



Ministry
of
Education

The Honourable Sean Conway, Minister
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Curriculum Guideline

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BUSINESS STUDIES

Senior Division
and OAC
1987

**Organizational
Studies**

Course Codes

The organizational studies section of the business studies guideline comprises two programs: management studies and administrative studies. The two programs include the following courses:

- Management Studies, Senior Division, General Level (BOS)
- Management Studies, Senior Division, Advanced Level (BOS)
- Administrative Studies, Ontario Academic Course (BOA)

BUSINESS STUDIES

Organizational Studies

- 1. Management Studies,
Senior Division**
- 2. Administrative Studies,
Ontario Academic Course**

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1. Management Studies

Introduction

Program Description

Management studies courses are designed to provide students with an understanding of the principles and the procedures used in the Canadian business environment. Students should have opportunities to examine the nature of their local business community and to identify the different forms of business ownership as well as the management practices and skills required for successful careers in this field. Students who complete a management studies course should be able to apply the principles of effective management to community activities, to non-profit endeavours, to the management of a small business initiative, or to employment in large or small business enterprises.

As illustrated in the accompanying diagram, this part of the business studies guideline authorizes two courses in management studies. Students may earn a maximum of one in-school credit in management studies at the general or the advanced level of difficulty and an additional two credits through a co-operative education mode of delivery as authorized in section 5.11 of OSIS.

Management Studies Courses

Senior Division	
General Level	Management Studies (BOS)
Advanced Level	Management Studies (BOS)

Aims

The aims of each management studies course are to provide students with opportunities to:

- examine the nature of their local business community;
- understand the structure of Canadian business;
- understand management terms, principles, and procedures;
- appreciate the significance and application of business information and reports;
- use business case studies to apply established problem-solving models and determine business solutions;
- identify the variety of values issues and conflicts that may be involved in business decision-making situations;
- identify the management skills required for supervising operations in a large, middle-sized, and small business enterprise;
- use effective oral and written communication in business-related applications;
- demonstrate initiative and businesslike work habits and attitudes;
- identify opportunities for business growth in their local community;
- investigate opportunities for careers and further study in the business field.

Teaching Strategies

In addition to the general teaching strategies included in the business studies policy document *Policy for Program Planning and Delivery*, teaching strategies for management studies courses are included in this section and in the descriptions of the management studies courses that follow.

Management studies courses should reflect the nature of the business community being served and meet the needs of the students involved. Students should have opportunities to examine conflicts in value systems that can exist between business and government policies and individual or organizational aims or goals. The case studies that are selected should offer students opportunities to use logical thinking, creativity, and effective oral and written communication skills. They should facilitate student participation in group activities and decision making in a simulated business environment. Both commercially prepared and locally developed studies should be used.

Students should recognize that there is not always a single solution to a problem or one direction that business might choose in any given situation. They should be encouraged to identify both the pros and the cons of alternative solutions and, using basic management principles, arrive at decisions that they feel they can support. They need to appreciate that the issues involved in each case require the use of creative thinking and businesslike decision making.

Daily newspapers and business periodicals should be used as up-to-date and relevant sources of business information. Students should be encouraged to collect articles, summarize the information contained in them, and present their summaries to the class as sources of information, for discussion, or as applications of principles learned in the course. They should also design and prepare specific fact sheets from articles containing information that might be useful later in the course.

Computer-software packages should be used to help students simulate specific business situations and apply effective decision-making skills. Games involving business simulations can be used to provide students with an overall view of business and to help them recognize the interrelationships among various departments, business establishments, and management techniques.

Students in a management studies course would benefit from an involvement in school business activities. Managing a school store, marketing a school yearbook, or directing fund-raising activities are small-scale business activities that model real situations in the business community.

Guest speakers from local business establishments or representatives from Junior Achievement programs could be invited to speak to the class about aspects of business ownership and organization, management techniques, personnel and employment issues, and labour-union initiatives. Field trips that include an examination of plant layout, line production, and production, quality, and inventory control provide appropriate opportunities for students to relate classroom theory to real business applications.

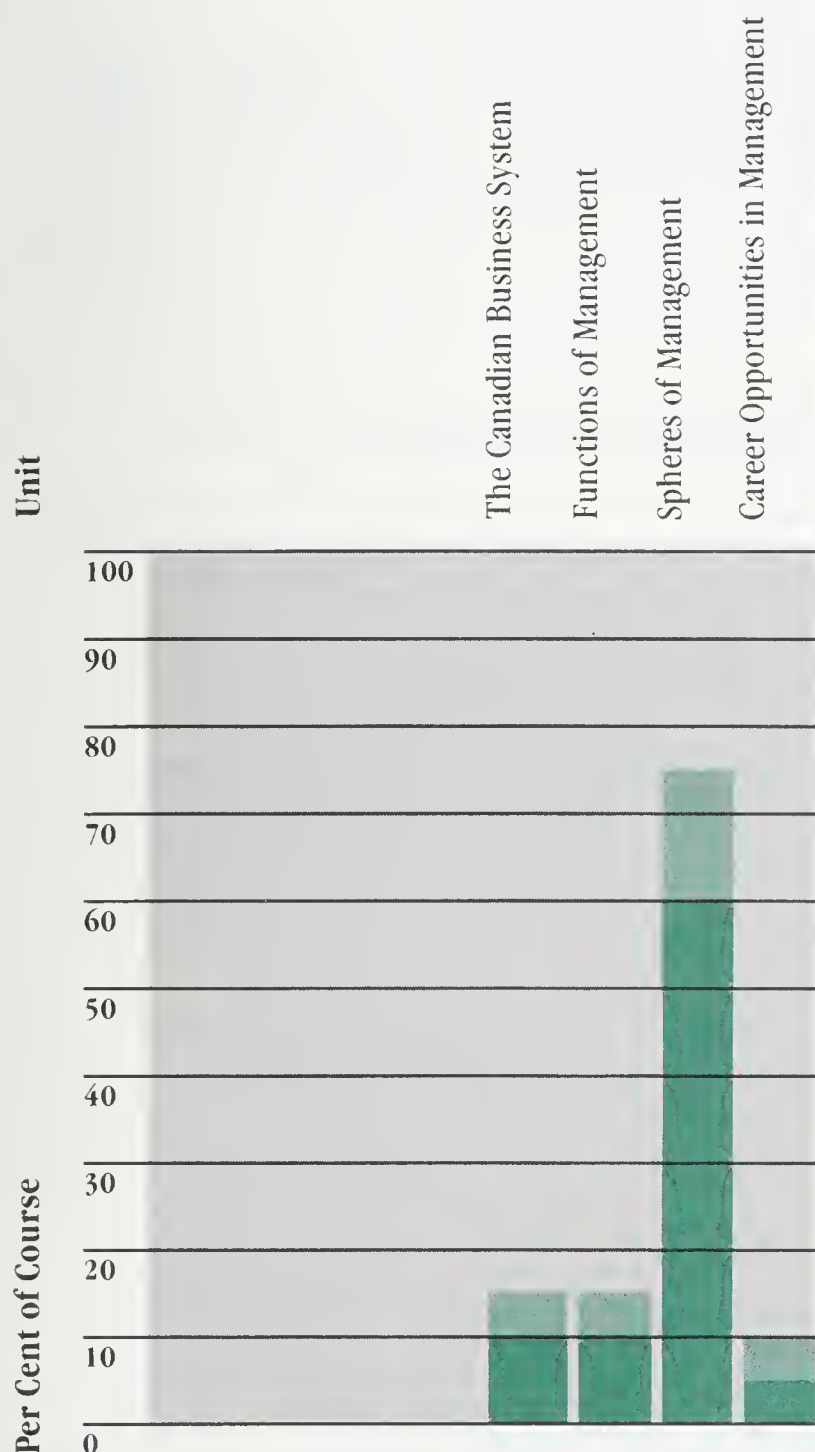
Evaluation of Student Achievement

General suggestions for the evaluation of student achievement may be found in the business studies policy document *Policy for Program Planning and Delivery*. The following recommendations relate to all management studies courses. Additional suggestions for assessment are included in the “Teaching and Assessment Strategies” section for each management studies course.

