

Public District School Board Writing Partnership

Business Studies

Course Profile

Organizational Studies: Organizational Behaviour and Human Resources

Grade 12

University/College Preparation

BOH4M

- *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Course Profiles are professional development materials designed to help teachers implement the new Grade 12 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Organizational Behaviour and Human Resources

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Course Overview

Organizational Studies: Organizational Behaviour and Human Resources, BOH4M, Grade 12, University/College Preparation

Policy Document: *The Ontario Curriculum, Grades 11 and 12, Business Studies, 2000.*

Prerequisite: Any University, University/College, or College Preparation course in Business Studies or Canadian and World Studies

Course Description

This course focuses on ways in which organizations deal with issues affecting their competitiveness in a changing technological and global business environment. Students will analyse various leadership techniques and study various issues such as ethics in business, social responsibility, management of group dynamics, uses of information technology, workplace stress and conflict, motivation of employees, and globalization. Students will also investigate the management of a diverse workforce within an organization and the importance of strategic planning.

Course Notes

Organizational Studies: Organizational Behaviour and Human Resources is a course designed to meet the needs of students entering university or college programs in business or behavioural sciences. The content of this course is extremely useful for any key player in an organizational environment.

It is advisable for teachers to identify and gain the participation of local businesses wherever possible. Teachers are encouraged to develop an in-class display of community businesses and to highlight existing partnerships. In addition, teachers might access a variety of community business links that reflect the diversity of the local school community and use them as supplementary resources.

Periodic access to computer technology, including the standard office productivity tools, such as word processors, spreadsheets, databases, e-mail, and the Internet, is a requirement of this course. Ideally, teachers should be able to access computers during class time. If whole-class computer access is not possible on a planned basis, teachers should ensure that the library/resource centre or other Internet access points are available after or before class.

Units: Titles and Times

Unit 1	Introduction to Management Theory	13 hours
Unit 2	Planning	21 hours
Unit 3	Organizing	20 hours
* Unit 4	Leading	30 hours
Unit 5	Controlling	7 hours
Unit 6	Issues Facing Managers in the New Century	19 hours

* This unit is fully developed in this Public Course Profile.

Note: Unit 3, Organizing is developed in the Catholic Course Profile.

Unit Overviews

Unit 1: Introduction to Management Theory

Time: 13 hours

Strand(s): Issues Facing Organizations, Organizational Planning, Organizational Leadership

Unit Description

Students identify and describe management roles, and summarize managerial responsibilities, competencies, and skills. Major management theories are described, analysed, and evaluated. Dealing with problem-solving strategies ends this unit.

In **Cluster 1.1** groups of five or six students solve a problem. The groups have a half hour to introduce themselves (this is the first day of class) and develop a solution. The scenario is: you are the manager of a Research Institution designing privacy software for lending and credit card transactions and one set of master keys went missing. It will cost \$5000 to re-key the affected parts of the institute. Your budget is already spent for the year, with no access to next year's budget for sixty days. What are you going to do? There is no wrong answer. Each group presents their solution to the class. Questions the teacher might pose to the groups as they explain the solution: Do you call the police? Did you cost this out? When did you notify your boss? Various-teacher led activities focus on managerial responsibilities, activities, skills, roles, functions, and competencies as they apply to different levels of management. Lecture, board notes, and textbook readings supply the content. (See Resources.)

Cluster 1.2 focuses on management theory, the historical management perspectives, current management practices, changes in management theory, and proper business vocabulary. Suggested approaches are: teacher-led notes; a lesson on Theory X, Theory Y; or a jigsaw with each group researching eras e.g., classical, behavioural, quantitative, modern or major management theories, e.g., theories of Maslow, McGregor, Hawthorne. Students discuss the Key Question: What is the best thing a manager can do to ensure high productivity for his or her organization? Position A: Frederick Taylor offers the best insight into the question. His advice would be to... Position B: Max Weber's ideal bureaucracy is the best answer to this question. His advice would be... Position C: Henri Fayol is the best source of insight into this question. His advice would be to... Position D: the Hawthorne studies are the true source of insight into this question. They suggest that a manager should... Discuss your position with your group. Come up with an opening statement and arguments to defend your position. Also look at the other positions and anticipate arguments; then come up with rebuttals.

Cluster 1.3 focuses on problem-solving strategies. Ranking games such as Wilderness Survival, Lost at Sea, Alone on a Deserted Island and Moon Explorer provide an opportunity to introduce problem-solving approaches. Students problem solve individually; then, as a team, reach group consensus. Case methodology for problem solving is available in the unit Resources; these steps may include problem definition, analysis of alternatives, selection of preferred alternatives, implementation, and evaluation. The teacher should go through an example of the methodology with the students. The students are given a second case study to analyse according to case methodology and submit it for evaluation. The problem-solving models explored will be used throughout the course.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus/Time
1.1	ISV.05, IS5.01, IS5.02	Knowledge/Understanding Thinking/Inquiry Application	What is a Manager? (3 hours)
1.2	ISV.01, IS1.01, IS1.02, IS1.03, IS1.04, IS1.05	Knowledge/Understanding Application Communication	Management Trends of the Last Century (4 hours)

Cluster	Learning Expectations	Assessment Categories	Focus/Time
1.3	OLV.04, OPV.01, OL4.03, OP1.03, OP1.04	Knowledge/Understanding Thinking/Inquiry Application Communication	The Problem-Solving Process (6 hours)

Unit 2: Planning

Time: 21 hours

Strand(s): Organizational Planning

Unit Description

Students are given the opportunity to: analyse the importance of proper planning; apply creativity, effective problem solving, and decision making in addressing an organization's human resources; apply appropriate planning theories and strategies to a variety of situations; and analyse the relationships between strategic planning and the success for an organization.

In this introductory activity students experience the planning process within the context of group dynamics and communication. This is done through a group planning activity. Students are given the task of building a shelter that holds the entire group (five or six students). The shelter will be built from a stack of newspapers (about 30 cm high) and a roll of masking tape. Walls, desks, the ceiling, or people cannot be used to support the shelter. Students must complete the task in 30 minutes. The activity has two parts. In the first part; students can plan but not touch the materials. In the second part, students can touch the materials, but not talk. After starting to build, students cannot go back to the planning phase. The teams are not always successful. They usually want to do it again.

In **Cluster 2.1** students work through the planning process within the context of group dynamics and communication techniques. The teacher explains the common types of plans in business: strategic, operational, long range, short range, policies, single-use plans, etc., and how they are used in a business. The teacher brainstorms with students and makes notes on the benefits of planning (provides focus, a clear direction, less control needed, etc.). The teacher provides a note on the steps involved in the planning process. The teacher applies the process to a situation and has students work through the plan led by the teacher. For example, students are marketing directors for a toothpaste company. The Research and Development (R&D) department has just invented toothpaste aimed at children that can decrease cavities by 10%. The class must develop a plan to launch this product. During the implementation, place the emphasis on the difference between planning and decision making. In conclusion, the teacher provides a note on how managers can make planning more effective (participatory planning, contingency planning, benchmarking).

In **Cluster 2.2** the importance of strategic planning is stressed. The teacher and students discuss the major elements of strategic planning. These would include: types of strategies; mission statements; corporate culture; SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis (analysis of the organization)); PEST analysis (analysis of the environment using Political, Economic, Sociocultural and Technological factors); Boston Consulting Matrix; product life cycle; Porter's Competitive Model, etc. The teacher introduces each concept followed by a current business application. For example, when teaching the SWOT analysis the teacher provides a note on the elements included as strengths, weaknesses, opportunities, and threats. In groups, students create a SWOT analysis of their own on an overhead and present it to the class. This cluster could be assessed through a case study of a company going through a major strategic planning process. The teacher could write the case and have the students demonstrate that they can apply each of the above strategic planning elements.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus/Time
2.1	OPV.01, OPV.02, OP1.01, OP1.02, OP2.01, OP2.02, OP2.03	Knowledge/Understanding Thinking/Inquiry Application Communication	The Planning Process (7 hours)
2.2	OPV.03, OP3.01, OP3.02, OP3.03, OP3.04	Knowledge/Understanding Thinking/Inquiry Application Communication	Strategic Planning (14 hours)

Unit 3: Organizing

Time: 20 hours

Strand(s): Human Resource Organization

Unit Description

Students are given the opportunity to: demonstrate an understanding of the various organizational structures used to manage the workforce effectively; identify and describe the ways in which organizational structures have changed to adapt to the changing nature of work; demonstrate an understanding of staffing issues.

The introductory activity focuses on students creating an organizational chart from puzzle pieces provided by the teacher. Each puzzle piece represents a position in the company. The puzzle parts are prepared on 8½" × 11" pieces of paper. Each piece of paper represents a position on the organizational chart of a manufacturing facility. For example, Chief Executive Officer (CEO), Vice President (VP), Marketing, Research and Development (R&D), Accountant, Production Supervisor, Legal Department, Human Resources (HR), etc. Throughout the exercise, the teacher clarifies the business terminology used. The activity gives the students an understanding of hierarchy and the concept of organizing.

Cluster 3.1 begins with teacher-led lessons on types of organizational structures. The teacher should also read examples from a book describing the 100 best companies to work for in order to exemplify the different types of organizational structures in use today (see Resources). In addition, students should be encouraged to find current news articles relating to organizational structure and share that information with the class. (See International Business, BBB4M Public, for an oral presentation checklist.) A class discussion, which assesses the validity and effectiveness of various organizational structures in use follows the presentations. Students then obtain an organizational chart from a business or organization. Students prepare a presentation for the class in which they introduce the organization's structure and explain the hierarchy of authority, whether it is a formal or informal structure, the span of control and chain of command. At the end of the presentation, the class should be able to identify the strengths of this organization's structure and areas for possible improvement while giving a rationale for their suggestions.

Cluster 3.2 begins with a teacher-led discussion on corporate culture. Points of emphasis should include: the relationship between the individual and the organization (meaning of work, quality of work life, job satisfaction, psychological aspects); alternative job-design approaches (rotation, simplification, enrichment, enlargement); and the strengths and weaknesses of various work settings and arrangements (job sharing, self-managed teams, work schedules, working off-site, contract work, mechanistic and organic structures).

