of students should not go unrewarded. Students learn valuable lessons in the process of problem solving. Teachers must, therefore, monitor student progress carefully during project work so that their assessments validate the learning process as well as the results.
- generate lists of Web sites and other information sources they have investigated and include assessments of the value of the information contained in them to their projects
- participate in discussions with their peers and make suggestions for improvement. Students may discover strategies which may be useful in their own projects.
- select or develop a criterion which can be used to evaluate their projects according to their particular strengths and weaknesses

Teachers can

- help students find a project focus by making available sample project topics

Students will be expected to, working independently or with others, investigate and report on an issue in the work environment.

Suggestions for Assessment

Students can

- maintain a journal or portfolio throughout the development of their projects
- keep their portfolios electronically in a central location to enable frequent monitoring over the course of the project
- record agreements made with the teacher about goals they would reach at several stages in the development of their projects in order that the teacher can monitor their progress and provide timely feedback
- participate in discussions about the projects of other students and provide comments and suggestions for their improvement

Teachers can

- provide students with a rubric to use as a basis for negotiating expectations for project work (An example of such a rubric is included in Appendix B).
- monitor student progress and provide feedback at regular intervals

Resources

Project work provides opportunity for students to investigate topics of particular interest while working toward achievement of curriculum outcomes in the context of particular course units or to apply and extend their learning from those course units.

Project topics should be engaging for the students and should afford opportunities for independent research as well as group investigations.

Teachers and students must comply with the *Internet Acceptable Use Policy for Nova Scotia Schools*. While the Internet provides access to a wealth of information, it also facilitates plagiarism. To help students avoid this temptation, teachers can

- encourage topics with unique and original features
- require students to maintain daily journals of their work
- monitor students' progress on a regular basis

Students will be expected to, working independently or with others, investigate and report on an issue in the work environment.

Outcomes

Students will be expected to

- set deadlines and develop workplans
- reflect on and assess their own learning and the learning of others

Suggestions for Learning and Teaching

Teachers can

- work with students to ensure that their suggestions for projects are within the scope of Business Management 12.
- work co-operatively with students to develop a plan for completion of projects and suggest revisions to students who have proposed a project which they would probably not be able finish in the allotted time or which would not be challenging enough to be of value to the student
- encourage students to visit Web sites which deal specifically with time management

Students can

- identify the resources they will require for specific tasks and investigate their availability
- consider their learning needs in reference to project goals and determine the new skills they will need to learn and the time and other resources they will require to learn those skills
- present the teacher with a written plan for completing their projects showing time lines, tools to be used, and presentation materials under consideration
- work with the teacher to identify journal and portfolio requirements for their project work

Students will be expected to, working independently or with others, investigate and report on an issue in the work environment.

Suggestions for Assessment

Students can

- include calendars in their journals so that they may record their progress
- present and explain their learning and assessment plan

Teachers can

- involve students in establishing the criteria by which their learning and performance will be evaluated
- review the purpose and features of effective portfolios and collaborate with students to identify required items related to their projects
- monitor student progress and success in meeting their agreed upon time lines by frequently examining their journals
- provide constructive feedback and suggestions to students who may be falling behind in their schedules. In some cases the project goals may have to be modified as the project proceeds. The ability of students to deal with necessary changes could be included among evaluation criteria.

Resources

A software planning tool called Inspiration is included in *Authorized Learning Resources*. The company producing it makes other resources available at their Web site:

<<http://www.inspiration.com/>>

Teachers can also use spreadsheet programs to track time use, for example, Microsoft Excel.

Students will be expected to, working independently or with others, investigate and report on an issue in the work environment.

Outcomes

Students will be expected to

- gather, organize, and synthesize information and ideas

Suggestions for Learning and Teaching

Students can

- keep journals to record their progress, identify their learning needs, and monitor deadlines
- comment on the work of other students during seminars arranged by the teacher to review student progress
- collate the information they collect in an organized manner. For example, they may use a software database program such as Microsoft Access to maintain their information. Possible data columns for the purpose might be
 - date
 - source
 - information
 - applicability
 - binary information such as images

Teachers can

- monitor the use of software to ensure that it is used to support the students' project investigations only and not become so time consuming as to interfere with the students' achievement of their goals
- help students to identify and develop connections to knowledgeable people and experts who might serve as mentors and provide advice to students on various aspects of their projects
- encourage students to relate their project work to local resources so their work will have personal meaning

Students will be expected to, working independently or with others, investigate and report on an issue in the work environment.

Suggestions for Assessment

Students can

- keep written or electronic records of information they have gathered or products they are building
- discuss their progress with the teacher on a regular basis
- document activities, decisions, and milestones
- include trial and error information in their records

Teachers can

- read student journals or software records regularly and provide constructive feedback
- question students' appropriate use of resources and suggest alternatives
- conduct regular seminars so that students can benefit from the experiences and work of others
- look for evidence of growth in collaborative and team skills

Resources

With the wealth of tools available to students for project work, teachers must monitor work closely to ensure that time on task is effective. Internet searches and the use of software, for example, can become ends in themselves distracting students from achievement of Business Management 12 outcomes.

Students will be expected to, working independently or with others, investigate and report on an issue in the work environment.

Outcomes

Students will be expected to

- reflect on and assess their own learning and the learning of others

Suggestions for Learning and Teaching

Students can

- present their projects in one of several ways, for example:
 - written presentations
 - class oral presentations
 - demonstration or showcase
 - dramas or videos
 - media presentations using presentation software such as Microsoft PowerPoint
 - combinations of the above
- reflect on the thinking and planning processes they used
- identify the processes and components that were successful in their project, and those that were not
- prepare a written reflection for their portfolios, describing and explaining their growth in design capability

Teachers can

- conduct brief conferences with each student
- provide opportunities for students to rehearse their presentations
- remind students that evaluation will include the following criteria
 - organization
 - completeness
 - appropriate use of language, including technical terminology
 - effectiveness in achieving project purpose
- invite other staff members, parents, or other members of the community to observe presentations and evaluate them according to questionnaires generated and provided by the teacher and the students

Students will be expected, independently or as members of a design team, to conduct an investigation or create a product, communication, or environment.

Students will be expected to, working independently or with others, investigate and report on an issue in the work environment.