The criteria used to evaluate assignments, notebooks, reports, group work, oral presentations, and so on should be made known to students at the beginning of a course. Assessment techniques and instruments should be designed to ensure that students are given opportunities to display:

- a knowledge of business terms; specific facts, methods, and procedures; and basic concepts and principles;
- the ability to comprehend management principles and interpret information in the form of text, charts, tables, and graphs;
- the ability to evaluate management information, predict future consequences, and justify decisions made;
- the ability to relate the elements of management to each other and to form a pattern or structure that was not clearly evident before.

Management Studies, General Level (BOS)



Introduction

Management Studies, General Level will provide students with an overview of Canadian business and with opportunities to identify the principles of business management. In this Senior Division course students will practise the basic concepts of business management and participate in business decision-making activities. Students may earn a maximum of one in-school credit in this course, for which there is no prerequisite.

Students should be provided with opportunities to:

- outline the factors that shape the Canadian business system;
- identify the significance of small business in the Canadian economy and examine the steps for starting up a new business;
- describe the functions and major spheres of management;
- apply management theory to practical business situations;
- examine the organization and management of businesses in the local community;
- demonstrate problem-solving skills through case-study analyses and management simulations.

Teaching and Assessment Strategies

The teaching and assessment strategies included here are specific to this management studies course at the general level and are suggested in addition to the general strategies for teaching and for evaluating student achievement outlined in the introduction to this program and in the business studies policy document *Policy for Program Planning and Delivery*.

Student learning activities should be task-oriented, and business understandings should be reinforced with immediate and practical application assignments. Students should be encouraged to examine business organization and management in their local business community and to trace the historical development of a particular business enterprise and identify the challenges it faced and how it met them. Management simulations in which students are given data (e.g., the sales figures for a range of products) and are required to organize a market analysis of product sales by regions will enable students to recognize the importance of this kind of analysis in the business decision-making process.

Students should be encouraged to practise effective work habits and attitudes, which include punctuality, the efficient use of time, tolerance of the values of others, and interpersonal skills.

Case studies should be kept short and should focus on the practical aspects of management. Students should be encouraged to take advantage of small-group discussions in order to develop their solutions for class discussion.

Students should be encouraged to collect articles and read about business practices. Short articles about products or companies with which they are familiar will provide variety and relevant applications, while at the same time holding student interest and encouraging productive class discussions.

Consideration should be given to the possibility of having students work with mentors in the business community as part of a work-experience or co-operative education component of the management studies course.

The evaluation of student performance in this course should focus on the abilities of students to apply the principles of business management. Short, frequent unit or subunit tests, as well as longer term tests and examinations, are suitable evaluation techniques for this course. They should include questions requiring recall and the application of specific business information or procedures and those designed to measure students' understanding of management concepts. Other opportunities for evaluation should include in-class assignments and business-management projects; the collection, review, and summarizing of articles that deal with specific business issues; and written and oral presentations on specific business information.

The following table outlines the core units of content for the course and the percentage of class time and relative emphasis for assessment purposes that should be allocated to each unit of content. Note that the sequencing of units is left to the discretion of the teacher. The percentages suggested here allow for the inclusion of optional material of local interest within each unit or as an additional unit.

Suggested Time and Evaluation Framework

Unit	Per Cent of Course
I. The Canadian Business System	10–15
II. Functions of Management	10–15
III. Spheres of Management	60–75
IV. Career Opportunities in Management	5–10

Course Content

The main items of course content for each unit are presented in bold-face type. Each of these is followed by more specific learning opportunities that relate to the main item of content. Note that all of the items in bold face are core content.

I. The Canadian Business System

Core Content

Students will:

1. **identify the characteristics of the economic system in Canada;**
 - compare the Canadian economic system with that of other countries;
2. **explain the relationships between risk taking and profit or loss;**
 - examine studies in which business enterprises have been successful as well as those in which they have been unsuccessful;
 - examine articles from current newspapers or business periodicals for examples of risk taking and success or failure and determine some of the reasons for the ultimate result;
3. **describe the effect of major government legislation on management decision-making activities;**
 - refer to legislation that deals with human rights, combines investigation, consumer packaging and labelling, patents, zoning, and occupational health and safety;
4. **identify the role of business ethics and values in dealings between individual businesses or within a particular business;**
 - examine a variety of guidelines established in the business community to determine appropriate behaviour within particular fields (e.g., the Press Council Code or the Advertising Code);
5. **explain the need for individual businesses to act as good corporate citizens;**
 - determine the contribution that business makes towards the quality of life in a community;
 - examine the effect of industrial pollution and identify attempts by particular business establishments to prevent or remedy it;
 - use case studies or local business situations to demonstrate responsible or irresponsible corporate behaviour;
6. **identify the main forms of business ownership, such as sole proprietorship, partnership, corporation (private, public, or Crown), co-operative, and franchise;**
 - describe the characteristics of each;
7. **trace the relationship between the growth of a business and the changes in form that the business organization goes through;**
 - identify examples to indicate that the disadvantages of a simpler form of organization are overcome in more complex forms;



8. describe the characteristics and the role of small business in the Canadian business scene;

- examine material available from the provincial government's Ministry of Industry, Trade and Technology, the federal government's Department of Industry, Trade, and Commerce, and the Canadian Federation of Independent Businesses;
- referring to the number of employees of, career opportunities available in, and dollar value of businesses, describe the importance of small business to Canada's long-term economic well-being;
- consider the differences between large and small businesses during periods of economic decline and recovery.

Optional Content

Students will:

1. *describe the effects of economic and political conditions on business decision making;*
2. *identify how decisions will differ with different political philosophies and economic conditions.*

II. Functions of Management

Core Content

Students will:

1. **describe the functions of business management;**
 - using local business enterprises or business case studies, consider the roles of planning, organizing, directing, and controlling in effective management;
 - interview local business representatives to determine the application of planning and organizing activities in their business activities;
 - look to their local business community for evidence of a variety of control mechanisms, such as inventory-control procedures, recordkeeping activities, checks on accountability, and lines of communication;
2. **explain the characteristics of an effective business organizational structure;**
 - identify the categories of management in a hypothetical managerial hierarchy;
 - using their local business community, prepare models of a variety of different organizational structures that include top-, middle-, and supervisory-management categories;



- identify the differences between a formal and an informal organizational structure;
- examine division-of-labour methods in line, staff, line-and-staff, decentralized, and centralized organizations;
- examine emerging organizational structures, especially the use of cluster management groupings;
- determine the organizational structures used for new and emerging industries, especially in the high-technology field.