Cluster 3.3 involves students conducting research on employment issues such as wages, employment equity, health and safety, employee rights. (See Resources, Safety.) Students report to class in the form of a written report or presentation (see *Written Report Rubric* in BTX4E Public at www.curriculum.org).

This cluster provides an opportunity to link with the community. The teacher or students can arrange a speaker from a local organization to speak about training and developing staff. Students may be able to supply a network of speakers. The teacher supplies a case study with a job description for a vacancy as step one. In small groups or pairs, the students develop a recruitment process. They develop ten interview questions. In step two, the teacher supplies a profile of three highly qualified candidates for the position, each with different strengths. (The profile need only be a paragraph long.) The task for the students is to decide which candidate to hire. This process might demonstrate the subjective nature of selection. Step three has the students develop a training process plan based on the job description and candidate qualifications.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus/Time
3.1	HRV.01, HR1.01, HR1.02, HR1.03, HR1.04	Knowledge/Understanding Thinking/Inquiry Application Communication	Organizational Structures (7 hours)
3.2	HRV.02, HR2.01, HR2.02, HR2.03	Knowledge/Understanding Thinking/Inquiry Application Communication	The Changing Nature of Work (4 hours)
3.3	HRV.03, HR3.01, HR3.02, HR3.03	Knowledge/Understanding Thinking/Inquiry Communication Application	Staffing Issues (9 hours)

Unit 4: Leading

Time: 30 hours

Strand(s): Organizational Leadership, Motivation and Evaluation

Unit Description

This unit provides students with opportunities to apply theories of human behaviour to understand how individuals and groups function in the workplace. Students apply teamwork and group dynamics to carry out projects and solve problems. Students demonstrate the use of proper leadership techniques in a variety of situations along with the use of appropriate communication techniques related to business management. Finally, students evaluate the strategies used by individuals and organizations to manage stress and conflict while comparing a variety of theories about how to motivate individuals and teams in a productive work environment.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus/Time
4.1	OLV.01, OL1.01, OL1.02, OL1.03	Knowledge/Understanding Thinking/Inquiry Application Communication	Human Behaviour (5 hours)
4.2	OLV.02, OLV.04, OL2.01, OL2.02, OL2.03, OL4.03	Knowledge/Understanding Thinking/Inquiry Application Communication	Group Dynamics (5 hours)

Cluster	Learning Expectations	Assessment Categories	Focus/Time
4.3	OLV.03, OL3.01, OL3.02, OL3.03, OL3.04	Knowledge/ Understanding Thinking/Inquiry Application Communication	Leadership Techniques (5 hours)
4.4	OLV.4, OL4.01, OL4.02, OL4.03, OL4.04	Knowledge/Understanding Thinking/Inquiry Application Communication	Communication Techniques (5 hours)
4.5	OLV.05, OL5.01, OL5.02, OL5.03	Knowledge/Understanding Thinking/Inquiry Application Communication	Stress and Conflict (5 hours)
4.6	MEV.03, ME3.01, ME3.02, ME3.03, ME3.04	Knowledge/Understanding Thinking/Inquiry Application Communication	Motivation (5 hours)

Unit 5: Controlling

Time: 7 hours

Strand(s): Evaluation and Performance Appraisal

Unit Description

Students demonstrate an understanding of how evaluation techniques relate to the managerial process, identify the factors affecting individual and group performance, and explain the strategies used by managers to manage human resources. Students explain the nature and importance of performance appraisal, and compare major performance appraisal methods and techniques. The teacher and students investigate compensation, benefit and discipline systems, and the relationship between high-performance activities and increased job satisfaction.

Cluster 5.1 deals with a class self-assessment, either in teams of five or six, or as a class. Students first brainstorm and develop charts listing contributing factors under the following headings: Satisfying Work, Equitable Rewards, Supportive Working Conditions, Supportive Colleagues, and Supportive Supervision. Note all points. The second step is for the students to analyse their lists two ways: The first analysis is to realistically identify only those contributing factors that their teacher (a manager) can implement or control; the second analysis is to identify whether the remaining contributing factors are rooted in the student (employee), the work (job task), the teacher (manager), or the school (organization). Upon completion of the activity, students take notes on how this assessment can be linked to future class planning, organizing, leading, and controlling. This activity uses a participatory assessment technique that is optimal for commitment in improving performance at the individual and group level. Teacher-led notes are then provided on other assessment techniques that may include data collection, surveys, questionnaires, interviews, or electronic monitoring, and under what circumstances these techniques would be suitable.

Cluster 5.2 deals with performance appraisal role plays. (See BBB4E Public for a *Role-Play Evaluation Checklist*.) Before the role plays, notes are developed answering the Why, Who, What, When, Where, and How surrounding performance appraisals. For example, answers for Why include compensation, feedback, training, promotion, personnel planning, retention or discharge, and research. Answers for Who include superior, peer, self, and subordinates. After covering What is appraised, When and Where to appraise, the major methods on How to appraise are noted – observations, reports, meetings and

interviews. The students then develop role-play scenario scripts for a large manufacturing facility based on their understanding of different management and leadership styles. The teacher supplies scenario parameters and examples. Scenario 1 involves a meeting where a manager is appraising the entire department with general feedback on performance based on observation. Employees react with apathy. Scenario 2 involves an interview where a manager appears impersonal and offers one-way communication of substandard data to an employee based on a report. The employee becomes defensive and resentful. Scenario 3 involves an interview where a manager and an employee share information on employee performance to date and future development. This two-way exchange leads to increased commitment and motivation. The teacher may wish to supply additional scenarios. Teacher-led notes are then provided on compensation, benefit, and discipline systems, and their relationship to performance and job satisfaction. Short case studies supplement this content. (See Resources.) Additionally, the teacher supplies short situations: e.g., an employee fails to show up for work 2 or 3 times each month; an employee is known to drink heavily on the weekends; a person working in a cubicle puts up off-colour jokes; an employee habitually comes to work poorly groomed; a production worker refuses to clean up his/her work area, saying it is not his/her job. In a pair/share activity determine If, What, and When.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus/Time
5.1	MEV.01, ME1.01, ME1.02, ME1.03	Knowledge/Understanding Thinking/Inquiry Application Communication	Individual and Team Performance (3 hours)
5.2	MEV.02, ME2.01, ME2.02, ME2.03	Knowledge/Understanding Thinking/Inquiry Application Communication	Performance Appraisal (4 hours)

Unit 6: Issues Facing Management in the New Century

Time: 19 hours

Strand(s): Issues Facing Organizations

Unit Description

Students analyse the elements that bring about change, the reason for various attitudes towards change, and the major challenges facing organizations, and evaluate strategies used to implement change. Students investigate ethical issues, social responsibility, and organizational codes of ethics. Canada's business etiquette and economic and social practices are compared to those of other countries. Students complete this unit of study by researching a career in management.

Cluster 6.1 focuses on change through a case study approach. A company reorganized twice in the last two years. Students must act as consultants and identify the driving forces and resisting forces. Next, they develop strategies as a manager on how they can increase the driving forces and reduce the resisting forces. The teacher can develop the case study, or use one found in Resources. The teacher provides current case studies from the media to support the theories on management. This cluster of expectations provides a great opportunity to link with community issues.

In **Cluster 6.2** stakeholder analysis is introduced. The teacher provides students with a number of historically significant cases. Students identify who the stakeholders are and why they are important using a case study approach. The significant cases should work through the continuum from illegal not ethical, illegal but ethical, legal but not ethical, to ethical and legal, and cover proactive strategy along with obstructionist strategy. Examples could cover sweatshops, maquiadoras, and corporate charities. The teacher provides the students with a number of ethical dilemmas and asks for solutions. (See

Resources.) The second activity has a teacher-led group compare two different cultures and become familiar with the concept of economic and social practice. For example, Japan is different from Canada in the following ways: There is a 95% conviction rate for those arrested for major crimes. Japan has one-twentieth the crime rate of the United States. Superiors resign if their subordinates engage in wrongdoing.

Cluster 6.3 focuses on small group research and international business. The class is a car parts manufacturer. The teacher assigns each group a foreign country to sell their product to major international automakers. The group is required to research the country (Japan, Germany, South Korea, Italy, Sweden, Britain) and develop a presentation on the county’s business etiquette and practices. (See International Business, BBB4M Public, for an oral presentation checklist.)

In **Cluster 6.4** students investigate and respond to an electronic management job posting. The students write a cover letter identifying management skills possessed by the student.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus/Time
6.1	ISV.02, IS2.01, IS2.03, IS2.04	Knowledge/Understanding Thinking/Inquiry Application Communication	The Management of Change (3 hours)
6.2	ISV.03, IS3.01, IS3.02, IS3.03	Knowledge/Understanding Thinking/Inquiry Application Communication	Issues of Ethics and Social Responsibility (10 hours)
6.3	ISV.04, IS4.01, IS4.02, IS4.03	Knowledge/Understanding Thinking/Inquiry Application Communication	Management in a Global Context (5 hours)
6.4	ISV.05, IS5.03	Knowledge/Understanding Thinking/Inquiry Application Communication	A Career in Management (1 hour)

Teaching/Learning Strategies

There is a balance of traditional modelling of skills and knowledge, together with a blend of small group and individual practice and individual exploration in this Course Profile.

The Pedagogy Resources section and the *Ontario Curriculum Unit Planner* provide detailed explanations of teaching/learning and assessment strategies.

Assessment & Evaluation of Student Achievement

Teachers should employ assessment strategies frequently and throughout the course in order to communicate the expectations of the course to students, to make appropriate adjustments to teaching and learning strategies as required, and to accommodate the special needs of students. Students’ input in the assessment process is valued.

The teacher can evaluate a single student-generated product or process under multiple categories: Knowledge and Skills, Thinking/Inquiry, Communication, and Application. The teacher’s record keeping could require that four separate marks be recorded for that assignment, one for each of the four categories it addresses.