Suggestions for Assessment

Students can

- contribute insight and positive feedback to peers and apply the insights and suggestions of peers and teachers to their own development
- discuss aspects of their projects according to specific criteria
- assess the techniques they used to engage the audience
- reflect on the selection of materials, format, and organization of their own presentations and those of their peers
- reflect on their growth in collaborative and team skills
- in their journals, reflect on peers' presentations and provide reasons for their opinions and preferences
- analyse the choices they and their peers made in developing and presenting their projects

Teachers can

- respond to reports generated by students
- examine student journals, looking for coherent and detailed notes of their growth towards new knowledge and skills
- assess student successes at critiquing peer projects, fairly and meaningfully
- assess the materials selected by students to share and defend decisions with an audience of peers
- evaluate the quality of organization in project presentations
- evaluate the capacity of the student presentation to inform and hold an audience's attention
- assess presentation techniques, including students' decisions regarding the most appropriate vehicle through which to present their project accomplishments
- determine the overall effectiveness of the presentation and project success

Resources

For a sample rubric, see Appendix B.

Teachers should encourage students to go further with their project work than originally planned if they find information that may help them evaluate future career choices.

Contexts for Learning and Teaching

Principles of Learning

The public school program is based on principles of learning that teachers and administrators should use as the basis of the experiences they plan for their students. These principles include the following:

1. Learning is a process of actively constructing knowledge.

Therefore, teachers and administrators have a responsibility to

- create environments and plan experiences that foster inquiry, questioning, predicting, exploring, collecting, educational play, and communicating
- engage learners in experiences that encourage their personal construction of knowledge (e.g., hands-on, minds-on science and math; drama; creative movement; artistic representation; writing and talking to learn)
- provide learners with experiences that actively involve them and are personally meaningful

2. Students construct knowledge and make it meaningful in terms of their prior knowledge and experiences.

Therefore, teachers and administrators have a responsibility to

- find out what students already know and can do
- create learning environments and plan experiences that build on learners' prior knowledge
- ensure that learners are able to see themselves reflected in the learning materials used in the school
- recognize, value, and use the great diversity of experiences and information students bring to school
- provide learning opportunities that respect and support students' racial, cultural, and social identities
- ensure that students are invited or challenged to build on prior knowledge, integrating new understandings with existing understandings

3. Learning is enhanced when it takes place in a social and collaborative environment.

Therefore, teachers and administrators have a responsibility to

- ensure that talk, group work, and collaborative ventures are central to class activities
- see that learners have frequent opportunities to learn from and with others
- structure opportunities for learners to engage in diverse social interactions with peers and adults
- help students to see themselves as members of a community of learners

4. Students need to continue to view learning as an integrated whole.

Therefore, teachers and administrators have a responsibility to

- plan opportunities to help students make connections across the curriculum and with the world outside, and structure activities that require students to reflect on those connections
- invite students to apply strategies from across the curriculum to solve problems in real situations

5. Learners must see themselves as capable and successful.

Therefore, teachers and administrators have a responsibility to

- provide activities, resources, and challenges that are developmentally appropriate to the learners
- communicate high expectations for achievement to all students
- encourage risk taking in learning
- ensure that all students experience genuine success on a regular basis
- value experimentation and treat approximation as signs of growth
- provide frequent opportunities for students to reflect on and describe what they know and can do
- provide learning experiences and resources that reflect the diversity of the local and global community
- provide learning opportunities that develop self-esteem

6. Learners have different ways of knowing and representing knowledge.

Therefore, teachers and administrators have a responsibility to

- recognize each learner's preferred ways of constructing meaning and provide opportunities for exploring alternative ways
- plan a wide variety of open-ended experiences and assessment strategies
- recognize, acknowledge, and build on students' diverse ways of knowing and representing their knowledge
- structure frequent opportunities for students to use various art forms—music, drama, visual arts, dance, movement, crafts—as a means of exploring, formulating, and expressing ideas

7. Reflection is an integral part of learning.

Therefore, teachers and administrators have a responsibility to

- challenge their own beliefs and practices based on continuous reflection
- reflect on their own learning processes and experiences
- encourage students to reflect on their learning processes and experiences
- encourage students to acknowledge and articulate their learnings

- help students use their reflections to understand themselves as learners, make connections with other learnings, and proceed with learning

A Variety of Learning Styles and Needs

Learners have many ways of learning, knowing, understanding, and creating meaning. Research into links between learning styles and preferences and the physiology and function of the brain has provided educators with a number of helpful concepts of and models for learning. Howard Gardner, for example, in *Frames of Mind* (1983), identifies eight broad frames of mind or intelligences. Gardner believes that each learner has a unique combination of strengths and weaknesses in these eight areas, but that the intelligences can be more fully developed through diverse learning experiences. Other researchers and education psychologists use different models to describe and organize learning preferences.

Students' abilities to learn are also influenced by individual preferences and needs within a range of environmental factors, including light, temperature, sound levels, nutrition, proximity to others, opportunities to move around, and time of day.

How students receive and process information and the ways they interact with peers and their environment, in specific contexts, are both indicators and shapers of their preferred learning styles. Most learners have a preferred learning style, depending on the context, just as most teachers have a preferred teaching style, depending on the context.

By reflecting on their own styles and preferences in various contexts, teachers can

- build on their own teaching-style strengths
- develop awareness of and expertise in a number of learning and teaching styles and preferences
- identify differences in student learning styles and preferences
- organize learning experiences to accommodate the range of ways in which students learn, especially for those for whom the range of ways of learning is limited

Learning experiences and resources that engage students' multiple ways of understanding allow them to become aware of and reflect on their learning processes and preferences. To enhance their opportunities for success, students need

- a variety of learning experiences to accommodate their diverse learning styles and preferences
- opportunities to reflect on their preferences and the preferences of others to understand how they learn best and that others may learn differently

- opportunities to explore, apply, and experiment with learning styles other than those they prefer, in learning contexts that encourage risk taking
- opportunities to return to preferred learning styles at critical stages in their learning
- opportunities to reflect on other factors that affect their learning (e.g., environmental, emotional, sociological, cultural, and physical factors)
- a time line appropriate for their individual learning needs within which to complete their work

The Senior High School Learning Environment

Creating Community

To establish the supportive environment that characterizes a community of learners, teachers need to demonstrate a valuing of all learners, illustrating how diversity enhances the learning experiences of all students (e.g., by emphasizing courtesy in the classroom through greeting students by name, thanking them for answers, and inviting, rather than demanding, participation). Students could also be encouraged to share interests, experiences, and expertise with one another.

Students must know one another in order to take learning risks, make good decisions about their learning, and build peer partnerships for tutoring, sharing, co-operative learning, and other collaborative learning experiences. Through mini-lessons, workshops, and small-group dynamic activities during initial classes, knowledge is shared about individual learning styles, interpersonal skills, and team building.

The teacher should act as a facilitator, attending to both active and passive students during group activities, modelling ways of drawing everyone into the activity as well as ways of respecting and valuing each person's contribution, and identifying learners' strengths and needs for future conferences on an individual basis.