Optional Content

Students will:

1. *apply historical and current theories of management to current business practice in Canada;*
2. *discuss the effect of robotics on management-employee relationships;*
3. *consider the issue of change and discuss ways in which business management is exerting control over change;*
4. *provide examples of local industry and business initiatives and employee and management co-operative efforts.*

III. Spheres of Management

A. Production, Marketing, and Financial Management

Core Content

Students will:

1. **identify the roles of finance, marketing, and production in business management;**
 - trace the relationship of finance, marketing, and production spheres of management to the operation of a local business;
2. **identify the major components of the production function of a business;**
 - describe the application to the production of a product of research and development, process design, planning and scheduling, materials management, quality control, and the maintenance of machinery, plant, and tools;
 - describe the application of computer technology to the production of a product;
 - identify the factors that contribute to productivity (e.g., machinery and equipment, employee morale and motivation, legislation, technology, labour costs, safe working conditions);
 - outline ways to improve productivity;



3. identify the major components of the marketing function of a business;

- relate the role of marketing to the success of a business, considering such aspects as the determination of the target market, marketing mix, channels of distribution, and the motivation of the consumer;

4. apply the major components of the marketing function to the marketing of a product;

- consider buying, pricing, selling, market research, advertising, distribution, and packaging;
- trace the marketing of a simple product from idea to final sale;
- simulate the development of a product from idea to advertising campaign;

5. identify the major components of the financial management of a business;

- describe the budgeting process and the procedures to be followed in budget preparation;
- use a computer-software program to illustrate the budgeting process;

6. explain the nature, purpose, and use of income statements and balance sheets;

7. relate the successful interrelationship of production, marketing, and financial services to the success of a business.

Optional Content

Students will:

- 1. describe the effect that personal productivity has on employment, national productivity, and our standard of living;*
- 2. prepare organization charts for the production, marketing, and financial-services departments of a local business.*

B. Personnel Management

Core Content

Students will:

1. identify the major responsibilities of the personnel department of a business;

- describe the responsibilities of the personnel department in such areas as recruitment and selection, employee performance and evaluation, industrial relations, personnel changes, working conditions, compensation, labour relations, and staff development and training;
- identify the basic general requirements for new employees as established by an employer of office personnel and discuss the importance of each of these requirements;
- describe a typical process for recruiting a new employee – the notification of a job vacancy (e.g., in the local newspaper or through a personnel agency, Employment Canada office, or personal contacts) and the use of screening devices (e.g., analysis of application forms and résumés, first interview, tests, second interview);

2. describe an effective introduction program for new employees;

3. outline the historical development of at least one major labour union;

4. identify the major functions of a labour union;

- describe the processes of contract negotiations, collective bargaining, mediation, arbitration, grievances, strikes, and lockouts;
- describe methods used to resolve conflicts between organized labour and management;
- assess the effects of major labour legislation on employee compensation, safety, working conditions, job security, discrimination, and income protection when employment is terminated;
- consider the effect of existing provincial and federal labour legislation relating to human rights, pensions, wages, conditions of employment, safety in the workplace, unemployment benefits, workers' compensation, and labour relations;

5. describe the effect that continuing changes in technology, such as the introduction of computers and robotics, have on the work force;

- explain management's reasons for utilizing advances in technology and explain management-labour conflicts in this area.

Optional Content

Students will:

1. *identify the components of typical personnel policies (e.g., wage and salary packages, job security, opportunity for advancement, affirmative-action plans, respect for employees, disclosure of company information, equal pay for work of equal value);*
2. *identify the major determinants of compensation and the reasons for workers' receiving different remuneration for different occupations;*
 - consider the nature of the job, the company, the industry, and the economy, as well as job skills, responsibilities, and wage-control legislation;
3. *identify different methods used to remunerate employees and provide examples of jobs where these methods are used;*
 - consider time and piece wages, salary, commissions, and bonuses;
 - determine the advantages and disadvantages of the various methods;
4. *describe fringe benefits and their role as a part of the total employee compensation package;*
 - identify the application of profit sharing, productivity bonuses, stock options, flexible hours, pensions, insurance, shorter work weeks, time off, sick leave, maternity leave, and vacation, health, and education plans.