Assessment tools are matched with Achievement Chart categories in the following chart.

Knowledge/Understanding	Thinking/Inquiry	Communication	Application
<ul style="list-style-type: none"> • Tests • Quizzes • Interviews • Electronic research 	<ul style="list-style-type: none"> • Interviews • Electronic Research Projects • Problem Solving Assignments 	<ul style="list-style-type: none"> • Portfolio • Projects • Presentations • Assignments • Case Study 	<ul style="list-style-type: none"> • Problem Solving • Group Planning • Strategic Plan • Training Process Plan • Leadership Style Survey • Role Play

Some strategies, which are consistent with the assessment techniques, are referred to in BOG4E Public, Organizational Studies Managing a Small Business www.curriculum.org.

Assessment Purposes

Assessment may be diagnostic, formative, and summative. Diagnostic assessment includes informal observation checklists, quizzes and all class questions and answers. The following strategies and tools may be used for both formative and summative purposes.

Method	Strategy	Tool
Paper-and-Pencil	Test - selected response - true/false - constructed response	Marking Scheme
Performance Task	Oral presentation Lab report Debate	Rubric Checklist
Personal Communication	Student-teacher conference Classroom question and answer	Rating Scale Anecdotal record

Final Course Evaluation

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation. It is recommended that the final evaluation include a formal exam with a case study approach. (This suggestion is not prescriptive.)

Accommodations

Teachers should address students' Individual Educational Plans (IEPs) and consult with the appropriate support staff. This allows teachers to effectively implement the prescribed adaptations. The *Ontario Curriculum Unit Planner K-12* provides strategies and explanations.

Resources

Units in this Course Profile refer to the use of specific texts, magazines, films, and videos. Before reproducing materials for student use from books and magazines, teachers need to ensure that their board has a Cancopy licence and that this licence covers resources they wish to use. Before screening videos for their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. Teachers are also reminded that much of the material on the Internet is protected by copyright. The person or organization that created the work usually owns that copyright. Reproduction of any work or a substantial part of any work on the Internet is not allowed without the permission of the owner.

Pedagogy Print

Bennett, B., Carol Rolheiser-Bennett, and Laurie Stevahn. *Cooperative Learning Where Heart Meets Mind*. Toronto: Educational Connections, 1991. ISBN 0-4444-555-6

Gibbs, Jeanne. *Tribes: A Process for Social Development and Cooperative Learning*. Santa Rosa, 1996. ISBN 0-932762-08-5

OSSTF/FEESO. *Quality Assessment: Fitting the Pieces Together*. Toronto: OSSTF Educational Services Committee, 1999. ISBN 0-920930-47-6

Pedagogy Internet

Note: the writers before publication have verified the URLs for the websites. Given the frequency with which these designations change, teachers should always verify the websites before assigning them for student use.

Innovation Teaching – <http://www.interserf.net/mcken/teacher.htm>

Interactive Curriculum – www.interactivecurriculum.com

This site provides a variety of activities and assessment tools.

Pedagonet – <http://www.pedagonet.com/>

This site offers an innovative search engine, which facilitates the exchange of learning resources.

School Net – <http://www.schoolnet.org>

Teacher Talk – <http://www.mightymedia.com/ttalk/index.asp>

Career Related Resources

CAREER CRUISING – <http://www.careercruising.com/home/index.htm/>

Career Edge – Main Index Page – <http://www.careeredge.on.ca>

Career Services – Resume/Cover Letter Tips – http://careers.queensu.ca/student/res_cov.htm

CX BRIDGES CANADA – <http://cdn.cx.bridges.com>

A site for general career information.

Job Bank/Guichet employs – <http://jb-ge.hrdc-drhc.gc.ca/>

Human Resources Development Canada (HRDC)

Professional Careers - JobSearch.ca – <http://jobsearch.ca/professionalcareers.html>

YWCA - One Stop Career Shop - Drop-In Centre – <http://www.onestopcareershop.bc.ca/dropin.html>

One Stop Career Shop Drop-In Centre Computers | Resources | Job Boards | Employment Counsellors | Workshops Your Link to Employment and the Community

Safety

Canadian site for occupational health and safety – www.ccohs.ca/

Live Safe! Work Smart! Health and Safety Resources for Ontario Secondary School Teachers. Queen's Printer for Ontario, 2000. ISBN 0-7794-0226-X. Ministry of Labour Publications Department, phone: 1-416-326-7731

General Interest

Print Material

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Unit 1: Introduction to Management Theory

Print Resources

Schermerhorn, John R. Jr. *Management*, 6th ed. Toronto: John Wiley & Sons, Inc, 2001. ISBN 0-471-38755-X

Newspapers and Magazines (for all units)

The National Post

Unit 2: Planning

Print Resources

Lewicki, Roy J., et al. *Experiences in Management and Organizational Behaviour*, 3rd ed. Toronto: John Wiley & Sons, 1988. ISBN 0-471-83796-2

Unit 3: Organizing and Unit 5 Controlling

See Units 1 and 2

Unit 4: Leading

See developed Unit

Unit 6: Issues Facing Managers in the New Century

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Issues Facing Organizations

Overall Expectations

- ISV.01** · evaluate the significance of new trends in management theory;
- ISV.02** · analyse how companies respond to internal and external pressures for change;
- ISV.03** · evaluate the impact on organizations of issues related to ethics and social responsibility;
- ISV.04** · analyse North American organizational concepts from a global perspective;
- ISV.05** · assess the role of a manager within the structure of an organization and the variety of career opportunities available.

Specific Expectations

Trends in Management Theory

- IS1.01** – analyse the importance of major factors (e.g., social, economic, political, technological) that influence changes in management theory;
- IS1.02** – describe major management theories and practices (e.g., scientific, administrative, behavioural) from past decades and compare them to current management theories and practices;
- IS1.03** – evaluate the importance of recent management theories (e.g., systems theory, the organic organization concept) that have had an impact on North American organizations;
- IS1.04** – analyse management concepts found in current business literature;
- IS1.05** – demonstrate the use of proper business vocabulary.

The Management of Change

- IS2.01** – analyse the elements that bring about change in an organization (e.g., developments in information technology, stages in the company life cycle, aspects of the organizational culture);
- IS2.02** – analyse the reasons for various attitudes towards change (e.g., why individuals fear change, why individuals embrace change);
- IS2.03** – analyse major challenges facing today’s organizations (e.g., new technologies, the influence of the Internet, globalization, employment-equity legislation) with reference to specific organizations;
- IS2.04** – evaluate various management strategies used to implement change within an organization (e.g., participatory management, communication, training).

Issues of Ethics and Social Responsibility

- IS3.01** – evaluate the impact on management strategies and decision making of major ethical dilemmas (e.g., at the level of the individual, the workplace, and the local and global community);
- IS3.02** – analyse the nature and importance of corporate social responsibility;
- IS3.03** – analyse organizational codes of ethics to identify expected behaviours for an organization (e.g., in relation to workforce diversity, conflicts of interest, customer/supplier relationships, confidentiality of information).

The Global Context

- IS4.01** – compare Canada’s economic and social practices with those of its worldwide trading partners;
- IS4.02** – describe the structures and significance of multinational corporations;
- IS4.03** – compare Canadian business etiquette with that of other countries (e.g., customs or protocol related to greetings, language translations, gift-giving, business card exchanges, gender roles, communication).

Career Opportunities

IS5.01 – identify and describe management roles and the different levels of management;

IS5.02 – summarize managerial responsibilities, activities, skills, and competencies as they apply to different levels of management;

IS5.03 – investigate, using electronic tools, a variety of current management opportunities and the education and training they require.

Organizational Leadership

Overall Expectations

OLV.01 · apply theories of human behaviour to understand how individuals and groups function in the workplace;

OLV.02 · apply teamwork and group dynamics to carry out projects and solve problems;

OLV.03 · demonstrate the use of proper leadership techniques in a variety of situations;

OLV.04 · demonstrate the use of appropriate communication techniques related to business management;

OLV.05 · evaluate the strategies used by individuals and organizations to manage stress and conflict.

Specific Expectations

Human Behaviour

OL1.01 – analyse the components of human personality (e.g., heredity, culture, family) and their impact on human behaviour;

OL1.02 – demonstrate an understanding of the relationship between a person’s biases and the decisions he or she makes;

OL1.03 – explain the relationship between three major influences on human behaviour (personality, attitudes, and perception) and job satisfaction.

Group Dynamics

OL2.01 – demonstrate an understanding of the roles individuals assume within a group structure and of the stages of group development;

OL2.02 – explain the nature and types of groups within an organization (e.g., formal/informal, committees/departments, electronic work groups);

OL2.03 – analyse the factors that contribute to the success or failure of a team (e.g., shared norms, cohesiveness).

Leadership Techniques

OL3.01 – analyse the factors that contribute to effective leadership (e.g., vision, power, personality traits, behaviour);

OL3.02 – differentiate between a leader and a manager (e.g., personality traits, behaviour, roles);

OL3.03 – compare a variety of leadership styles (e.g., task-oriented and relationship-oriented, authoritative and consultative, transformational);

OL3.04 – analyse the relationship between leadership styles and the settings in which they are applied.

Communication Techniques

OL4.01 – demonstrate an understanding of the key elements of the communication process and the barriers to effective communication (e.g., semantics, cultural differences);

OL4.02 – demonstrate the effective use of business communication documents (e.g., business reports, correspondence);

OL4.03 – demonstrate appropriate presentation techniques for both groups and individuals;

OL4.04 – demonstrate the effective use of information technology (e.g., word processing software, e-mail, teleconferencing, electronic research tools) to attain organizational goals.

Stress and Conflict

OL5.01 – evaluate the impact on performance of personal and work-related stress;

OL5.02 – demonstrate an understanding of organizational factors that affect stress in the workplace (e.g., organizational conditions, negotiation and intervention techniques);

OL5.03 – evaluate individual conflict-management styles and their impact on a situation (e.g., avoidance, accommodation, compromise).