Having established community within the classroom, the teacher and students together can make decisions about learning activities. Whether students are working as a whole class, in small groups, in triads, in pairs, or individually, teachers should

- encourage comments from all students during whole-class discussion, demonstrating confidence in and respect for their ideas

- guide students to direct questions evenly to members of the group
- encourage students to discover and work from the prior knowledge in their own social, racial, or cultural experiences
- encourage questions, probing but never assuming prior knowledge
- select partners or encourage students to select different partners for specific purposes
- help students establish a comfort zone in small groups where they will be willing to contribute to the learning experience
- observe students during group work, identifying strengths and needs, and conference with individuals to help them develop new roles and strategies
- include options for students to work alone for specific and clearly defined purposes

Engaging All Students

A supportive environment is important for all learners and is especially important for disengaged or underachieving learners.

Business Management 12 provides opportunities to engage students who lack confidence in themselves as learners, who have a potential that has not been realized, or whose learning has been interrupted. These students may need substantial support in gaining essential knowledge and skills and in interacting with others.

Students need to engage fully in learning experiences that

- are perceived as authentic and worthwhile
- build on their prior knowledge
- allow them to construct meaning in their own way, at their own pace
- link learning to understanding and affirming their own experiences
- encourage them to experience ownership and control of their learning
- feature frequent feedback and encouragement
- include opportunities for teachers and others to request and receive clarification and elaboration
- are not threatening or intimidating
- focus on successes rather than failures
- are organized into clear, structured segments

It is important that teachers design learning experiences that provide a balance between challenge and success and between support and autonomy.

All students benefit from a variety of grouping arrangements that allow optimum opportunities for meaningful teacher-student and student-student interaction. An effective instructional design provides a balance of the following grouping strategies:

- large-group or whole-class learning
- teacher-directed small-group learning

- small-group-directed learning
- co-operative learning groups
- one-to-one teacher-student learning
- independent learning
- partnered learning
- peer or cross-age tutoring
- mentoring

Meeting the Needs of All Students

Learners require inclusive classrooms, where a wide variety of learning experiences ensures that all students have equitable opportunities to reach their potential.

Teachers must adapt learning contexts, including environment, strategies for learning, and strategies for assessment, to provide support and challenge for all students, using curriculum outcomes to plan learning experiences appropriate to students' individual learning needs.

In recognizing and valuing the diversity of students, teachers should consider ways to

- create a climate and design learning experiences to affirm the dignity and worth of all learners in the classroom community
- give consideration to the social and economic situations of all learners
- model the use of inclusive language, attitudes, and actions supportive of all learners
- acknowledge racial and cultural uniqueness
- adapt classroom organization, teaching strategies, assessment practices, time, and learning resources to address learners' needs and build on their strengths
- provide opportunities for learners to work in a variety of contexts, including mixed-ability groupings
- identify and utilize strategies and resources that respond to the range of students' learning styles and preferences
- build on students' individual levels of knowledge, skills, and attitudes
- design learning and assessment tasks that draw on learners' strengths
- use students' strengths and abilities to motivate and support their learning
- provide opportunities for students to make choices that will broaden their access to a range of learning experiences
- acknowledge the accomplishment of learning tasks, especially those that learners believed were too challenging for them

When these changes are not sufficient for a student to meet designated outcomes, an individual program plan is required. For more detailed information, see *Special Education Policy Manual* (1996), Policy 2.6.

In a supportive learning environment, all students receive equitable access to resources, including the teacher's time and attention, technology, learning assistance, a range of roles in group activities, and choices of learning experiences when options are available.

All students are disadvantaged when oral, written, and visual language creates, reflects, and reinforces stereotyping. Teachers promote social, cultural, racial, and gender equity when they provide opportunities for students to critically examine the texts, contexts, and environments associated with Business Management 12 in the classroom, in the community, and in the media. Teachers should look for opportunities to

- promote critical thinking
- recognize knowledge as socially constructed
- model gender-neutral language and respectful listening in all their interactions with students
- articulate high expectations for all students
- provide equal opportunity for input and response from all students
- encourage all students to assume leadership roles
- ensure that all students have a broad range of choices in learning and assessment tasks
- encourage students to avoid making decisions about roles and language choices based on stereotyping
- include the experiences and perceptions of all students in all aspects of their learning
- recognize the contributions of men and women of all social, cultural, linguistic, and racial backgrounds to all disciplines throughout history

Social and cultural diversity in student populations expands and enriches the learning experiences of all students. Students can learn much from the backgrounds, experiences, and perspectives of their classmates. In a community of learners, participants explore the diversity of their own and others' customs, histories, values, beliefs, languages, and ways of seeing and making sense of the world.

When learning experiences are structured to allow for a range of perspectives, students from varied social and cultural backgrounds realize that their ways of seeing and knowing are not the only ones possible. They can come to examine more carefully the complexity of ideas and issues arising from the differences in their perspectives and understand how cultural and social diversity enriches their lives and their culture.

The curriculum outcomes designed for Business Management 12 provide a framework for a range of learning experiences for all students.

A range of learning experiences, teaching and learning strategies, resources, and environments provides expanded opportunities for all learners to experience success as they work toward the achievement of designated outcomes. Many of the learning experiences suggested in this guide provide access for a wide range of learners, simultaneously emphasizing both group support and individual activity. Similarly, the suggestions for a variety of assessment practices provide multiple ways for students to demonstrate their achievements.

To provide a range of learning experiences to challenge all students, teachers may adapt learning contexts to stimulate and extend learning. Teachers should consider ways that students can extend their knowledge base, thinking processes, learning strategies, self-awareness, and insights. Some learners can benefit from opportunities to negotiate their own challenges, design their own learning experiences, set their own schedules, and work individually or with learning partners.

Some students' learning needs may be met by opportunities for them to focus on learning contexts that emphasize experimentation, inquiry, and critical and personal perspectives. In these contexts, teachers should work with students to identify and obtain access to appropriate resources.

Learning beyond the Classroom

Business Management 12 offers many opportunities for students to extend learning beyond the classroom. Alternative settings provide students with opportunities to connect their learning to tangible, practical purposes, their future education and career plans, and the world beyond the high school setting.