IV. Career Opportunities in Management

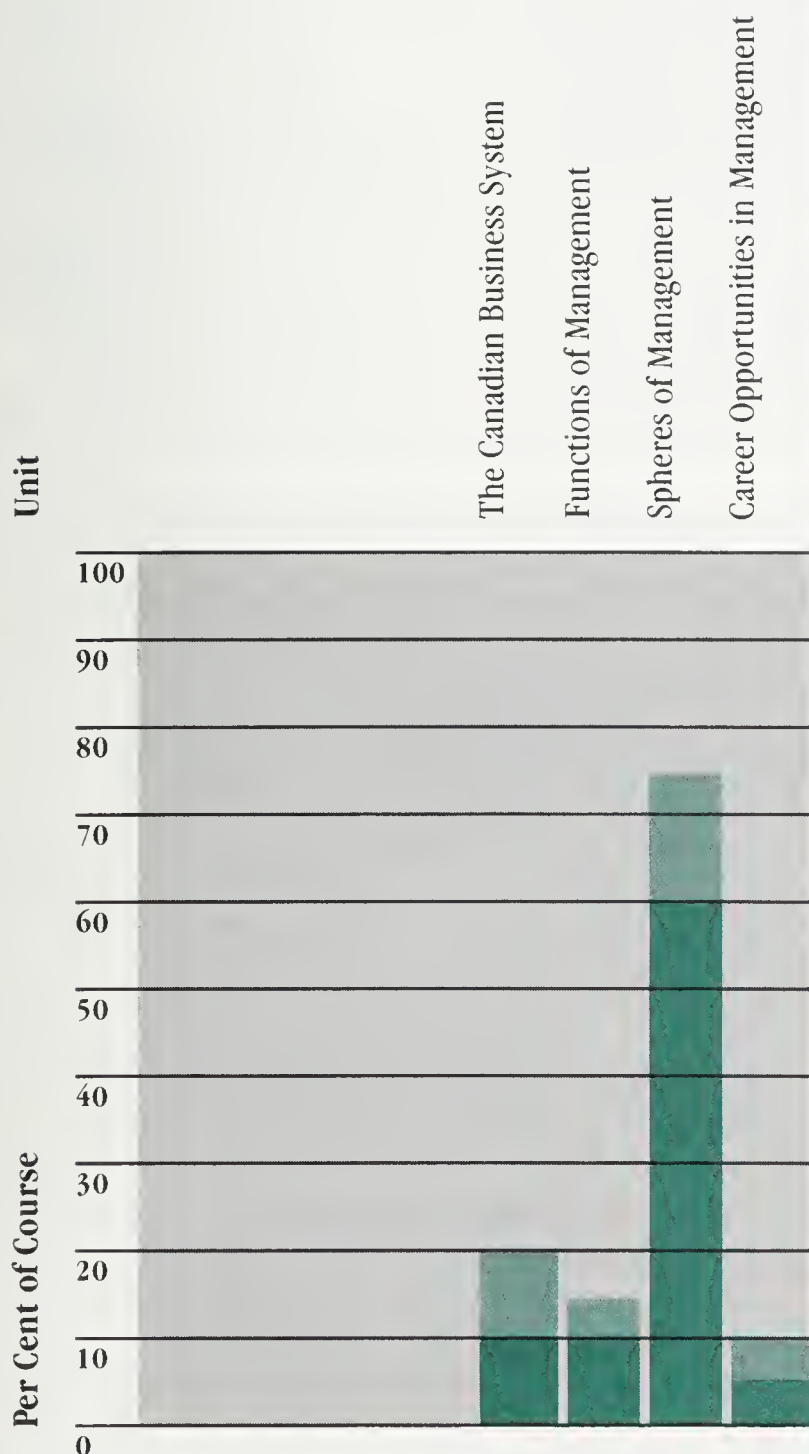


Core Content

Students will:

1. **explore their interests and abilities and relate these to possible career paths;**
 - use student guidance services tests to determine their interests and to match them with appropriate career paths;
2. **examine employment opportunities in business management and the education or training requirements for entry;**
3. **identify the entrepreneurial skills that are important to the establishment and operation of a small business;**
 - examine the operation of a local small business to identify examples of organizational, communication, management, interpersonal, marketing, and team-building skills;
4. **examine the component steps in starting up a new business and relate each to a real business enterprise;**
 - determine the potential market for a product or a service;
 - determine the most suitable location;
 - determine the necessary capital expenditure, start-up costs, and sources of funds;
 - determine what labour will be required;
 - develop cash-flow and projected-income statements for the business;
 - determine inventory requirements and methods of production, quality control, and delivery to customers.

Management Studies, Advanced Level (BOS)



Introduction

Management Studies, Advanced Level will provide opportunities for students to examine the process of management decision making and to identify the characteristics and leadership styles of effective management personnel. This Senior Division course will meet the needs of students who intend to proceed to further business- or industry-related study following their secondary school program. A student may earn a maximum of one in-school credit in this course, for which there is no prerequisite.

Students should be provided with opportunities to:

- explain the theory and principles of management and examine their applications in large, middle-sized, and small business enterprises;
- outline the factors that influence the development of the Canadian business system;
- describe the major spheres of management and their interdependence;
- demonstrate problem-solving skills through case-study analyses and management simulations;
- evaluate the relevance of business-related financial and statistical data.

Teaching and Assessment Strategies

The teaching and assessment strategies included here are specific to this management studies course at the advanced level and are suggested in addition to the general strategies for teaching and for evaluating student achievement outlined in the introduction to this program and in the business studies policy document *Policy for Program Planning and Delivery*.

The primary purpose of a management studies course at an advanced level of difficulty should be to provide opportunities for students to understand the theory and principles of management and to examine their application in business.

Student assignments should include the regular reading of business periodicals, newspapers, and books that describe current management theories and relate management practice to these theories in a variety of business fields. Opportunities for students to meet with members of their local business community should be provided, and students should be encouraged to discuss their understanding of particular business-management concepts to determine how these concepts are applied in real business-management activities. Students should be required to collect, review, and summarize articles that describe current management theories as they are used in particular business or industry situations. Student essays or reports should be short, should be related to current management issues, and should follow an acceptable style guide.

Case studies that provide opportunities for students to apply management theories and to simulate decision-making activities found in business today are appropriate kinds of resource materials for this course. These case studies can be locally or commercially prepared. They should be brief, require students to apply specific management theories or concepts, and allow students to take advantage of small-group discussions in order to develop their solutions or recommendations.

The evaluation of student performance in this course should be designed to determine the extent to which students have understood specific management theories and are able to relate specific concepts to particular management issues. In addition to formal testing, the assessment of student performance should include the evaluation of specific management studies assignments, such as the interpretation of particular case studies, the preparation of oral or written reports and research papers, and the presentation of debates or seminars on the relationship of specific management theories to current business-management issues. Tests and examinations should emphasize the identification and understanding of current management theories and measure student abilities to apply management concepts in simulated management decision-making activities.

The following table outlines the core units of content for the course and the percentage of class time and relative emphasis for evaluation purposes that should be allocated to each unit of content. Note that the sequencing of units is left to the discretion of the teacher. The percentages suggested here allow for the inclusion of optional material of local interest within each unit or as an additional unit.

Suggested Time and Evaluation Framework

Unit	Per Cent of Course
I. The Canadian Business System	10-20
II. Functions of Management	10-15
III. Spheres of Management	60-75
IV. Career Opportunities in Management	5-10

Course Content

The main items of course content for each unit are presented in bold-face type. Each of these is followed by more specific learning opportunities that relate to the main item of content. Note that all of the items in bold face are core content.

I. The Canadian Business System

Core Content

Students will:

1. **assess the impact of several Canadian business leaders and entrepreneurs on the development and success of business in Canada (e.g., Timothy Eaton, Conrad Black, Ed Mirvish, E.P. Taylor, the Reichmann brothers);**
2. **explain why the Canadian economy is called a *mixed economy*;**
 - identify the reasons for government involvement in the Canadian economy through Crown corporations and public utilities;
3. **relate risk taking to profit or loss;**
 - illustrate this relationship with examples of both successful and unsuccessful Canadian business ventures;
4. **identify the importance of business ethics in dealings among businesses and between businesses and particular individuals;**
 - identify examples of self-imposed standards of behaviour and legislation that deals with ethical behaviour;



5. **identify the main forms of business ownership and the advantages and disadvantages of each;**
 - describe the organization required for establishments that are sole proprietorships, partnerships, corporations (private, public, and Crown), co-operatives, and franchises;
6. **compare the growth of a business to changes in the form of business ownership;**
 - relate the disadvantages of simpler forms of business in comparison to more advanced forms and explain why some business organizations may choose to become corporations;
 - identify both the stages of an organization's growth and the way in which it grows (e.g., merger, takeover, monopoly);
 - describe the effect of vertical and horizontal integrations and the influence of multinational corporations on the business scene;
7. **identify the main characteristics of small, medium, and large business;**
 - list examples of local, provincial, and national business organizations;
8. **determine the relative importance of small, medium, and large businesses to the local, provincial, and national economies;**
 - describe the effect of each on capital investment, employment opportunities, tax revenue, and support to the local community;
9. **identify specific government actions and describe their effect on the business community in terms of political and economic climate;**
 - consider the effect of legislation that deals with combines investigation, income tax, patents, consumer packaging and labelling, zoning, and occupational health and safety;
10. **assess the implications of such current economic issues as inflation, unemployment, government deficit financing, and free trade for business decision making and the local business climate;**

11. assess the role of small business in the Canadian economy;

- apply the stages of growth for business and compare a relatively young business with an established business in the local business community;
- determine sources of aid and information for small businesses;

12. develop and present a detailed business plan for a proposed new business venture;

- use the format required by banks for individuals who are requesting financial assistance for the start-up of a new business and include the following: a market analysis, a location site, a list of the equipment and facilities required, projected sales or income, projected expenses, an organization chart, a list of potential problems, a statement of the investment to be made by the owner, and a summary of the financial assistance required.