Organizational Planning

Overall Expectations

OPV.01 · analyse the importance of proper planning, applied creativity, and effective problem solving and decision making in addressing an organization's human resource issues;

OPV.02 · apply appropriate planning theories and strategies to a variety of situations;

OPV.03 · analyse the relationship between strategic planning and the success of an organization.

Specific Expectations

The Planning Process

OP1.01 – describe the role of the planning process in the successful completion of tasks;

OP1.02 – demonstrate an understanding of the relationship between planning and decision making;

OP1.03 – evaluate different problem-solving strategies as they relate to a variety of managerial problems;

OP1.04 – analyse the importance of individual and group creativity in problem-solving approaches.

Planning Strategies

OP2.01 – demonstrate the use of short-term planning tools and strategies (e.g., policies, operational plans, planning approaches);

OP2.02 – demonstrate an understanding of the need for long-term planning strategies (e.g., use of budgets, statistics, simulations, forecasts);

OP2.03 – demonstrate an understanding of the importance of leadership in the planning process (e.g., to promote participatory planning, set benchmarks, facilitate communication).

Strategic Planning

OP3.01 – describe the essentials of strategic planning and strategic management;

OP3.02 – explain the relationship between an organization's official objectives and its operating objectives;

OP3.03 – demonstrate an understanding of measures that contribute to successful strategic planning (e.g., setting objectives, facilitating communication, foreseeing and avoiding pitfalls);

OP3.04 – compare various strategic planning processes that have resulted in successful organizations.

Human Resource Organization

Overall Expectations

HRV.01 · demonstrate an understanding of the various organizational structures used to manage the workforce effectively;

HRV.02 · identify and describe the ways in which organizational structures have changed to adapt to the changing nature of work;

HRV.03 · demonstrate an understanding of staffing issues.

Specific Expectations

Organizational Structures

- HR1.01** – demonstrate an understanding of traditional organizational structures (e.g., functional, divisional, hybrid);
- HR1.02** – assess current organizational structures in terms of the ways in which they increase productivity and competitive advantage;
- HR1.03** – explain the managerial role in dealing with organizational trends in the modern marketplace (e.g., trends such as shorter chain of command, wider span of control, more delegation, empowerment);
- HR1.04** – demonstrate an understanding of how organizational design (e.g., communication channels, team structures, alternative work schedules) can support a positive corporate culture.

The Changing Nature of Work

- HR2.01** – assess the relationship between the individual and an organization, considering issues such as the meaning of work, the psychological contract, the quality of work life, and job satisfaction;
- HR2.02** – compare alternative job-design approaches (e.g., rotation, simplification, enrichment, enlargement);
- HR2.03** – compare the strengths and weaknesses of various work settings and arrangements for individuals and groups (e.g., job sharing, self-managed teams, work schedules, working off-site, contract work).

Staffing Issues

- HR3.01** – identify and describe the impact and importance of legal considerations in the staffing process, including issues such as wages, employment equity, health and safety, and employee rights;
- HR3.02** – analyse the relationship between an organization’s objectives and the human-resource process (e.g., planning, recruitment, selection);
- HR3.03** – explain the strategies and concepts involved in developing a quality work force (e.g., orientation, training, career development).

Motivation and Evaluation

Overall Expectations

- MEV.01** · identify and describe the importance of evaluation in the successful management of both individual and team performance;
- MEV.02** · analyse a variety of performance-appraisal techniques as they apply to a variety of situations;
- MEV.03** · compare a variety of theories about how to motivate individuals and teams in a productive work environment.

Specific Expectations

Evaluation of Individual and Team Performance

- ME1.01** – demonstrate an understanding of how evaluation techniques relate to the managerial processes of leading, planning, and organizing;
- ME1.02** – identify the factors affecting individual and group performance (e.g., individual needs, organizational support, motivation);
- ME1.03** – explain the strategies used by managers to control human resources (e.g., types of controls, objectives of controls).

Performance Appraisal

ME2.01 – explain the nature and importance of performance appraisal within an organization;

ME2.02 – compare major performance-appraisal methods and techniques (e.g., scales, comparisons);

ME2.03 – demonstrate an understanding of compensation systems, benefit systems, and discipline systems and their relationship to high-performance activities and increased job satisfaction.

Motivation Theories and Strategies

ME3.01 – explain the relationships between motivation, rewards, and job performance;

ME3.02 – demonstrate an understanding of individual needs as identified by various theories of motivation (e.g., the theories of Maslow, Herzberg, Alderfer);

ME3.03 – evaluate various theories of motivation in terms of their views on productivity and performance;

ME3.04 – analyse the various motivational strategies used by particular organizations.

Unit 4: Leading

Time: 30 hours

Unit Description

Students apply theories of human behaviour to understand how individuals and groups function in the workplace. Students apply teamwork and group dynamics to carry out projects and solve problems. Students demonstrate the use of proper leadership techniques in a variety of situations along with the use of appropriate communication techniques related to business management. Finally, students evaluate the strategies used by individuals and organizations to manage stress and conflict while comparing a variety of theories about how to motivate individuals and teams in a productive work environment.

Unit Synopsis Chart

Activity	Time	Learning Expectations	Assessment Categories	Focus
4.1 Human Behaviour	5 hours	OLV.01, OL1.01, OL1.02, OL1.03	Knowledge/ Understanding Thinking/Inquiry Application Communication	1. Case Study: Anger in the Workplace 2. Human Personality and Behaviours 3. Influences on Human Behaviour 4. Impact of Attitude 5. Video Homework Assignment
4.2 Group Dynamics	5 hours	OLV.02, OLV.04, OL2.01, OL2.02, OL2.03, OL4.01, OL4.03	Knowledge/ Understanding Thinking/Inquiry Communication Application	1. Group Exercise: Heart Surgery 2. Individual Roles in Groups 3. Company Simulation Activity 4. Case Studies 5. Group Dynamics Field Trip or Activity
4.3 Leadership Techniques	5 hours	OLV.03, OL3.01, OL3.02, OL3.03, OL3.04	Knowledge/ Understanding Thinking/Inquiry Communication Application	1. Leadership Traits and Behaviours 2. Interview: School Administrator 3. Leadership Style Survey or Role Play 4. Matching Leadership Styles to Situations
4.4 Communication Techniques	5 hours	OLV.4, OL4.01, OL4.02, OL4.03, OL4.04	Knowledge/ Understanding Thinking/Inquiry Communication Application	1. Communication Process Model 2. Communication Barriers Exercise 3. Communication Documents 4. IT Research and Report Presentation
4.5 Stress and Conflict	5 hours	OLV.05, OL5.01, OL5.02, OL5.03	Knowledge/ Understanding Thinking/Inquiry Communication Application	1. Stress Management 2. Conflict Management 3. Conflict Situation Role Play 4. Report and Presentation
4.6 Motivation	5 hours	MEV.03, ME3.01, ME3.02, ME3.03, ME3.04	Knowledge/ Understanding Thinking/Inquiry Communication Application	1. Motivational Theories 2. Reward Systems

Activity 4.1: Human Behaviour

Time: 5 hours

Description

Students learn various aspects of human behaviour and how they impact the workplace.

Strand(s) & Learning Expectations

Overall Expectations

OLV.01 - apply theories of human behaviour to understand how individuals and groups function in the workplace.

Specific Expectations

OL1.01 - analyse the components of human personality (e.g., heredity, culture, family) and their impact on human behaviour;

OL1.02 - demonstrate an understanding of the relationship between a person's biases and the decisions he or she makes;

OL1.03 - explain the relationship between three major influences on human behaviour (personality, attitudes, and perception) and job satisfaction.

Planning Notes

The teacher:

- prepares overheads, lecture notes, handouts and assessment tools;
- provides students with assessment tools before the activity begins;
- records video clips that exemplify differing situations of human interaction.

Teaching/Learning Strategies

1. The teacher begins this unit having the students analyse a mini-case about a frustrated employee venting to his boss. See Appendix 4.1.1 – Human Behaviour in the Workplace – Mini-Case: Jack's Frustrations. Give students time to read and analyse the case on their own; then engage the class in several discussion questions. Discuss with the class whether Jack was justified in his outburst. Describe methods of controlling anger and dealing with difficult situations. Discuss whether Jack harmed himself permanently, even though he got the promotion.
2. Follow the mini-case activity with board or overhead notes on components of human personality and their impact on human behaviour. What makes up an individual's personality – discuss heredity, culture, family, and other factors. Discuss with students the importance of recognizing factors of personality and how to deal with different personality types (including difficult people). Reinforce this discussion by showing video clips of situations exemplifying various human behaviours and personalities interacting with one another. An alternative is to have students come up with scenarios exemplifying aspects of human behaviour in the workplace and role-play them in front of the class. Either activity should be followed with feedback and discussion on the various situations – particularly those where personalities clashed. Discuss how the video clip/role play handled it and how it could be better handled.
3. Next, focus on how major influences on human behaviour (personality, attitude, and perception) relate to job satisfaction. Begin by defining the terms stereotype, assumption, suspicion, and perception. Use the fish diagram (see Resources) to illustrate perceptions. Perceptions can also be illustrated with optical illusions (see Resources). The teacher further illustrates this by engaging the class in the Parable of the Blind Men and the Elephant activity (see Resources). Explain how these factors of human behaviour can affect human relations; and how in turn, that can affect individual job satisfaction, and overall organization productivity. Engage the class in several quick exercises on Identifying Behaviours and Understanding Unpleasant Behaviours (see Resources). Follow with a note on managing the Perception Process.