Teachers may choose to organize learning experiences that include

- activities with mentors
- classroom visits from managers within different companies
- field trips to local business, industry, and community sites
- a focus on exploration of management through job shadowing
- work placements that extend and reinforce learning
- managerial projects
- use of Internet listservs, newsgroups, bulletin boards, and on-line conversations

It is important that administrators and teachers work to establish mutually beneficial relationships with businesses, organizations, and industries in the community. Class or group field trips are an effective way to initiate the contact. In organizing field trips, teachers should

- visit the facility beforehand to identify potential safety issues, establish a relationship with personnel, and clarify the purposes of the trip with students to articulate clear expectations for learning during the field trip experience

- schedule field trips to complement preceding and subsequent classroom learning experiences
- ensure that the field trip complies with their board's guidelines and policies
- establish class practices and procedures that promote positive and ongoing community relationships

The Role of Technology

Vision for the Integration of Information Technologies

The Nova Scotia Department of Education has articulated five components to the learning outcomes framework for the integration of IT within curriculum programs:

1. Basic Operations and Concepts

concepts and skills associated with the safe, efficient operation of a range of information technologies

2. Productivity Tools and Software

the efficient selection and use of IT to perform tasks such as

- the exploration of ideas
- data collection
- data manipulation, including the discovery of patterns and relationships
- problem solving
- the representation of learning

3. Communications Technology

the use of specific, interactive technologies that support collaboration and sharing through communication

4. Research, Problem Solving, and Decision Making

the organization, reasoning, and evaluation by which students rationalize their use of IT

5. Social, Ethical, and Human Issues

the understanding associated with the use of IT that encourages in students a commitment to pursue personal and social good, particularly to build and improve their learning environments, and to foster stronger relationships with their peers and others who support their learning

Integrating Information and Communication Technologies within the Classroom

As information technologies shift the ways in which society accesses, communicates, and transfers information and ideas, they inevitably change the ways in which students learn.

Students must be prepared to deal with an information and communications environment characterized by continuous, rapid change, an exponential growth of information, and expanding opportunities to interact and interconnect with others in a global context.

Because technologies are constantly and rapidly evolving, it is important that teachers make careful decisions about applications, always in relation to the extent to which technology applications help students achieve the curriculum outcomes.

Technology can support learning for the following specific purposes:

Inquiry

Theory Building: Students can develop ideas and plan projects; track the results of growth in their understanding; develop dynamic, detailed outlines; and develop models to test their understanding using software and hardware for modelling, simulation, representation, integration, and planning.

Data Access: Students can search for and access documents, multimedia events, simulations, and conversations through hypertext/hypermedia software; digital, CD-ROM, and Internet libraries, and databases.

Data Collection: Students can create, obtain, and organize information in a range of forms, using sensing, scanning, image and sound recording and editing technology, databases, spreadsheets, survey software, and Internet search software.

Communication

Media Communication: Students can create, edit, and publish, present, or post documents, presentations, multimedia events, Web pages, simulations, models, and interactive learning programs, using word processing, publishing, presentation, Web page development, and hypertext software.

Interaction/Collaboration: Students can share information, ideas, interests, concerns, and questions with others through e-mail; Internet audio, video, and print conferences; information servers; Internet news groups and listservs; and student-created hypertext environments.

Teaching and Learning: Students can acquire, refine, and communicate ideas, information, and skills using tutoring systems and software, instructional simulations, drill and practice software, and telementoring systems.

Expression

Students can shape the creative expression of their ideas, feelings, insights, and understandings using graphic software, music-making, composing, editing, and synthesizing technology; interactive video and hyper media; animation software; multimedia composing technology; sound and light control systems and software; and video and audio recording and editing technology.

Assessing and Evaluating Student Learning

Assessment is the systematic process of gathering information on student learning.

Evaluation is the process of analysing, reflecting upon, and summarizing assessment information, and making judgments or decisions based upon the information gathered.

The Principles of Assessment and Evaluation articulated in the document *Public School Programs* should be used as the basis of assessment and evaluation, policies, procedures, and practices.

Effective Assessment and Evaluation Practices

Effective assessment improves the quality of learning and teaching. It can help students to become more reflective and to have control of their own learning, and it can help teachers to monitor and focus their instructional programs.

Assessment and evaluation of student learning should accommodate the complexity of learning and reflect the complexity of the curriculum. Evaluation should be based on the full range of learning outcomes towards which students have been working during the reporting period, be proportionate to the learning experiences related to each outcome, and focus on patterns of achievement as well as specific achievement.

In reflecting on the effectiveness of their assessment program, teachers should consider the extent to which their practices

- are fair in terms of the students' backgrounds or circumstances
- are integrated with learning
- provide opportunities for authentic learning
- focus on what students can do rather than on what they cannot do
- provide students with relevant, supportive feedback that helps them to shape their learning
- describe students' progress toward learning outcomes
- help them to make decisions about revising, supporting, or extending learning experiences
- support learning risk taking
- provide specific information about the processes and strategies students are using
- provide students with diverse and multiple opportunities to demonstrate their achievement
- provide evidence of achievement in which students can take pride
- acknowledge attitudes and values as significant learning outcomes

- encourage students to reflect on their learning and to articulate personal learning plans
- help them to make decisions about teaching strategies, learning experiences and environments, student grouping, and resources
- accommodate multiple responses and a range of tasks and resources
- include students in developing, interpreting, and reporting on assessment

Involving Students in the Assessment Process

When students are aware of the outcomes they are responsible for and the criteria by which their work will be assessed or evaluated, they can make informed decisions about the most effective ways to demonstrate what they know, are able to do, and value.

It is important that students participate actively in the assessment and evaluation of their learning, developing their own criteria and learning to judge a range of qualities in their work. Students should have access to models in the form of scoring criteria, rubrics, and work samples.

As lifelong learners, students assess their own progress rather than rely on external measures (e.g., marks) to tell them how well they are doing. Students who are empowered to assess their own progress are more likely to perceive their learning as its own reward. Rather than asking, “What does the teacher want?” students need to ask questions such as, “What have I learned? What can I do now that I couldn’t do before? What do I need to learn next?”

Effective assessment practices provide opportunities for students to reflect on their progress toward achievement of learning outcomes, such as

- assessing and evaluating their learning
- setting goals for future learning

Diverse Learning Styles and Needs

Teachers should develop assessment practices that affirm and accommodate students’ cultural and linguistic diversity. Teachers should consider patterns of social interaction, diverse learning styles, and the multiple ways oral, written, and visual language are used in different cultures for a range of purposes. Student performance takes place not only in a learning context, but in a social and cultural context as well.

Assessment practices must be fair, equitable, and without bias, providing a range of opportunities for students to demonstrate their learning.

Teachers should be flexible in evaluating the learning success of students and seek diverse ways for students to demonstrate their personal best. In inclusive classrooms, students with special needs have opportunities to demonstrate their learning in their own way, using media that accommodate their needs, and at their own pace.

Using a Variety of Assessment Strategies

When teachers make decisions about what learning to assess and evaluate, how to assess and evaluate, and how to communicate the results, they send clear messages to students and others about what learning they value. For example, teachers can communicate that they value risk taking or lateral thinking by including these elements in determining marks.