Optional Content

Students will:

1. identify the effect of international-money-market policies and decisions on Canadian management decisions;

- describe the effect on Canadian business of changes in the value of the Canadian dollar relative to other currencies;

2. describe the effect of major international incidents on business management decisions.

II. Functions of Management

Core Content

Students will:

1. identify the major functions of management;

- describe the application of planning, organizing, directing, and controlling functions to particular aspects of business activity;
- apply the functions of management to business situations drawn from the current business community, current business periodicals or newspapers, or individual case studies;

2. identify the different levels of management and differentiate among the roles and responsibilities at each level;

- identify the nature of the decision-making activities of each level and the way in which the decisions are communicated throughout the organization;
- illustrate the importance of considering the impact of a decision across the entire organization;



3. assess major management theories and identify their application in today's business environment;

- compare the theories developed by Henri Fayol, Fredrick Taylor, Douglas McGregor, A.H. Maslow, Peter Drucker, William Reddin, and George Odiorne, as well as the more recent theories that relate to the management of ideas and information as commodities;

4. describe the characteristics of an effective organization for a large and a small business enterprise;

- outline the assignment of responsibility, the delegation of authority, the evaluation of performance and quality of work, the reporting procedure, and the controls enforced in each case;

5. assess the relationship between management control and accountability in an organization.

Optional Content

Students will:

1. *identify the essential leadership skills exhibited by major Canadian business leaders;*
2. *describe the effects of technology on successful management practice.*

III. Spheres of Management

A. Production, Marketing, and Financial Management

Core Content

Students will:

1. **apply the major components of the production function of business to the development of a new product;**
 - describe the application to the production of a product of research and development, process design, planning, materials management, performance control, maintenance, and quality control;
 - describe the application of computer technology to the production of a product;
2. **relate personal productivity to the productivity of a company, an industry, a provincial economy, a federal economy, and Canada's competitive position in the international marketplace;**
3. **distinguish among primary, secondary, and tertiary industries;**
 - assess the relative size, importance, and growth potential of each sector;



4. explain the relationship between marketing and the success of a business enterprise;

- apply the major components of the marketing function (i.e., buying, selling, pricing, market research, advertising, distribution, and packaging) to a particular marketing problem or issue;

5. explain the relationship between effective financial management and profit;

- describe the steps involved in budget preparation and management's use of budget data;

6. diagram the organization of the production, marketing, and financial-services departments in small, medium, and large businesses;

- explain the reporting relationship of each;

7. describe the various sources of financing available to large businesses;

- describe the process involved in securing capital resources through stocks (preferred and common, and stock options), bonds (long- and short-term), convertible bonds, government incentive programs, and loans (private and government);

8. describe a variety of ways in which companies may distribute profits (e.g., through profit-sharing plans, dividends, retained earnings);

9. illustrate management's use of accounting data, statements, and schedules in making business decisions;

- interpret financial statements using common ratios
- and other criteria, such as break-even financing, current ratio, quick-asset ratio/acid-test ratio, and return on capital.

B. Personnel Management

Core Content

Students will:

1. describe the functions of a personnel department;

- describe the responsibilities of a personnel department in such areas as recruitment and selection, employee performance reviews, personnel changes, working conditions, compensation, labour relations, staff development and training, and employee benefits;

2. evaluate the components of an ideal business personnel policy;

- describe company policies that deal with fair compensation, job security, opportunities for advancement, equal pay for work of equal value, respect for employees, disclosure of information, affirmative action, union relationships, promotions, and dismissal procedures;

3. identify the employment-selection processes for different types and levels of job openings;

- examine the job-search and screening processes required for such positions as inventory clerk, clerk-typist, business manager, and vice-president;
- identify the differences in policy between small and large business organizations;

4. describe the major issues that confront personnel managers;

- identify the actions taken to resolve such issues as absenteeism, drug or alcohol addiction, stress, job dissatisfaction, and affirmative action;

5. outline the development of trade unionism in Canada;

- develop a brief history of trade unionism and identify the role of unions at specific times during their development;

6. describe the organization of a typical labour union;

- describe the organization of a union local and a union headquarters and identify the responsibilities of each;
- describe the responsibilities of a shop steward, labour council, labour federation, and the Canadian Labour Congress;
- outline the procedures required for the certification of a labour union and the rights and responsibilities of union members and officers;

7. describe the major functions of a labour union;

- outline the procedures used in collective bargaining, arbitration, mediation, strikes, lockouts, legislated settlements, and grievance situations;
- describe the effect on management-union relations of the resolution of conflicts by collective bargaining, arbitration, mediation, and legislated settlement procedures;
- describe the effect of major labour legislation on employee compensation, safety, working conditions, job security, discrimination, and income protection when employment is terminated;
- consider the effect of existing provincial and federal labour legislation relating to human rights, pensions, wages, conditions of employment, safety in the workplace, unemployment benefits, workers' compensation, and labour relations.

IV. Career Opportunities in Management



Core Content

Students will:

- 1. describe the personal qualities and competencies that are essential for a management position;**
 - identify the characteristics required for a variety of management positions (e.g., communication skills, computation skills, decision-making ability, flexibility, dependability, time-management skills, initiative, self-confidence, self-direction, ability to function as a team member);
- 2. determine current management job opportunities and the education, skills, and training required for each;**
 - refer to the classified-ad and career sections of newspapers, to business journals, and to members of the business community for direction with respect to employment possibilities and further education or training opportunities;
- 3. demonstrate a knowledge of the requirements for effective participation in the business community and the taking-on of leadership roles there.**

2. Administrative Studies

Administrative Studies, Ontario Academic Course (BOA)

Program Description

Administrative Studies, Ontario Academic Course (BOA) will provide students with an opportunity to identify the factors that influence the Canadian business environment and to examine their interaction. It will enable them to identify the skills and abilities required for effective business administration and to assess their individual leadership styles or preferences.

Students may earn one credit for this OAC, the prerequisite for which is one Senior Division business studies or social science credit at the advanced level of difficulty.



Aims

The aims of Administrative Studies, Ontario Academic Course (BOA) are to provide students with opportunities to:

- identify the principles of Canadian business and examine the individual components that interact and influence the business environment;
- identify the appropriateness of various organizational structures;
- identify the functions of administration;
- relate specific skills, abilities, and administrative qualities or characteristics to the management of physical, human, and information resources and the effective administration of an organization;
- examine the effect of change on an organization and determine the methods used by administrators to anticipate and adjust to future change;
- evaluate the effect of social issues and value conflicts on the business environment;
- determine the skills and abilities required for effective business administration.

Teaching Strategies

In addition to the general teaching strategies included in the business studies policy document *Policy for Program Planning and Delivery*, specific teaching strategies for the OAC in administrative studies are included in this section.

This course requires students to examine current business procedures as they relate to contemporary business and social issues. Students should have opportunities to develop their research and analytical skills and to acquire the ability to interpret statistical business data and current business and social issues. Access to articles in major Canadian business journals and newspapers is essential. Articles should be read and discussed in class on a daily basis, with special attention being given to those dealing with issues that affect major industries or local business initiatives. Students should be encouraged to refer to their readings and discussions to illustrate administrative procedures throughout the course.