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4. Discuss using overhead or board notes why a positive attitude can be a manager's most priceless possession. Explain that the transmission of attitude is a form of communication – as is verbal and written. We communicate our attitudes through facial expressions, hand gestures, and other more subtle forms of body language. Sometimes our attitudes speak so loudly that people cannot hear our words. Define attitude technically (a mental set that causes a person to respond in a characteristic manner to a given stimulus), and simply (the way you look at your whole environment). Describe how a positive attitude is essential to career success. When you are positive, you are usually more energetic, motivated, productive, and alert. Explain the importance of first impressions on the job and how they have a lasting effect. Make students aware of the fact that a positive employee contributes to the productivity of others. Students should also realize that the kind of attitude you transmit to management will have a great deal to do with your future success. Students must be aware that a positive attitude is far more than a smile. Explain to students how to keep your positive attitude when things get tough (talking about positive things, looking for the good in people and organizations, avoiding personal problems through planning and discipline, not permitting a fellow worker—or even a supervisor—who has a negative attitude to trap you into his/her way of thinking). Follow with an activity where students, working in pairs, come up with ways to deal with various personality types (see Appendix 4.1.2 – Dealing With Unacceptable Behaviour in the Workplace). Discuss results of the activity as a class.

Assessment & Evaluation of Student Achievement

Formative

- Students assess the problem solving process using Appendix 4.1.3 – Behaviourally Anchored Rating Scale. This indicates to the student where they stand and what they must do to move up on the scale.
- Self- and peer assessment of Role Play using Appendix 4.1.4 – *Role-Play Checklist or The Role-Play Assessment Chart* found in BTX4E Public at www.curriculum.org.
- Teacher feedback on observations during lessons and discussions

Summative

Knowledge/Understanding, Thinking/Inquiry, Communication, Application

- Teacher evaluation of case studies, Appendix 4.1.3
- Teacher evaluation of role play, Appendix 4.1.4
- Teacher evaluation of teacher-prepared summative unit test at end of unit (See Resources.)

Resources

Brewner, Margaret M., William C. McMahon, and Michael P. Roche. *Job Survival Skills*. New York: Educational Design, Inc., 1984. ISBN 0-87694-223-0. Identifying Behaviours and Understanding Unpleasant Behaviours exercises

Interactive Curriculum. www.interactivecurriculum.com. Detailed lesson plans and sample tests.

Kearns, Tim, Carole Pickering, and John Twist. *Managing Conflict: A Practical Guide to Conflict Resolution for Educators*. Toronto: Ontario Secondary School Teachers' Federation, 1992.

ISBN 0-920930-54-9 Fish diagram, blind men and elephant parable

Lions Quest. *Exploring The Issues: Promoting Peace and Preventing Violence*. OHIO. Quest International Headquarters, 537 Jones Road, P.O. Box 566, Granville, OH 43023-0566 Contains positive strategies of managing anger, communication techniques, empathetic listening and problem solving.

Optical illusions – www.optillusions.co. A website that has a variety of optical illusions.

Sadalla, G., Henrique, M., and M. Holmberg. *Conflict Resolution: A Secondary School Curriculum*. San Francisco, CA. 1987. Detailed lesson activities and background information on communication

Schermerhorn, John R. *Management*, 7th ed Toronto: John Wiley and Sons, Inc., 2002.

ISBN 0-471-43570-8 Contains material for lecture notes.

Stafford, J., Bowman, B., and T. Ewing et al. *Building Cultural Bridges*. Indiana: National Educational Service. ISBN 1-879630-47-5 Contains activities and strategies for teaching skills that will promote positive relationships, and has multicultural focus to communication and conflict resolution.

Appendix 4.1.1

Human Behaviour in the Workplace

Mini-Case: Jack's Frustrations

Jack, after much thought, finally agreed to take a job with Company A —mostly because they promised him he would move up the ladder as quickly as possible. Jack had no opportunities for advancement with his previous employers. After six months with Acme Company, Jack was asked to transfer to another plant 300 miles away. He assumed this meant a big promotion, so he immediately accepted and moved his family. At the new plant, Jack realized he had little, if any more responsibility than he had had previously. As well, there was no pay increase. To top it off, his new living expenses were higher and the children's missed their friends. For three weeks, Jack let his frustrations brew; then he released them with an outburst in his supervisor's office. Jack's supervisor cut him off and told him to relax. The manager nonchalantly mentioned that he just pulled a memo off the fax machine and that Jack was to receive a big promotion.

Appendix 4.1.2

Dealing With Unacceptable Behaviour in the Workplace

With a partner, brainstorm how a manager would effectively deal with the following personality types in his/her workplace.

Behaviour	Approach
Antagonist —rude and unpleasant to co-workers, customers, and salespeople	
Blameless —always has an excuse for everything	
Whiner —complains all the time about what she/he is required to do	
Thumb-Twiddler —lacks initiative and motivation	
Insubordinate —challenges you in front of other workers and management	
Tortoise —constantly late for work	
Bad Attitude —always bringing everyone down with his/her negative attitude	
Hand-Holder —requires constant supervision	
Early Retiree —close to retirement; his/her level of productivity indicates he/she is already retired	
Worrywart —personal problems take over this person and his/her work	
Clock-Watcher —refuses to work even a minute beyond quitting time; wastes a lot of time wondering when the next break is	

Appendix 4.1.3

Behaviourally Anchored Rating Scale for Problem Solving

*Assess your problem-solving skills.

Use the scale to decide where you stand and what you must do to get to level four.

Find and Define the Problem	<ul style="list-style-type: none">④ Brings exceptional clarity and insight to the issue, topic or problem③ Clear focus and accurate wording of the problem or issue② Identifies the problem but has trouble clarifying or describing① Fuzzy, confused, or inaccurate definition of the problem, issue, or topic
Alternatives	<ul style="list-style-type: none">④ Generates alternatives that demonstrate unusual possible answer or an exceptional range of strategies③ Generates several alternatives or strategies② Identifies one or two possible choices① Little evidence of possible answer or strategies for the inquiry question
Data	<ul style="list-style-type: none">④ Collection of information from a wide variety of sources demonstrating both breadth and depth of interpretation of the issue, or problem③ Complete collection with enough information to evaluate the alternatives② Some data collection on the identified areas of investigation① Inadequate or unfocused collection of information with disorganized notes or no notes at all
Synthesis	<ul style="list-style-type: none">④ Exceptional or unusual solution to the problem or description of the best answer to the question③ Solution to the problem or answer to the question clearly organized based on the data collected② Solution appropriate and useful① No clear structure or organizational pattern
Evaluation	<ul style="list-style-type: none">④ High-level criteria applied to the evaluation of the conclusion, the group clearly judges whether the decisions or conclusions will continue to be acceptable in the future③ Evaluation includes the suitability of the conclusion and whether the conclusion leads to the solution of the problem② Evaluation of the conclusion based on the data and the original question① No evaluation of the information
Expressing The Conclusion	<ul style="list-style-type: none">④ Unusually clear presentation of the conclusion with predictions③ Clear organization and presentation of the conclusion② The solution to the problem is not always clear① Inadequate or misleading conclusions
Comments	
Assessed by	

Activity 4.2: Group Dynamics

Time: 5 hours

Description

In this activity students are introduced to group dynamics and experience group dynamics in various settings. They determine how group dynamics impact the workplace and what contributes to the success or failure of a group.

Strand(s) & Learning Expectations

Strand(s): Organizational Leadership

Overall Expectations

OLV.02 - apply teamwork and group dynamics to carry out projects and solve problems;

OLV.04 - demonstrate the use of appropriate communication techniques related to business management.

Specific Expectations

OL2.01 - demonstrate an understanding of the roles individuals assume within a group structure and of the stages of group development;

OL2.02 - explain the nature and types of groups within an organization (e.g., formal/informal, committees/departments, electronic work groups);

OL2.03 - analyse the factors that contribute to the success or failure of a team (e.g., shared norms, cohesiveness);

OL4.01 - demonstrate an understanding of the key elements of the communication process and the barriers to effective communication (e.g., semantics, cultural differences);

OL4.03 - demonstrate appropriate presentation techniques for both groups and individuals.

Prior Knowledge & Skills

- Communication model and process from Unit 1

Planning Notes

The teacher:

- prepares overheads, lecture notes, handouts, and assessment tools;
- provides students with assessment tools before the activity begins;
- familiarizes him/herself with all character roles in the Widco simulation;
- provides students with case studies;
- makes necessary arrangements for any field trips.

Teaching/Learning Strategies

1. Begin with an activity such as the Heart Surgery Exercise (see Resources). This exercise presents a problem statement with several alternatives. Instruct students to individually read through the problem statement and come to their own conclusion concerning the best alternative. Divide students into groups of five or six. In the groups, students discuss which alternative is best. Give them 15 minutes and tell them they must reach a consensus. When each group has decided on one alternative, appoint one spokesperson from each group to present their case to the class (who is now taking on the role of the hospital board of directors). After each spokesperson presents his/her case, have an open discussion; following that, the hospital board (the class) will vote on the best alternative. Discuss the group dynamics that took place during their breakout groups. Have students identify who the natural leader was (if one emerged) and why they think this was so. Discuss what processes the groups used to reach consensus. Discuss the nature of problems that arose and how they were handled.

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2. Follow the activity with formal lecture notes on the roles individuals assume within a group structure and the stages of group development. Further discuss the nature and types of groups within an organization (formal/informal, committees/departments, electronic work groups). Students apply these concepts to the results of the above activity for reinforcement. The concepts can be further illustrated by descriptions of workgroups in actual companies, where such information can be made available.
 3. Now that students have more knowledge on groups within organizations, have them participate in another activity. In this activity, students solve a production problem in a fictitious company, Widco. See Appendix 4.2.1 for instructions and role descriptions. Following the activity, each group will develop a report analysing the nature and workings of their groups.
 4. One way for students to experience group dynamics is to have them work on case-study teams. Present each team with a different business case, which they solve using proper case methodology. Each group presents their case report to the class. Students should be encouraged to communicate with their team members electronically to facilitate group work outside of school time. Appendix 4.1.3 – Behaviourally Anchored Rating Scale for Problem Solving provides opportunities for both formative and summative assessment.
 5. To complete this activity, any one of a number of trust exercises can be used. Students learn the importance of trust and effective communication within a team. Follow this with a discussion analysing the factors that contribute to the success or failure of a team. A lesson with group dynamics games could replace this field trip.