Assessment involves the use of a variety of methods to gather information about a wide range of student learning and to develop a valid and reliable snapshot of what students know and are able to do, which is clear, comprehensive, and balanced. The assessment process provides information about each student's progress toward achievement of learning outcomes that teachers can use to assign marks, to initiate conversations with students, or to make decisions in planning subsequent learning experiences.

Teachers align assessment and evaluation practices with student-centred learning practices when they

- design assessment and evaluation tasks that help students make judgments about their own learning and performance
- provide assessment and evaluation tasks that allow for a variety of learning styles and preferences
- individualize assessment and evaluation tasks to accommodate specific learning needs
- work with students to describe and clarify what will be assessed and evaluated, and how it will be assessed and evaluated
- provide students with regular, specific, frequent, and consistent feedback on their learning

Assessment activities, tasks, and strategies include, for example,

- | | |
|---------------------------------------|-----------------------------|
| • anecdotal records | • investigations |
| • artifacts | • learning logs or journals |
| • audiotapes | • media products |
| • certifications | • observations |
| • checklists | • peer assessments |
| • conferences | • performance tasks |
| • demonstrations | • portfolios |
| • dramatizations | • presentations |
| • exhibitions | • projects |
| • interviews (structured or informal) | • questionnaires |
| • inventories | • questioning |

Portfolios

A major feature of assessment and evaluation in Business Management 12 is the use of portfolios. A portfolio is a purposeful selection of a student's work that tells the story of the student's efforts, progress, and achievement.

Portfolios engage students in the assessment process and allow them to participate in the evaluation of their learning. Portfolios are most effective when they provide opportunities for students to reflect on and make decisions about their learning. The students and teacher should collaborate to make decisions about the contents of the portfolio and to develop the criteria for evaluating the portfolio. Portfolios should include

- the guidelines for selection
- the criteria for judging merit
- evidence of student reflection

Portfolio assessment is especially helpful for students who need significant support. Teachers should place notes and work samples from informal assessments in the portfolio and use the portfolio to collaborate with students in identifying strengths and needs, selecting learning experiences, and selecting work that best reflects the students' progress toward achievement of learning outcomes.

It is important that students share their portfolios with other students so that all students may see exemplars that represent a range of strategies for expression and levels of complexity in ideas and understanding. Outlines and other evidence of planning, along with multiple revisions, allow students to examine their progress and demonstrate achievement to teachers, parents, and others.

Students should be encouraged to develop a portfolio that demonstrates their achievements in a context beyond a particular course, including letters, certificates, and photographs, for example, as well as written documents. A high school portfolio can be very helpful when students need to demonstrate their achievements to potential employers or post-secondary institutions' admission offices.

Tests and Examinations

Traditional tests and examinations are not, by themselves, adequate to assess student learning. The format of tests and examinations can be revised and adapted to reflect key aspects of the curriculum. Some teachers, for example, have designed tests and examinations based on collaborative or small-group learning, projects, or portfolio learning. Creating opportunities for students to collaborate on a test or examination is an effective practice in the interactive classroom, when assessing learning of a higher order than recall of information, for example, learning that requires synthesis, analysis, or evaluation.

In learning activities that involve responding to a text or solving a problem, for example, students might work collaboratively to clarify and define the task and then work either collaboratively or individually to develop an answer. Students might be given a range of questions, issues, or problems and work collaboratively to clarify their understanding of the assignments and plan responses in preparation for the examination for which only one of the questions, issues, or problems will be assigned. The initial list of questions, issues, or problems can be developed by the teacher, negotiated by the teacher with students, or developed by students and screened by the teacher.

Process-based tests and examinations allow students to demonstrate knowledge and skills and apply strategies at multiple stages in learning processes (e.g., in creating texts; responding to texts or issues; solving problems; or gathering, evaluating, and synthesizing information).

Traditional tests and examinations may present a number of problems in scheduling and resource allocation. Process-based tests and examinations may be undertaken in steps during several class periods over a number of days. Students have opportunities to revise, reflect on, and extend their knowledge and understanding. Teachers have opportunities to develop comprehensive assessments, to monitor and evaluate learning at multiple points in a process, and to use time flexibly.

Appendices

Appendix A: Sample Scope and Sequence

The Business Management 12 course can be presented in four units.

Unit 1: The Management Environment

Since there is no prerequisite course, it is possible and probable that most students in Business Management 12 will not have any business background. Therefore Unit 1: The Management Environment must serve to provide an overview of the current business environment to set the context in which management operates. It also introduces students to introductory business terminology and concepts.

Unit 1 can be modified for students who have completed a business course. These students can focus more effort on in-depth environmental and corporate analysis and a more detailed CEO report. More time can be allocated to management theories and practices in Unit 2.

Unit 2: Managing Business

In-depth analysis of management roles and responsibilities begins in Unit 2: Managing Business. Students must relate their personal attributes, skills, and knowledge to the world of the manager in many different settings. Coverage of management functions (leading, planning, decision making, organizing, and controlling) and management styles can be adapted to meet students' learning needs.

Unit 3: Managing Change

Unit 3: Managing Change presents the challenges facing twenty-first century managers. Topics such as ethics, knowledge management, organizational change, and adaptation to the rapid pace of technological innovation will challenge students to analyse and reflect on the world in which they will spend their careers.

Unit 4: Independent Research

Unit 4: Independent Research challenges students to apply all skills and knowledge of the historical, current, and projected aspects of management to design an "ideal management environment," complete with management philosophy. For their independent project, students select specific industries and types of business and design their own companies with a focus on management. All decisions must be justified and explained. The resultant company designs are the main feature of electronic management portfolios, which also include the management reports from Units 1, 2, and 3.

Unit 4 can be initiated on completion of Unit 1 and can be developed concurrently with delivery of Units 2 and 3.

Course Units and Main Concepts

Detailed content of the units can be developed around the following concepts:

	Unit Title	Main Concepts
1	The Management Environment	Types of Industries Types of Business Ownership Organizational Design Business Functions The Business Environment The Business Cycle
2	Managing Business	Roles of the Manager: Leading, Planning, Decision Making, Organizing, Controlling Management Styles Organizational Culture Self-analysis and Fit
3	Managing Change	The Twenty-first Century Manager Innovation Organizational Change Knowledge Management Learning Organizations Teams and Flat Organizations Diversity EQ versus IQ Change Management—Reactive and Proactive
4	Independent Research	E-Portfolio Ideal Management Environment Design CEO Reports

Appendix B: Rubrics

Rubrics provide benefits for both students and teachers. They are a valuable and flexible component of an assessment package because they

- identify assessment and evaluation criteria
- clearly explain performance standards for each criteria
- assist objective evaluation
- measure improvement

Rubrics are particularly suitable for complex assignments such as multi-disciplinary, problem-solving scenarios because they can assess communication, technological, interpersonal, and teamwork skills as well as content knowledge. Weighted rubrics provide an additional benefit as they can be tailored to the assessment needs of a specific assignment.