The development of effective communication skills should be stressed and reinforced throughout the program. Effective reading, writing, speaking, listening, and thinking skills are important components of business leadership, and students should be encouraged to assess and improve their abilities in each of these areas. Opportunities for reading and writing practice should be offered daily. Student assignments should include the preparation of press releases and business reports, the analysis of business case studies, participation in seminars and debates, and the writing and delivering of short presentations on business administration topics.

The use of case studies should be an integral part of the course. Case studies should be chosen to illustrate the factors that influence the day-to-day operation of a business organization. Case-study material will take on more meaning if, early in the program, students are exposed to the following concepts: competition, price setting, financial management, the legal requirements of business administration, the principles of taxation, collective bargaining, interaction with the community, the state of the economy, social issues that affect business decisions.

Teachers are encouraged to maintain an appropriate balance between theoretical principles and practical applications and to provide opportunities for students to:

- analyse, interpret, and present formally written statements and conclusions;
- practise small-group dynamics and personal leadership skills;
- simulate the decision-making process;
- use a seminar approach to present and evaluate findings;
- debate current business and social issues as they relate to administration.

The use of business-software application programs (e.g., word processing, spreadsheet, data-base management, business simulation) should be frequently incorporated into practical assignments.

The administrative studies course can be enriched through the use of speakers from the local business community and films and videotapes on current business procedures, as well as by student participation in a work-study or job-shadowing program related to a career in administration.

Class seminars are an appropriate means by which students can develop their assumptions, prepare their statements, and encourage other classmates to participate in a general discussion on the particular topic or issue under review. The whole class need not be involved in every seminar. Participants in each seminar would have an opportunity to read the paper being presented prior to the seminar and to prepare appropriate comments and questions.

Where a student in an administrative studies course has taken a particular Senior Division business credit (e.g., marketing, accounting, economics, information processing, or data processing), teachers are encouraged to use group-study activities designed to take advantage of the student's expertise. When grouping students, teachers would be wise to include in each group a student who has some expertise in such areas as accounting, marketing, economics, and information processing.

Essay assignments should be designed to encourage students to develop their ability to reason and to take a position or reach a conclusion on particular issues. Students should be able to defend their positions. Essays should be short, should include proper bibliographies and footnote statements, and should follow an acceptable style guide.

Evaluation of Student Achievement

General suggestions for the evaluation of student achievement are found in the business studies policy document *Policy for Program Planning and Delivery*. The following evaluation recommendations relate specifically to Administrative Studies, Ontario Academic Course (BOA).

The evaluation of student achievement and of program effectiveness should be an integral and ongoing part of the teaching-learning process. This evaluation can be used to:

- provide students with information concerning what they have mastered and what still remains to be learned;
- provide information for reporting purposes;
- provide information that will enable teachers to modify the program as needed;
- assess the quality and the effectiveness of the learning strategies employed and the materials used.

The techniques used for the evaluation of student performance should promote a positive attitude towards evaluation and should include anecdotal comments, peer grading, and self-evaluation. They should be designed to determine the extent to which students have understood the basic administrative concepts and assimilated an understanding of business organization and management and the external and internal influences with which business must deal.

In addition to formal testing within each unit of study, students should be evaluated on their work on assignments, case studies, written and oral reports, research papers, debates, and seminars. Essays and research projects or reports should be written in a form that is consistent with a recognized style guide. The essay format should be established early in the course, and students should understand that essays will be evaluated on their form and content, the quality of the research on which they are based, and the examples used.

Every student shall write at least one formal examination in this course. This examination shall cover a minimum of three major topics and shall constitute a minimum of 30 per cent and a maximum of 40 per cent of the student's final mark.

The overall assessment of student performance in this course should reflect an emphasis on the following kinds of activities:

■ the analysis of administrative issues, case studies, debates, and seminars	(20–25 per cent)
■ formal reports, research projects, and essays	(20–30 per cent)
■ term tests	(20–25 per cent)
■ examination	(30–40 per cent)

The following chart outlines the core units of content for the course and the percentage of class time and relative emphasis for evaluation purposes that should be allocated to each unit of content. Note that the sequencing of units is left to the discretion of the teacher. The percentages suggested here allow for the inclusion of optional material of local interest within each unit or as an additional unit.

Suggested Time and Evaluation Framework

Unit	Per Cent of Course
I. Administrative Leadership	5
II. Administrative Functions	20–35
III. Business and the Economy	10–15
IV. Business and Social Responsibility	10–15
V. Business and Government	10–15
VI. Business and Human Relations	10–15
VII. Business and Information Management	10–15
VIII. Business and Change	10–15

Course Content

The main items of course content for each unit are presented in bold-face type. Each of these is followed by more specific learning opportunities that relate to the main item of content. Note that all of the items in bold face are core content.

I. Administrative Leadership

Core Content

Students will:

1. **identify the different levels of administration that exist in most organizations and determine the importance of the particular technical, human, and conceptual skills required for each;**
 - compare the levels of administration used in representative organizations in the private and public sectors;
 - identify the administrative organization used in small, medium, and large profit and non-profit establishments;
2. **outline the significance of effective administration techniques and skills;**
 - contrast the use of effective and non-effective communication, human-relations, decision-making, conflict-resolution, planning, motivating, organizing, directing, controlling, time-management, and stress-management skills in business-administration activities;
 - apply effective time-management, stress-management, and conflict-resolution techniques;

3. **identify a variety of leadership styles and determine appropriate settings and situations for their application;**
 - list the main characteristics of leadership styles (e.g., authoritarian, democratic, task-oriented, people-oriented);
 - indicate a variety of situational factors that might affect the leadership styles required for effective administration;
 - compare such leadership theories as Fielder's contingency theory and the life-cycle theory;
 - analyse the leadership style of a particular community or business leader;
4. **given a variety of brief business-related scenarios, determine effective administrative actions for each;**
 - identify the important qualities or characteristics required by the administrator in each scenario;
 - reflecting on the administrative action they have chosen for each scenario, determine their own leadership style or preference for each one;
 - in small-group peer conferences, assess the appropriateness of the actions and the style of leadership identified for each situation.



II. Administrative Functions

A. Planning

Core Content

Students will:

1. **determine the main functions of management, that is, planning, organizing, directing, and controlling;**
 - analyse the application of each management function in a business or service initiative;
2. **describe the planning process used in a typical organization (e.g., charitable organization, service club, school, or business);**
 - outline the relationship of an organization's objectives to its plan and to the planning process;
3. **identify the components of a plan (i.e., establishing the objectives, examining the present situation, forecasting the factors that might affect the ultimate achievement of the plan, and determining the strategies to be used to meet the objectives defined);**
 - outline the different applications for long-term and short-term plans;
 - using a current business initiative, trace the application of the components of a plan;
4. **using a long-term plan, develop short-term stages designed to achieve the identified long-term objectives;**
 - apply the planning process to a case study or a current business issue, taking into account the forces that might affect the plan (e.g., human resources, budget implications, economic trends, government regulations);
5. **outline the use of planning in business-administration activities;**
 - identify the personnel who should be involved in an organization's planning process;
 - outline the relationship of the planning process to the problem-solving or decision-making process used in an organization;
6. **indicate the steps followed in administrative problem solving (i.e., defining the problem, acquiring factual information, developing a list of possible solutions, projecting outcomes, assessing implications, reaching a decision or deciding on a plan of action, implementing the decision, and evaluating the results);**
 - examine a variety of business- or community-related issues that required the use of problem-solving techniques and assess the effectiveness of the techniques used (e.g., a service organization's use of people in the community as an advisory board to allocate funds, a local municipal council's use of a democratic vote to formulate policy);
 - evaluate the techniques of problem solving and decision making (e.g., the listing of advantages and disadvantages, the establishing of weightings and priorities);
 - develop and use several problem-solving models to solve a variety of student-generated problems;
 - assess their individual problem-solving style or preference for each situation.