Assessment & Evaluation of Student Achievement

Formative

- Self- and peer assessment using Role-Play Evaluation Checklist, Appendix 4.1.4, *Team Evaluation Chart*, and *Written Report Rubric* found in BTX4E Public

Summative

Knowledge/Understanding, Thinking/Inquiry, Communication, Application

- Teacher evaluation using the *Written Report Rubric* found in BTX4E Public at www.curriculum.org.
- Teacher-prepared summative test administered at the end of the unit (See Resources.)

Accommodations

- The teacher should take into consideration students' IEPs for specific accommodations and suggestions that address students' learning needs.
- Extensive suggestions for accommodations can be found in *Ontario Curriculum Unit Planner, K-12, Special Education Companion*.
- ESL students may not be familiar with the use of rubrics and should be given practice before using them as assessment tools. They could be allowed more time to prepare presentations and pre-tape spoken segments. Provide ESL students with a glossary of difficult English vocabulary used in the Appendices.

Resources

Bendaly, Leslie. *More Games Teams Play: Activities and Games for Powering Up Your team's Potential*. Toronto: McGraw Hill Ryerson, 2000. ISBN 0-07-560939-8. (Group dynamics exercises).

Interactive Curriculum – www.interactivecurriculum.com

Contains complete lesson plans, course notes, and tests.

Kearns, Tim, Carole Pickering, and John Twist. *Managing Conflict: A Practical Guide to Conflict Resolution for Educators*. Toronto: Ontario Secondary School Teachers' Federation, 1992.

ISBN: 0-920930-54-9 (Heart Surgery Exercise)

Schermerhorn, John R. *Management*, 7th ed. Toronto: John Wiley and Sons, Inc., 2002.

ISBN 0-471-43570-8 (material for lecture notes)

Appendix 4.2.1

Widco Manufacturing Activity

In this role-play exercise, the president of a small manufacturing company, Widco, meets with four of his/her subordinates. Each of the characters is assigned a specific role to create the reality of a business meeting. Each character comes to the meeting with his/her unique perspective on a major problem facing Widco. Each person also has personal impressions of the other characters, which have developed over several years of business and social associations.

Teacher's Notes

- Read the Introduction, Cast of Characters, and description of Today's Meeting to the class. Develop as a class, based on the cast of characters, an Organizational Chart. Also, develop a Production Flow Diagram based on the description below (you may have this prepared ahead of time).
- Divide the class into five equal-sized groups. In these preliminary groups, students prepare their character roles—give them their Individual Character Role sheets to prepare. Each group is assigned one of the characters. All members of that group will be playing that character. The purpose of this preliminary session is to get to know the character and how he/she reacts with the others.
- After the character prep period (10 minutes), students form Operation Committees – each committee is made up of one of each character. Instruct students to stay in role until they are explicitly asked to stop role-playing. Do not show the other characters on the committee your role instructions or planning notes. The Operations Committees meets for exactly 20 minutes. In this time, the Committee must come up with a solution to their current production problem.
- After the 20-minute meeting, instruct students to prepare a report (one per Operations Committee) that details their solution to the problem, and addresses the following: What factors operated to create the kind of communication you saw in Widco? Can anything be done to improve these communications? What might Patrick Wahl do by way of a long-term solution if he begins to experience the typical difficulties so often found at Widco?
- Reports are handed in for assessment. Tools are listed in Assessment.

The Characters

- Patrick Wahl, the President, is the owner of Widco – a small manufacturer of widgets. The company employs 600 people, and has enjoyed better profits than its competitors over the years because of a reputation for high-quality products at a modest cost. Recently, however, declining profits have resulted as competitors take over some of Widco's long-standing market share. Patrick is expending every possible effort to keep his company comfortably at the top of the widget market.
- Lorie Smith is the Manager of Quality Control and reports directly to Patrick. Lorie has been in this position since she helped Patrick develop Widco 10 years ago.
- Susie McTavish is the Production Manager; she also reports directly to Patrick. She has worked for Widco for the past seven years; before that, she worked for one of the larger companies that use widgets in their production.
- Marcellus Campbell is the Supervisor of Final Assembly; he reports to Susie. Marcellus worked with Susie previously at the larger widget-using company and came to Widco at the request of Susie.
- Marion Kent is the Supervisor of Subassembly and reports to Susie McTavish. Marion was promoted to this position two years ago. Before that promotion, Marion had gone through one year of management training after she received her MBA from a large, urban university.

Appendix 4.2.1 (Continued)

Production Flow – Widco Manufacturing

The parts flow begins in two places (internal fabrication and suppliers), and comes together at subassembly. Parts from the Internal Fabrication Departments flow to In-process Inspection. From there, they go to Subassembly, Subassembly Inspection, then Final Assembly, Final Inspection and finally to the Warehouse or a Customer. Parts not manufactured in-house begin with Suppliers. From there, they go to Receiving Inspection and then flow to Subassembly. From this point, they follow the same flow as the in-house parts.

Today's Meeting

Patrick Wahl has called a meeting with these four managers—this is the Operations Committee at Widco. Problems have developed at Widco in meeting production schedules; Wahl wishes to attempt to solve these problems at this meeting. Wahl must catch a plane to Springfield in exactly half an hour; he has a meeting with a major Widget-using company to negotiate a deal, which could mean a great deal to the future of Widco. Patrick has only 20 minutes to meet with the Operations Committee.

Individual Character Roles

Role of Patrick Wahl, President

As you enter the meeting, you are thoroughly annoyed that delivery dates are not being met consistently. Even when they are being met, there have been increasing customer complaints about defective widgets. These problems are relatively new to Widco, but you want to resolve them finally. A slip in the company's reputation could jeopardize current negotiations for contracts. You have not determined what conditions have led to the problem, or who is responsible. In order to try to find out, you have called the Operations Committee together for a meeting. You are determined to solve the problem before you leave for Springfield. The following are private feelings about the other members of the committee that you have developed over the years:

- Lorie Smith, the Manager of Quality Control, is an old, personal friend and long-time business associate. Lorie has served Widco faithfully since its founding. Lately, though, she seems preoccupied with something that seems to be bothering her; this is taking her mind off her work. About four years ago, she pushed Susie McTavish to hire her son but McTavish decided to hire Marion Kent instead. Marion was obviously better qualified with an MBA. Lorie and Susie still work well together, so there do not seem to be any hard feelings.
- Susie McTavish, Production Manager, is probably your most valuable employee. Much of Widco's success can be attributed to her. She knows production, keeps costs down, maintains quality, and trains new people. If Widco ever expands, you plan to make Susie a vice-president.
- Marcellus Campbell, Supervisor of Final Assembly, has been slipping lately. In the past, quality problems were always caught; the defective parts would be reworked, or at the very least, bad parts would be identified and pulled out before they were shipped. Now, bad parts are getting through, and on top of this, deliveries are running behind schedule. The people in Marcellus's department are not working overtime to keep production up; in fact, as you observed on their regular shifts, they do not even look busy. Workers 'horse around' as though they do not have work to do. You wonder how long McTavish will wait before she talks to Campbell.

Appendix 4.2.1 (Continued)

- Marion Kent, Supervisor of Subassembly, looks like a bright young supervisor with a great future at Widco. McTavish has brought Marion along well, and although Marion occasionally makes mistakes, you are willing to put up with a few bad decisions as Marion continues to learn from each one.

The maximum meeting time is 20 minutes. Begin by presenting the problem to your subordinates. Be sure to get this situation straightened out before you leave for Springfield. Find out what information other committee members may have that is relevant to solving the problem before making any decisions or issuing any instructions.

Role of Lorie Smith, Manager of Quality Control

- That Marion Kent is the problem! She is a smart aleck, whiz kid who is ambitious and sneaky to boot. If Patrick had only listened to me a couple of years ago—my son would have been hired and would have done a much better job than this little sneak. McTavish was originally leaning toward hiring Smith's son; but was afraid of what Patrick would say since Marion had an MBA and Smith's son did not. McTavish is a good egg, capable in her work. She has earned a reputation for running a high-quality plant thanks to our exceptional quality-control process. Susie and I have gotten along well for several years, and I would like to maintain a good working relationship. Quality problems must be solved on our level, without involving Patrick—that will make both of us look good. I just wish that Susie would wake up to how Marion is trying to push all the sub-standard work through! I'd like to tell her right now, but I don't want to embarrass her in front of Patrick. Susie thinks Marion can do no wrong. Every time Marion is criticized, Susie immediately flies to her defence.

Role of Susie McTavish, Production Manager

- What a fix we're in! If Patrick finds out about that defective material, my head will be on a platter, and probably Marcellus's and Marion's too. A million units of junk got through receiving inspections somehow, and most of them are still in the warehouse, waiting to be used in production. I had a feeling when I changed the ordering procedure, problems would result; but I wanted to reduce inventory-carrying costs. I never should have tried to cover up the situation. However, what else could I do? Lorie is Patrick's buddy. If I blame Lorie, I might as well blame Patrick. They are 'as thick as thieves' at work and on the weekends too! Anyway, I did not have much choice. When the shipment of defective material came in, we were down to less than two days' supply in subassembly. Marion would have had to shut down completely if we did not use the defective material in production. At first, it looked like Marion and Marcellus could adjust the assembly procedures easily to compensate for the bad material. A shutdown would have put Widco out of business for good. Customers will not wait for late deliveries. Things turned out worse than I thought. Subassembly inspection began to find defects and held up several lots of production before they could get to Marcellus for final rework. Normally I would work something out with Lorie but she hates Marion's guts. It would be the perfect set-up to make her the scapegoat. Lorie never did get over the fact that I hired Marion over her son. Well, somehow I will keep the plant operating. It would sure help if Patrick would ease up the pressure for output and learn to rely on me the way he does on Lorie.