Rubrics can also be used to negotiate student responsibility and create a sense of ownership for learning, especially when created jointly or individually. Creating a rubric helps students understand and value the assessment process.

Introducing Rubrics to Students

When presenting rubrics to students, especially students who are not familiar with rubric assessment, include a process for maximizing the benefits for students along with a sample rubric. Students can use a rubric as a resource and guideline in many ways. The following page can be modified for a student or can be used to start a class discussion.

Rubric FAQs answer the following questions:

- What is a rubric?
- Who creates the rubric?
- When can you use a rubric?
- What does a rubric look like?

Rubric FAQs

What is a rubric?

A rubric is an assessment tool that shows how well you have performed a task.

Who creates the rubric?

Your teacher: Usually your teacher will create the rubric. The rubric criteria are based on the goals of the project. This may include content-related and skills-related criteria such as communication, organization, planning, and team skills.

You: Sometimes you will create the rubric that will be used to assess your own work. When you work with your teacher to identify the most important learning or skills that you wish to develop while completing a project, you can decide the rubric criteria and the standard that you are aiming for.

Your team: Some team projects are based on rubrics created by the whole team.

When can you use a rubric?

Before you begin a project, review the rubric carefully to see what the measurement criteria are. You will know before you begin a project exactly what you have to do and how each part will be assessed.

During your research, you will not waste time on topics that are not relevant for your project. You can organize your research more efficiently and use rubric criteria to help you organize information. Checking the rubric during the research and writing period also prevents you from forgetting an important component of the project.

After you have assembled all of the parts of your project, check the rubric again and assess yourself. Ask team members to use the rubric and give you some feedback. This gives you a chance to correct and improve your work before it is submitted. By comparing your performance on previous rubrics, you can measure your own improvement.

What does a rubric look like?

A rubric is a matrix chart. Assessment criteria are listed in the left column. Performance levels are identified across the top row of the chart. Each cell in the column below a performance standard explains what must be done or included to achieve that level of performance. Finally, there is a column for recording a mark for each criteria and a total for the project. Some rubrics also have a section for comments from your team members or teacher.

Rubric Example 1

NAME _____

Business Articles Rubric					
Assignment was organized in a logical and meaningful manner.	1	2	3	4	5
Assignment was completed within the time frame given.	1	2	3	4	5
Assignment demonstrated creativity on behalf of the student.	1	2	3	4	5
Assignment contained articles from a variety of sources.	1	2	3	4	5
Content of each article was appropriate or relevant to the assignment.	1	2	3	4	5
Appropriate summary provided for each article.	1	2	3	4	5
TOTAL					/30

Rubric Example 2

NAME _____

Presentation Rubric					
Eye Contact	1	2	3	4	5
Audibility	1	2	3	4	5
Delivery	1	2	3	4	5
Knowledge of Content	1	2	3	4	5
Appropriate Time	1	2	3	4	5
TOTAL					/25

Rubric Example 3

This simple tool provides an example for teachers and students to use in defining project expectations, negotiating a mark, and monitoring progress. Not all of these elements will be useful for all projects.

Project Rubric					
	Does not meet expectations: 1 point	Meets expectations: 2 points	Exceeds expectations: 3 points	Self-Evaluation	Teacher Evaluation
Topic/Content	Includes some essential information/elements and few details.	Includes essential information/elements with enough elaboration to give audience an understanding of the topic.	Covers topic completely and in depth. Encourages audience to reflect or enquire further.		
Analysis/ Discussion/ Development	Information/ideas presented without questioning or analysis.	Information/ideas selected, analysed, and evaluated.	Information/ideas selected and combined clearly and comprehensively.		
Product/ Solution/ Inquiry	Has limited effectiveness or is not effective.	Is effective.	Results are elegant, sophisticated, or comprehensive.		
Specific Requirements	Includes ___ or less _____. <i>(To be filled in by teacher and student.)</i>	Includes at least _____.	Includes at least ___ or more _____.		
Format	Includes several inappropriate, incorrect, or ineffective elements.	Elements are generally used effectively, appropriately, and correctly.	Elements are used to enhance, clarify, and emphasize.		
Group Work	Works with others, but has difficulty sharing decisions and responsibilities with others.	Works well with others; takes part in decisions and contributes fair share to group.	Works well with others; assumes a clear role and related responsibilities; motivates others to do their best.		
Presentation Skills	Some difficulty communicating ideas.	Communicates ideas with adequate preparation, and some enthusiasm.	Communicates ideas with enthusiasm, clarity, and control.		
			Total Points		

Appendix C: Getting Started

This appendix provides examples of usable information based on the following course outcome:

Students will be expected to demonstrate a clear understanding of the business environment in which Canadian firms currently operate and identify the variables and complexities that affect managerial decision making.

Adapting Activities

This appendix contains a variety of activities and projects that teachers can adapt, depending on the nature of the class and the amount of time that can be devoted to each topic or outcome. Credit levels (Open and Academic) have been used as a guide. However, the depth and scope of any activity that teachers feel would be of interest or value to a particular class or student can be modified to match the needs of the student and an appropriate level of difficulty for the type of credit.

Adapting Resources

Resources recommended in this guide provide a starting point for student and teacher research. Teachers are free to add reference material, especially from current media coverage (newspapers, business magazines, videos, documentaries, etc.) or from additional Internet sources. Teachers can use their own community resources. Business associations, civic groups, and companies are generally very willing to send speakers or provide information for educational projects. Once again, these resources will vary considerably from one community to the next and can be adapted to the needs and interests of different classes.

Publishers often provide additional resources and Web sites from which activities can be adapted. Teachers can set up their own Web sites for the class to create a more interactive learning environment with a new forum for discussion and information sharing.

Determining Assessment Criteria

Assessment criteria reflect a holistic approach to the course itself and the role of a particular task or activity in achieving a combination of learning outcomes. For example, communication and interpersonal skills and use of technology are necessary components of almost every activity. Assessment criteria should address subject knowledge and consider the full range of skills addressed in the course.

In addition to content-related criteria, teachers should include assessment of evidence that students have participated actively in discussion, research, analysis, and presentations. Team and individual contributions should also be included in the rubric. The importance of individual life experiences and employability skills, business

communication, and technology skills should be reflected in rubrics whenever they are a factor in the successful completion of the project.

Sample Activities and Assessment

The following chart provides a variety of class activities and deliverables based on the first outcome. Icons for Academic ▲ and Open ○ credits indicate activities designed for different credit levels.