B. Organizing

Core Content

Students will:

1. **explain the main components of organizing functions;**
 - using a business initiative, identify a task, divide it into smaller tasks, classify these tasks, and determine a likely assignment of responsibility for each task;
 - prepare an outline of the techniques that might be used to motivate those assigned to a task and indicate the monitoring and progress evaluation that should be employed;
2. **identify the factors that determine the way in which a business or service organization could be structured;**
 - differentiate among businesses, public institutions (hospitals, school boards), charitable organizations, government agencies, and clubs and associations, including organizations that vary in terms of size, complexity, and the use of boards, advisory groups, and officers;
 - link the structure of an organization to its liability for its actions, accountability to others, and purpose or function;
3. **identify a variety of organizational charts that reflect different methods of organizing to achieve a major goal;**
 - determine the reasons for an organization's structure;
 - trace the changes that occur in a particular structure that has been adjusted as a result of a change in size, intent, or method of management;
4. **describe the major business structures used for private business ownership (i.e., individual proprietorships, partnerships, corporations, franchises), public business ownership (i.e., Crown corporations), and co-operatives;**
 - discuss the significant advantages and disadvantages associated with each business structure;
 - identify an appropriate type of organizational structure for each of the following: the automobile, steel, retail, and public-utility industries, farming, and the professions;
 - illustrate the overall distribution of business structures in Canada by type of corporate structure, province, dollar value of goods produced or services provided, net worth, and number of employees;
5. **develop and practise administrative skills;**
 - using an appropriate case study, set up a hypothetical business and explain the implications for it of a variety of business structures;
 - trace the development of line and staff functions as well as of formal and informal networks;
 - relate the development of these functions and networks to the functions of management;
 - prepare an organizational chart for a particular organization;
 - using case studies that include the development of or reference to an organizational chart, analyse job (or work) responsibilities and prepare job descriptions for a representative list of positions of responsibility;
6. **outline the problems inherent in flow-chart organization;**
 - interview personnel associated with an organization to determine their perspective on the effectiveness of the structure of their organization;

7. **identify the implications of the following for organizational management: authority and responsibility, the delegation of authority, the differences between line and staff with respect to authority, formal and informal lines of communication;**

- evaluate the effectiveness of major horizontal divisions of labour (i.e., functional, product, and geographic);

8. **assess the application of project and matrix structures in specific industries;**

- explain the major benefits and defects of these organizational structures.

C. Directing

Core Content

Students will:

1. **indicate the steps involved in directing the progress of a business initiative;**

- assess the importance of delegation and motivation;
- differentiate between responsibility and accountability;
- describe the process of delegation, including the assignment of responsibility, the granting of authority, and the expectation of accountability;

2. **trace the line of command in an organization and identify particular situations where this line of command might be overlooked;**

3. **investigate and report on the major theories of motivation;**

- compare such theories as those developed by Mayo, Maslow, Herzberg, and McGregor;
- identify the goals, needs, and motivations of individuals, organizations, and society;

4. **relate motivational theory to leadership styles;**

- analyse the relationship between employees and employers in different countries and determine the differences among management techniques;

5. **illustrate the importance of morale and job satisfaction to successful employee motivation;**

6. **discuss the use of influence, authority, and power with respect to administrative effectiveness;**

- trace the effect of influence and authority, using an organization chart and a particular business situation;

7. **describe the different kinds of power and identify their sources and influences in business administration.**

D. Controlling

Core Content

Students will:

1. **assess the importance of the function of control in administration;**

- identify on an organization chart positions of responsibility in which there is a high level of control over task outcomes and those in which there is a low level of control;

2. **link the application of management by objectives to the control function of administration;**

- outline the procedures involved in effective management by objectives;
- identify some of the drawbacks of management by objectives;

3. **using a variety of organizations, identify the areas of control that are important to effective administration (i.e., production, quality, inventory, forecasting, budgets, financial accounting);**

- research two of these areas and prepare a detailed report that relates the particular control function to the planning, organizing, directing, and controlling of an initiative;

4. **assess the importance of performance appraisal, promotion, and supervision of staff as a component of the control function;**

- trace the positive as well as the negative motivational effects of employee performance appraisal.

III. Business and the Economy

Core Content

Students will:

1. **identify the major functions of an economic system;**
 - contrast the resource-allocation processes of the marketplace with the allocation of resources within an organization;
 - describe the role of economics in our society;
 - explain how standards of living are determined;
 - define *consumer sovereignty* and describe its impact on the economy;
2. **assess the effect of the economic forces at work in the Canadian economy;**
 - outline the influence of government, the marketplace, labour, and capital on business decision making;
3. **list the reasons why Canada is said to have a mixed economy;**
 - identify the influence on the economy of federal, provincial, and municipal governments;
 - describe areas of mutual concern and areas of different and unique responsibilities among the different levels of government;
 - identify particular pieces of legislation that affect the workplace and describe their effect on Canadian business;
4. **explain how external economic events influence government policy making;**
 - identify the role and the effect of the following: the General Agreement on Tariffs and Trade (GATT), the European Economic Community (EEC), the International Monetary Fund, trade and tariffs, and the Foreign Investment Review Act (FIRA);
 - relate changes in United States economic policies to economic policies in Canada;
 - discuss the pros and cons of a free-trade agreement between Canada and the United States;
5. **prepare charts and tables that compare and contrast Canada and other countries in terms of the following: gross national product (GNP), per capita income, distribution of income, business ownership and means of production, percentage rate of economic growth, standard of living;**
 - identify each of these countries in terms of the nature of its political environment and associated economic theory.



IV. Business and Social Responsibility

Core Content

Students will:

1. identify society's expectations of business;

- compare the expectations that society has of business with those that business has of itself;
- using examples of current social issues, assess how effectively businesses measure and control their responsibilities to society, to their employees, and to their customers or clients;
- consider the social costs of production, as well as the direct costs related to pollution, minimum-wage, and other legislation;

2. determine how business balances the need to be productive and cost-effective to satisfy shareholders with the need to be responsible to society;

- differentiate among laws, moral codes, and ethics and illustrate recent issues in which business adhered to the principles of one or more of these;
- identify instances where individuals, labour, corporations, or governments have adhered to a code of ethics with respect to a particular issue and outline the effects;
- relate ethics and values to the profit motive in business;

3. assess the effect of current social and political issues on a particular industry and on its administration;

- plot the changes that have been made or should be made to deal with issues effectively;
- determine two or three current social or political issues and identify the roles of business and of society with respect to these issues;

4. describe and give examples of current instances where administration has influenced individual employees' business ethics as well as their reaction to a particular social issue;

5. adhering to the principles of a competitive business system, develop a code of ethics for a particular business;

6. assess the responsibility of members of the Canadian business community to society;

- identify their responsibilities with respect to bilingualism in Canada;
- identify their responsibilities with respect to people in developing countries with whom they are trading or setting up an offshore manufacturing base.