Appendix 4.2.1 (continued)

Role of Marcellus Campbell, Supervisor of Final Assembly

- Well, loyalty has always been my trademark. Maybe I have gone too far this time, though. Sure, I owe my job to Susie, and she has always been a good boss but she sure goofed on this one! Susie should have reordered production material months ago; but no, she wanted to keep inventory costs down. Therefore, she waited to the last minute and ended up with a bunch of defective material. The only sensible solution seemed to be to rework the material in assembly and subassembly; but the problem turned out to be tougher than anyone had expected—but better to try and work around it than let the company go under if we couldn't fill orders. Too bad Susie and Lorie were in no position to tell Patrick what happened—they wanted to save their jobs. I can relate; it would be a terrible time for me to be out of work. My wife is going back into the hospital for another operation—I hope they find it this time! That combined with the kids' college tuition—it is just not easy for a 50-year old guy to find a job like this one. Well, I guess I will continue to convince Quality Control to let the defective widgets through so at least we have some product to deliver. Boy, Patrick, looks mad—no telling what he will do next!

Marion Kent, Supervisor of Subassembly

- Well, well well! Widco has been living on luck for 10 years now, and they are about to find out what a bunch of amateur managers they really are! Not one of them knows the first thing about inventory management; so here we are, stuck with a ton of defective material, and nothing we can do but try to rework them to the point where they'll get by. Susie made the first mistake by not ordering soon enough. Then, when the material got past Lorie's inspectors, Susie made it worse by not telling Patrick what had happened. She asked Marcellus and me to rework them and try to slip them through inspection. Lorie sure will not give us any help—president's little buddy! Man, in any other company, she would be pushing a broom instead of running Quality Control. However, here is different—Patrick surrounds himself with mediocre people—look at these other clowns! One of these days, Susie or Lorie is going to make such an obvious error that even Patrick will know the difference. When that happens, they just might be looking for a bright MBA with some new ideas to run this dog and pony show! Better play it cool and be ready for when the time comes. Meanwhile, it will be fun to watch Susie and Lorie try to talk their way out of this one!

Activity 4.3: Leadership Techniques

Time: 5 hours

Description

Students identify personal characteristics and traits related to leadership found in research. Students continue with examples of behaviours and skills that demonstrated effective leadership. The distinction between a leader and a manager is analysed, within the school or community environment. Leadership styles are explored and assessed with studies and surveys. In conclusion, an examination of the successful leadership style for a given situation and setting is applied and debated.

Strand(s) & Learning Expectations

Strand(s): Organizational Leadership

Overall Expectations

OLV.03 - demonstrate the use of proper leadership techniques in a variety of situations.

Specific Expectations

OL3.01 - analyse the factors that contribute to effective leadership (e.g., vision, power, personality traits, behaviour);

OL3.02 - differentiate between a leader and a manager (e.g., personality traits, behaviour, roles);

OL3.03 - compare a variety of leadership styles (e.g., task-oriented and relationship-oriented, authoritative and consultative, transformational);

OL3.04 - analyse the relationship between leadership styles and the settings in which they are applied.

Prior Knowledge & Skills

- Student experiences with community, school, and workplace leaders
- Management theory, problem solving, and planning previously covered in the course
- Observation and communication skills developed and practised from various courses

Planning Notes

The teacher:

- prepares overheads, lecture notes, handouts and assessment tools;
- provides students with assessment tools before the activity begins;
- researches and prepares a list of leadership traits and a list of leadership behaviours;
- investigates school administrative tasks and responsibilities;
- requests an in-class interview of the school principal or other administrator;
- collects leadership style surveys and leadership style profiles;
- researches and prepares summary notes on leadership theories.

Teaching/Learning Strategies

1. In the introductory activity students compare personal characteristics and traits intuitively related to leadership with leadership characteristics found in research. Students identify three people (friends, coaches, supervisors, relatives, or public figures) who they consider leaders. For each one of these individuals they make a list of descriptive traits.
2. As a class, the three lists are compared and the common traits are identified. The teacher leads the class in a discussion of leadership characteristics, based on research and the lists they developed. A master list is produced on the board. This list of traits should include ambition, power, vision, conviction, self-confidence, intelligence, sensitivity, enthusiasm, and so on. (See Resources for leadership traits.)

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3. Students identify one leader from each of the following categories: business, military, politics, religion, sports, and education. For each person chosen they are to list, from knowledge or research, a specific example of a behaviour or skill that demonstrated effective leadership. This can be a homework assignment.
 4. The teacher leads the class in a discussion of leadership behaviours and skills, based on research and the examples provided by the students. A master list is produced on the board. This list of behaviours should cover examples of administrative skills, adaptability, recoveries, challenges, agents of change, inspiration, bravery, motivation, and supportive behaviours, etc. (See Resources for leadership behaviours.)
 5. At this point, it should be noted to students that leadership research had been based on both trait and behavioural theories. It would be optimistic to believe that there could be consistent and unique traits or behaviours that would apply across the board to all effective leaders. The research does however provide insight into cause and effect, and a correlation for situational factors that is practical for leadership selection and training. In addition, leadership can be granted by formal appointment (position power) or emerge from the individual's traits and behaviours (personal power).
 6. A number of case studies and videos can illustrate the aforementioned points. Historical leaders such as Mahatma Gandhi, Martin Luther King, Jr., Winston Churchill, Pierre Elliot Trudeau, Lee Iacocca, Ted Turner, Herbert Kelleher, John F. Kennedy, and Nelson Mandela can be researched. (See Resources for leadership profiles.)
 7. Students next conduct a class interview of the school's principal or other administrator. In preparation for the interview, students must identify the many areas of responsibility the principal has in the operation of the school. Administrative responsibilities may include curriculum, school council, parent liaison, staff and Heads' meetings, teacher evaluation, staffing and timetable, emergency procedures and drills, facility, budget, extra-curricular programs, community communication, transportation, health and safety, student discipline, dress code, professional development, assessment, assemblies, supervision, trips, cafeteria, fundraising, student council, office operations, etc.
 8. Questions are prepared on how these duties and responsibilities are performed. Upon completion of the interview, the students determine whether the areas are managerial tasks or leadership roles (if a distinction can be made). Students learn that good managers bring about order and consistency by drawing up formal plans, designing organization structures, and monitoring results against plans. Leadership, in contrast, is about coping with change. Leaders establish direction by developing a vision for the future, and then they align people by communicating this vision and inspiring them to overcome hurdles. A follow-up report and analysis could be given to the principal or administrator interviewed.
 9. An alternative activity would be to select a community business leader to job shadow, and then interview. During observation, a log is kept of the activities and roles played by the business leader. Such an alternative would be subject to board and school policies for out of class activities
 10. Students complete leadership style surveys. These self-assessment surveys can be found in many publications, on the Internet, or within the school's guidance, career and student activity centres. (See Resources for leadership style surveys.)
 11. Once completed, the teacher provides notes on the main leadership styles, their characteristics, and situations where each style is effective and ineffective. Numerous styles are identified and labelled by research, but most can be grouped under the following matrix, based on whether they are people-oriented or task-oriented: Autocratic or manipulative, Directive or command and control, Participative or people-oriented, Democratic or inclusive, and Laissez-faire or free rein.

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12. Leadership theories the teacher can cover include the LPC (Contingency) Theory, the Lifestyle Theory, the Path-Goal Theory, the Leader-Member Exchange Model, the Vroom-Yetton-Jago Model, Transformational Leadership, Charismatic Leadership, Servant Leadership, and Drucker’s “Old-Fashioned” Leadership. Time constraints may require students to research and share summaries. (See Resources for leadership theories.)
 13. Final notes should point out that Shared Leadership is balancing concern for task and concern for people.
 14. Students demonstrate three of the main leadership styles – Autocratic, Democratic and Laissez-faire. In student groups of six or seven, they are to create a short dramatization in which one member is the boss and the others are on an assembly line bottling pickles. Each assembly line member poses one question or concern to the boss who reacts and responds according to the leadership style assigned. The dramatizations are presented in front of the class. (See Appendix 4.1.4 for Role-Play Checklist, and BTX4E Public *Role-Play Assessment Chart*.)
 15. In the final task, entitled Who IS the Boss, students are told they have just been appointed the “person in charge” of various situations. Working in pairs, they identify the type of leadership style that would work best in each situation, and briefly outline what they would do while using that style of leadership. (See Appendix 4.3.1 for Who IS The Boss? Worksheet)
 16. The task can conclude with a debate on whether a leader can effectively change styles, and whether or not it takes great followers to make a great leader. (See *Debate Rubric* in BBB4M Public found at www.curriculum.org.)

Assessment & Evaluation of Student Achievement

This cluster provides numerous and varied opportunities for students to demonstrate the full extent of their achievement of the expectations, across all four categories of the Achievement Chart.

Diagnostic

- The teacher provides students with informal feedback throughout all phases of each activity

Formative

- Teacher verbal feedback on student participation in lessons and class discussion, student research and group work.
- Self- and peer assessment of debate and role play using the *Debate Rubric* and Role-Play Checklist. Interview preparation and performance – focuses on thinking/inquiry and communication
- Written report or observation log – focuses on knowledge/understanding and communication

Summative

Knowledge/Understanding, Thinking/Inquiry, Communication, Application

- Teacher assessment of Who IS the Boss? Worksheet
- Teacher assessment of debate and role play sessions with the *Debate Rubric* and Role-Play Checklist
- Teacher evaluation of unit test administered at the end of the unit

Accommodations

- Students can be paired when conducting research and interviews.
- Students can be assigned to observe additional leaders and to conduct additional research.

Resources

Print

Adams, Bob, et al. *Managing People*. Holbrook, Massachusetts: Adams Media Corp., 1998.

Collins, Jim. *Good to Great: why some companies make the leap...and others don't*. New York, New York: Harper Collins, 2001.