Student Learning Activities	Assessment Criteria and Tasks
<p>The Concept of Business</p> <p>Brainstorm ideas about what business is. Categorize main activities, and create a concept or mind map to present to other groups. Identify business functions that are being performed. Research, in the library or on the Internet, definitions of business, business activities, and business functions and summarize findings to produce a concise team definition. Add the definition to the concept map before presenting to other teams.</p>	<p>The Concept of Business</p> <ul style="list-style-type: none"> • demonstrate ability to discuss, analyse, and summarize the big picture • adopt a clear, concise business writing style; refer to guidelines in the fourth outcome.
<p>Walk the Walk and Talk the Talk</p> <p>Create definitions of business terminology and jargon to build a personal business dictionary throughout the term. This is an excellent self-test of comprehension and a good preparation for the workplace or higher-level business courses.</p>	<p>Walk the Walk and Talk the Talk</p> <ul style="list-style-type: none"> • explain meaning clearly in one's own words • organize and categorize terminology and jargon • use technology to format and present definitions • produce a complete dictionary by continuing development through the course
<p>Industrial Connections</p> <p>Select a product used in daily life (e.g., television set, hair gel). Trace the product from the retail store to the origin of each primary product used in manufacturing. Name the materials and industries involved. Teams may find whiteboards and poster-sized paper useful for this task. Label industry types (mining, manufacturing, wholesale, transportation, etc.) and overlay primary, secondary, tertiary, and quaternary industry classifications. Discuss what has been learned about the interdependence of business activities in Canada. ○</p>	<p>Industrial Connections</p> <ul style="list-style-type: none"> • identify basic business functions (e.g., marketing, production, transportation, finance, customer service) • participate actively in discussion of business transactions and the roles played by companies • discover the nature and relationship between primary, secondary, tertiary, and quaternary industries • use business terminology correctly • deduce the interdependence among industry sectors
<p>Industry Research</p> <p>Discuss the characteristics of an industry as a group of companies engaged in the same type of business. Conduct Internet research to discover how industries are grouped into industry sectors.</p>	<p>Industry Research</p> <ul style="list-style-type: none"> • demonstrate familiarity with government departments, roles, and services offered • use technology for business research • create bookmarks for personal research resources • differentiate among industry sectors

Student Learning Activities	Assessment Criteria and Tasks
<p>Business in Canada</p> <p>Present a brief analysis of Canada's economic base, using a graph of industry sectors as a visual. List the types of industries within each sector and comment on the risks and benefits to the economy and to the business community. ▲</p>	<p>Business in Canada</p> <ul style="list-style-type: none"> • use new methods and media to present information • extract and summarize information from industry sector Web pages • apply information to develop conclusions about the state of the Canadian economy • apply conclusions to business
<p>Industry Sector Investigation</p> <p>Interview a local manager about the advantages and disadvantages of working in his/her industry. Include discussion of concerns, trends, anticipated change, and employment opportunities. ▲</p>	<p>Industry Sector Investigation</p> <ul style="list-style-type: none"> • select an industry that is an appropriate personal career option • plan a detailed analysis of a specific industry • develop a list of appropriate interview questions • apply course knowledge and information interview to analyse the current situation of the industry • use factual information as a basis to predict the future situation of the industry • present conclusions clearly in business format
<p>Business in Our Community</p> <p>Construct a chart or table to record industry sectors and representative companies in the community. Add a third column for local examples of various ownership types within each sector. Include an appendix with brief descriptions for all terminology used in the chart. ●</p>	<p>Business in Our Community</p> <ul style="list-style-type: none"> • share information from primary and secondary sources • tabulate results in charts and interpret information • use appropriate technology to construct charts and tables • plan and conduct personal interviews for information gathering • apply knowledge of types of business ownership • improve business vocabulary through questioning and interviews • present results formally as a culminating activity for the unit

Student Learning Activities	Assessment Criteria and Tasks
<p>Business Ownership Investigation</p> <p>Divide the class so that all ownership types are covered. Research the characteristics, advantages, and disadvantages of each ownership type. Information sharing can include diagrams, charts, and information from interviews with local business owners or managers. ▲</p>	<p>Business Ownership Investigation</p> <ul style="list-style-type: none"> • apply prerequisite knowledge of ownership types • select an appropriate interviewee (suitable position and company) • prepare a list of clear and focussed interview questions • use appropriate business terminology in questions and discussion • recognize the contribution of the interviewee with a formal letters of thanks • interpret business activity and concerns for a variety of enterprises • relate concerns to business ownership • share conclusions with other teams • apply knowledge to personal career goals and choices
<p>Organizational Design Challenge</p> <p>Brainstorm lists of Canadian industry sectors and representative companies in each sector. Access annual reports and review organizational charts online or at a library. Deduce the criteria for the divisions (e.g., geographic, functional) of selected companies. Assess whether the organizational structure is appropriate for the corporation, given its specific business activities. Discuss, with supporting statements, how the organizational design and reporting relationships of a small business compare to that of a large corporation. ▲</p>	<p>Organizational Design Challenge</p> <ul style="list-style-type: none"> • contribute to lists of Canadian industry sectors and companies • collaborate with other teams to select a company that represents one of the main Canadian industry sectors so that a broad range of sectors are represented • apply knowledge of basic types of organizational design (functional, geographic, customer-based, product, matrix) • select and research a major Canadian corporation • review corporate publications and annual reports for information on business activities and structure • determine the suitability of the structure • compare the activities and needs of large and small companies
<p>Going Up?</p> <p>Is the economy on the way up or the way down? Review the business cycle. Plot Canada's current position on the business cycle curve and justify the decision.</p>	<p>Going Up?</p> <ul style="list-style-type: none"> • use appropriate technology to create a diagram • analyse, plot, and explain Canada's current position in the cycle

Student Learning Activities	Assessment Criteria and Tasks
<p>Business Environment Synopsis</p> <p>Create a visual to explain the complexity and interrelationships of variables in the five realms of the business environment using Inspiration or similar software. ▲</p>	<p>Business Environment Synopsis</p> <ul style="list-style-type: none"> • identify the five realms of the business environment • identify and discuss how specific variables from all five realms impact business activity and decisions • use technology (Inspiration or similar software) to accurately depict the five realms and demonstrate their impact
<p>Trend Spotting</p> <p>Monitor local and national newspapers to identify issues, changes in the business environment, industry trends, etc., that may impact specific industry sectors and ownership types. This monitoring can be adapted for analysis of national, provincial, or local scenarios or for specific industry or ownership types. What type of variables most influence the examples chosen?</p>	<p>Trend Spotting</p> <ul style="list-style-type: none"> • locate a recent news item about an event that influences the environment for a particular industry or type of business ownership • present a summary of the key points of the article or report • explain the event in terms of variables in the business environment • predict the impact on an individual company and/or community • identify emerging trends
<p>Community Survey</p> <p>Survey businesses in the community. Assign them to industry types and sectors. Identify the ownership type of each. Construct charts or pie graphs to show the balance of ownership types. Evaluate the effect these businesses have on the community and on individuals within the community, including oneself. Determine whether the needs of the community are being met. Evaluate whether the community has optimal locations and conditions for these companies, considering the variables in the current business environment. Prepare a set of recommendations to the local Board of Trade or municipal government for sustainable economic growth in a healthy community. ▲</p>	<p>Community Survey</p> <ul style="list-style-type: none"> • apply knowledge to a specific analysis, such as the recommendations for sustainable economic growth in a healthy community • plan and conduct interviews with appropriate members of the business community • use technology to present a summary of business activity in the community • demonstrate an understanding of how industry type, ownership type, and the business environment impact business and the community itself • evaluate and summarize how well the business meets the needs of the community • evaluate and summarize how well the community meets the needs of existing businesses • develop a set of recommendations that balance the needs of business and the community • present findings in appropriate business format with charts and diagrams