V. Business and Government

Core Content

Students will:

1. assess the role of government in society and its influence on the business environment;

- describe the Canadian public's view of the role of government (e.g., as a regulator, as a facilitator);
- outline the evolution of government business legislation and its effect on the workplace;
- assess the role of government as a source of financial capital;
- identify the procedures used to determine public opinion;
- discuss the effect of the following factors on government policy making: the multiparty political system, the political process, public opinion, the use of public-opinion polls;

2. assess the changing roles of government and business over the last ten years;

- evaluate the reasons for the introduction of legislation to deal with specific social or political issues;
- identify major pieces of legislation that affect the workplace and assess their effect on the business environment;
- debate the issue of whether or not key areas such as communication and transportation should be regulated;
- examine the reasons for and the effect of regulation and deregulation in Canada and in other countries;
- consider the effect of legislation in such areas as the following on the business environment: health and safety, education, crime, espionage, internal security, regulation of competition, banking, language, labour relations, equal pay for work of equal value, workers' rights, social insurance, pensions, income tax, monopolies, social services, the environment, human rights;

3. identify the process for the enforcement of legislation and assess its effect on those responsible for the administration of an organization;

- outline how legislation is enforced by examining the procedures involved in and the consequences of fines, court trials, publicity, and moral suasion;
- discuss legislation in such areas as minimum wages, environmental protection, and product standards;
- examine the role of government in, and its influence on, business;
- identify the Canadian public's view of the role of government.

VI. Business and Human Relations

Core Content

Students will:

1. **describe the interaction of individuals within and outside of the organization;**
 - identify the potential conflict between an individual and an organization or between members of different departments within the same organization that are working on a competitive basis;
2. **describe established practices for recruiting, hiring, job-orientation, and training and outline their contribution towards corporate success;**
 - include job-analysis and job-description tasks and identify their place in the recruiting and hiring process;
3. **analyse the planning process in a typical personnel or human-resources department;**
4. **apply human-rights legislation to current employment issues and illustrate its effect on the working environment and on business efficiency;**
5. **identify the objectives of an effective compensation program, including the role of equal pay for equal work or equal pay for work of equal value, profit-sharing schemes, and fringe benefits;**
6. **plot the development of unionization and identify its effect on the social and business community in Canada;**
 - describe the development of labour economics, limited labour supply, and open and closed shops;
 - outline the development of administrative approaches to labour;
 - describe the effects of profit sharing, Japanese administrative methods, and flexible hours on labour relations;
 - describe the positive and the negative influences of union organization;
7. **identify how the collective-bargaining process works;**
 - detail the major issues at stake (e.g., salary, fringe benefits, grievance procedures);
 - describe the role of union certification, negotiation, mediation, conciliation, and arbitration in the bargaining process;
 - identify the tools of management and those of labour in the collective-bargaining process;
 - outline the implications of current labour legislation in Canada.



VII. Business and Information Management

Core Content

Students will:

1. **identify the need for information in an organization;**
 - develop a definition of *information* and differentiate between the assembling of facts and figures and the selecting and arranging of data;
 - illustrate how decision making in any organization is based on information gathered internally and externally;
 - list internal and external sources of data, including examples related to accounting, marketing and sales, and production;
2. **describe the ways in which data are collected in organizations;**
 - discuss a variety of methods used to gather data and the legal and social implications of data collection;
 - compare a variety of methods used to process data and describe various methods used to manipulate information, such as the use of a computer data base, word-processing program, and electronic spreadsheet;
3. **develop a model for assessing the validity of data and develop criteria for evaluating the interpretations made;**
 - develop criteria for assessing the quality of information;
4. **describe the role of records management in the management of information resources, with specific reference to the life cycle of a document: creation, storage in active records, retention schedule, selection of storage media, and final disposition;**
 - describe methods used by internal and external auditors for assessing the quality of the information provided to them;
 - by applying the criteria related to timeliness, appropriateness, cost effectiveness, and usefulness, determine the worth of specific information;
5. **interpret financial statements and justify specific financial decisions;**
 - examine the following kinds of financial records: balance sheets, income statements, cash-flow analyses, statements of retained earnings;
 - compare the annual reports of a variety of industrial firms within an industry grouping;
 - prepare arguments to accompany an application for a loan and then prepare arguments in favour of acceptance or rejection of the loan;
 - prepare letters to shareholders explaining specific financial statements;
 - use and interpret auditors' reports;
6. **using text material, outline procedures for clarifying meaning, checking references, and testing for truth and validity;**
 - apply these procedures to management reports, statements of recommendations, and forecasts;
7. **identify projected developments in the field of information processing on the basis of current information-processing developments;**
 - outline methods currently used to process information and discuss the implications of these developments with respect to invasion of privacy, meeting the reporting needs of government, and meeting the legal requirements of evidence;
 - assess the implications of future technology in this field;
 - using case studies or on-site visits, evaluate the information-system management procedures used in an organization.

VIII. Business and Change

Core Content

Students will:

1. **examine and critically evaluate current statements that predict technical, social, or political change;**
 - assess public awareness of, and shifting social priorities with regard to, racial, ethnic, sex, age, bilingualism, values, and leisure issues;
 - predict a change in each of the above areas and assess the implications of that change on individuals, organizations, and society;
 - determine the feasibility of change in the technological, political, economic, and social areas;
2. **identify situations (e.g., adjusting to meet the needs of an ageing population, deregulation, reorganization, or legislation) in which social projections or political issues have influenced the design of a business strategy;**
 - identify the skills required to interpret technological forecasts;
3. **identify a current social issue (e.g., day care, drug and alcohol abuse, bilingualism, free trade) that has the potential to affect a business organization and prepare a business strategy to adjust to the predicted change;**
4. **outline the use of such tools for orderly change as the following: new training methods, new equipment, the physical restructuring of an organization, early retirement, psychological management techniques, research and development, restructuring of an organization into branches, the use of satellite stations, the use of quality circles, refinancing;**
5. **describe the methods used by business, government, and labour to adjust to and to implement change;**
 - assess the effect on business and labour of new legislation and controls;
 - evaluate a union's response to changes imposed by technological advance;
6. **project the future roles of business, government, and organized labour in the Canadian business scheme;**
 - consider the attitudes of society with respect to the importation and exportation of skilled leaders, workers, and professionals;
 - predict changes in a particular industry or business field and identify the ways in which individuals and business organizations will respond to the changes;
 - examine issues such as inflation, unemployment, the accessibility of welfare, job commitment, and increased education-qualification requirements and forecast the ways in which business, government, and labour will have to adjust to accommodate to change in each area.