Student Learning Activities	Assessment Criteria and Tasks
<p>Corporate Strategy Simulation</p> <p>Assist a CEO in planning a five-year corporate strategy for a specific industry and ownership type. Include an organizational chart. In pairs or small teams, prepare a business report to identify significant variables in the current business environment, outline trends, and forecast required changes. Present findings and recommendations in formal business report format. ▲</p>	<p>Corporate Strategy Simulation</p> <ul style="list-style-type: none"> • share information gathered from interviews and electronic sources, and contribute to a group task • select a specific industry and ownership type • conduct research on the industry and apply knowledge to a hypothetical company • discuss and explain how potential trends and change will impact the company • formulate a solution to a business problem • present recommendations in a formal business report

Appendix D: Internet Web Sites

The following list of Internet Web sites may be useful in a range of learning activities. The names of the sites, rather than the URLs (Uniform Resource Locator) are given. The sites may be located using a search engine. URLs are unreliable in the rapidly-changing Internet environment. Referring students to unverified links can result in students reaching dead links, sites which have content substantially different from what was on the site when it was originally recommended, or inappropriate sites which could cause considerable embarrassment.

Business in Canada

- Industry Canada/Industrie Canada
- Statistics Canada—profiling Canada’s business, economy, and society
- Conference Board of Canada
- National Occupational Classification 2001/Classification nationale des professions 2001
- Strategis: Canada’s Business and Consumer Site
- Canadian Business Map: Map of Canada
- Canada’s Innovation
- Skills/Competences Canada
- Business in Nova Scotia
- HRDC Nova Scotia
- Skills Canada—Nova Scotia

Business Theory

- History of Business, Management, and Economics
- Gurusonline—English
- BOLA: Business Open-Learning Archive
- Management Theory Information at Business.com
- FACSNET Reporting Tools
- Management Environment
- Drucker Foundation: Thought Leaders Forum: Henry Mintzberg
- The Wall Street Journal Classroom Edition
- Open Directory—Business, Management, Management Science
- Dowding’s Universal Business Model
- Managing Business: The Strategis Guide to Managing People
- Small Business Management: Advice & Guides
- Retail Business Management
- Managing Change: Alvin Toffler and the Third Wave

- Change Management Toolbook
- Change Management Information at Business.com
- Annual Reports—Business in Canada
- Bombardier: Experience the Extraordinary
- Magna International
- Job Futures
- Youth Employment Information: *Looking for a Job—A Guide for Youth*
- Careerpath Adventures
- Canada Career Consortium
- Learn and Earn—Career Centre Home Page
- Apprenticeship Training Division—Nova Scotia Department of Education
- REALM Magazine

Volunteering

- Volunteer Canada
- Canadian Volunteer Program
- VolNet
- Welcome to Volunteer Today!
- Volunteer: AVA Association for Volunteer Administration
- The Volunteer Opportunities Exchange

Lesson Ideas

- Fast Company Online Guides
- Education and Learning
- The Wall Street Journal Classroom Edition
- The Times 100: Free Business Case Studies on Real Life Companies
- BOLA: Business Open Learning Archive
- Business School Working Papers Series
- Biz/ed

Appendix E: Resources

ALR Resources

- 20181 *Business English and Communication*. 5th Canadian edition. Canada: McGraw-Hill Ryerson Limited (1996).
- 22325 *A Canadian Writer's Reference*. Updated 2nd edition. Scarborough, ON: Nelson Thomson Learning (2001).
- 22377 *The Communications Handbook*. Toronto: Nelson Canada (1996).
- 22512 *The World of Business*. Nelson Thompson, (1994).
- 22978 *Fundamentals of Management: Essential Concepts and Applications*, 3rd Canadian edition, Test Item File, Pearson Education Canada (2002).
- 22979 *Fundamentals of Management: Essential Concepts and Applications*, 3rd Canadian edition (with Media Companion), Pearson Education Canada (2002).
- 22980 *Fundamentals of Management: Essential Concepts and Applications*, 3rd Canadian edition, Instructor's Manual, Pearson Education Canada (2002).
- 22981 *Fundamentals of Management: Essential Concepts and Applications*, 3rd Canadian edition, Electronic Transparencies in PowerPoint, Pearson Education Canada (2002).
- 22982 *Fundamentals of Management: Essential Concepts and Applications*, 3rd Canadian edition, Test Manager CD-ROM, Pearson Education Canada (2002).

Other Resources

- Covey, Stephen R. *The 7 Habits of Highly Effective People*. New York: Simon and Schuster (1989).
- Drucker, Peter F. *The Effective Executive*. New York: Harper and Row Publishers (2002)
- Dubrin, Andrew J. and Anne Harper. *Essentials of Management*. Scarborough, ON: International Thomson Publishing Company, (1997).
- Griffin, R. W., and J. B. Singh, *Management*. Toronto: ITP Nelson, Houghton Mifflin (1999).
- National Business Education Association, *National Standards for Business Education: What America's Students Should Know And Be Able to Do in Business*. Reston, VA: National Business Education Association (2001).
- Reece, Barry L., and Rhonda Brandt. *Effective Human Relations in Organizations*. Boston: Houghton-Mifflin (1999).

Appendix F: Checklist Sample

Demonstrate communication and interpersonal skills required in the modern work environment.

✓	Technique observed
	Works well as a team member
	Demonstrates good interpersonal skills with team members
	Responds positively to team feedback
	Accepts constructive feedback from peers
	Assesses peers appropriately
	Evaluates peers fairly
	Demonstrates personal employability skills effectively
	Uses brainstorming techniques
	Responds positively to improving personal skills by using a journal
	Reports on teamwork skills
	Participates in self- and peer-evaluations
	Total number of techniques observed