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- DuBrin, Andrew J. *Essentials of Management*. Cincinnati, Ohio: South-Western Publishing, 1990. ISBN 0-536-80495-5 (Chapter 9 covers leadership of employees)
- Gordon, Judith R. *Organizational Behavior: A Diagnostic Approach*. Upper Saddle River, New Jersey: Prentice Hall, 1996. ISBN 0-13-232562-4 (Chapter 8)
- Griffin, Ricky W., et al. *Business: first Canadian edition*. Scarborough, Ontario: Prentice Hall Canada, 1993. ISBN 0-13-144486-7 (Chapters 5 and 9)
- Griffin, Ricky W. and Jang B. Singh. *Management, Canadian edition*. Scarborough, Ontario: Nelson Thomson Learning, 1999. ISBN 0-17-607400-7 (Chapter 17)
- Hunter, Douglas. *Molson: the birth of a business empire*. Toronto, Ontario: Penguin Group, 2001.
- Loeb, Marshall and Stephen Kindel. *Leadership for Dummies*. Foster City, California: IDG Books Worldwide, 1999.
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- Moorhead, Gregory, et al. *Organizational Behaviour: managing people and organizations*. Scarborough, Ontario: Nelson Thomson Learning, 2000. ISBN 0-17-616662-9 (Chapter 11 covers leadership models and concepts)
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- O'Toole, James. *Leadership A to Z: a guide for the appropriately ambitious*. San Francisco, California: Jossey-Bass, 1999.
- Robbins, Stephen P. *Organizational Behavior: Concepts, Controversies, and Applications*. Englewood Cliffs, New Jersey: Prentice Hall, 1993. ISBN 0-13-644683-3 (Chapter 11 covers leadership traits, behaviours, and theories)
- Welch, Jack. *Jack: straight from the gut*. New York, New York: Warner Business Books, 2001.

Video

- Biography of the Millennium: 100 People 1000 Years*. (NR, 200 min.) Available from www.moviesunlimited.com
- Catherine The Great*. Director: Marvin J. Chomsky. Arts & Entertainment: 1995. (NR, 100 min.)
- Gandhi*. Director: Richard Attenborough. Columbia Tristar: 1982. (PG, 188 min.)
- JFK*. Director: Oliver Stone. Warner Brothers: 1991. (R, 206 min.)
- MacArthur*. Director: Joseph Sargent. Universal: 1977. (PG, 130 min.)
- Nixon*. Director: Oliver Stone. Hollywood Pictures: 1995. (R, 191 min.)

Electronic

- Bill Gates – [www.microsoft.com/Bill Gates](http://www.microsoft.com/Bill%20Gates)
- CNN – www.cnn.com
- Fortune – www.fortune.com
- Northwood University – www.northwood.edu/obl
- Time – www.time.com

Appendix 4.3.1

Who IS the Boss? Worksheet

You have just been appointed the “person in charge” of the situations below.

Working with a partner, identify the type of leadership style that would work best in each situation and briefly outline what you would do while using that style of leadership. A rationale for your response must be provided.

1. You find yourself in a group at work that has to write and put together a presentation that will be filmed on video. There are people of all types of abilities in the group and most seem keen on doing the project.
2. You are a group coordinator assigned a group of rookie employees. You will be competing against other organizations in a corporate challenge held in half an hour. The other organizations have older and more experienced employees, but your group would like to show them up.
3. The boss is away in the hospital but everyone has done the job before and they like working at their jobs and tend to socialize after work as a group. A major crisis occurs that involves everyone, but you cannot call the boss.
4. You find yourself in a group doing an advertisement campaign that nobody wants to do, including yourself. Unfortunately, this campaign will decide whether you and only a few others get a promotion.
5. A committee is planning the annual holiday party for employees and their families. Last year was one of the better parties and all of the people who are working this year had a job on last year's committee.
6. You have 30 minutes left to decorate your house for your best friend's surprise birthday party. Other friends have started decorating, but they keep asking you what to do.

Activity 4.4: Communication Techniques

Time: 5 hours

Description

Students examine the communication process and its elements. In a series of activities, they discover potential barriers to effective communication and develop strategies to improve the communication process. Samples of various communication documents are then analysed and evaluated for effectiveness and appropriateness. Students research the use of Information Technology (IT) in organizations, prepare a written report, and deliver a presentation on their findings to the class.

Strand(s) & Learning Expectations

Strand(s): Organizational Leadership

Overall Expectations

OLV.04 - demonstrate the use of appropriate communication techniques related to business management.

Specific Expectations

OL4.01 - demonstrate an understanding of the key elements of the communication process and the barriers to effective communication (e.g., semantics, cultural differences);

OL4.02 - demonstrate the effective use of business communication documents (e.g., business reports, correspondence);

OL4.03 - demonstrate appropriate presentation techniques for both groups and individuals;

OL4.04 - demonstrate the effective use of information technology (e.g., word processing software, e-mail, teleconferencing, electronic research tools) to attain organizational goals.

Prior Knowledge & Skills

- Research, communication, and computer skills developed and practised from various courses
- Creative thinking, problem solving, and planning previously covered in the course

Planning Notes

The teacher:

- prepares overheads, lecture notes, handouts, and assessment tools;
- provides students with assessment tools before the activity begins;
- prepares a communication model note and stories/statements on a convenience store robbery and a cafeteria food fight;
- researches and prepares a note on communication barriers;
- collects sketches for duplication in the communication demonstrations and samples of communication documents;
- arranges for computer access.

Teaching/Learning Strategies

1. Students are given a note depicting a model of the communication process that includes the source, encoding, the message, the channel, decoding, the receiver, and feedback.
2. The teacher reads the class a short story about a robbery that has occurred at a convenience store. The source of this story may be a newspaper. Students are then given a list of ten statements about the story which they individually answer as true, false, or unknown, without discussion. After a few minutes, small groups are formed. Group members have five minutes to discuss their answers and agree on correct answers to each of the statements. The teacher provides the actual correct answers and poses the questions: How many correct answers did you get individually, and how many did the group achieve? Did the group outperform the average individual? Class discussion follows concerning the implications of the results.

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3. Students read a second longer story about a cafeteria food fight. The teacher creates this story. The story is recollected and students are once again given a list of statements with the same process – they answer individually, and as a group; then discuss correct answers and the analysis of results.
 4. An additional step may include the verbal passage of a third story through many students. (See Resources.)
 5. Students brainstorm the possible barriers to effective communication. Barriers identified might include perceptions or biases, semantics, overload or message length, timing, interest, filtering, the channel or choice of medium. A “Barriers to Communication” worksheet is completed. (See Appendix 4.4.1 for Barriers to Communication – Examples Worksheet.) Notes are developed with suggestions for improvement at every step in the communication process. Both formal and informal (grapevine) communication networks are to be covered. (See Resources.)
 6. An optional activity can demonstrate one-way versus two-way communication. Students are put into pairs where one acts as the sender, and the other is the receiver. The teacher provides two pictures to each pair. The first step has the sender describe the picture to the receiver who must reproduce it. The sender cannot ask if there are any questions, request information back, nor use non-verbal communication. The receiver is not to communicate with the sender in any manner. The next step has the receiver again attempting to draw a second picture, but allows for the free exchange of questions on the part of either student. The students then answer the following questions. Which trial was more satisfying and why? Which trial yielded more accurate results and why? Which trial costs more time? How can this experience be translated into improving communication in an organization? Why is effective communication important? (See Resources for examples.)
 7. The teacher provides samples of various communication documents to the class. These include written notes and phone messages, interoffice memos, minutes of meetings, bulletins or announcements, proposals, appraisals, policy documents, news releases, newsletters, assembly instructions, advertisements, and formal reports. As a class, these documents are analysed and evaluated for effectiveness and appropriateness. Identified criteria are the source, intended audience, clarity of message, length, and use of language, span of distribution, and impact.
 8. This final assignment has students research in small groups the use of IT in major or local organizations. The teacher can tailor the activity to fit the local community. Businesses from the communications or high tech, manufacturing, merchandising, travel, and financial sectors should be chosen. Students are to prepare a written report covering techniques used (devices, hardware, and software), impact on structures or process, impact on staff, impact on sales or service, further advantages and disadvantages, statistics, trends and recent advancements. This research report can be done using IT within the school. The students then deliver a formal twenty-minute presentation on their findings to the class. (See presentation checklist and rubric, previously referenced.)

Assessment & Evaluation of Student Achievement

Diagnostic

- The teacher provides students with informal feedback throughout all phases of each activity.

Formative

- The teacher provides verbal feedback on student participation in lessons and class discussion.
- The teacher provides feedback on time use for student research and group activity.
- Completion of the “barriers” worksheet focuses on thinking/inquiry and application.
- Production of IT report focuses on Knowledge/Understanding and Communication.
- Self- and peer assessment of class presentation using *Oral Presentation Checklist*, BBB4M Public at www.curriculum.org

Summative

Knowledge/Understanding, Thinking/Inquiry, Communication, Application

- Teacher evaluation of class presentation using, *Oral Presentation Checklist*, BBB4M Public at www.curriculum.org
- Unit test on Communication Techniques covers all four Achievement Chart categories.

Resources

Print

Adams, Bob, et al. *Managing People*. Holbrook, Massachusetts: Adams Media Corp., 1998.

Adams, Bob and Peter Veruki. *Hiring Top Performers*. Holbrook, Massachusetts: Adams Media Corp., 1997.

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<http://www.nsba.org/sbot/toolkit/BehavSty.html>

Leadership Styles Activity - Instructions Objective: To recognize that a good leader uses all three styles of leadership: authoritarian (autocratic), participative (democratic), and delegative (free reign). Time: 60 Minutes. – <http://www.nwlink.com/~donclark/leader/styles.html>

Leadership Styles - Trainer module – <http://p2001.health.org/ctw10/module.htm>

Leadership Styles - Each person has a leadership style with which they feel comfortable. What students must realize is that there are different styles of leadership that are required for different situations
– <http://www.sentex.net/~casaa/resources/sourcebook/student-leadership/leadership-styles.html>

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Management Today - The Great and the Merely Good - Discusses the conformist and eccentric styles of leadership for managers and provides examples.

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Organizational Behaviour--Table of Contents – <http://www.ce.mun.ca/dcs/courses/bus2301/toc.htm>

Motivation and Leadership Styles

– http://home.att.net/~elements.of.motivation/eom-leadership_styles.htm

Northwood University: Outstanding Business Leaders – www.northwood.edu/obl

Poynter.org - Descriptions of Four Leadership Styles – <http://poynter.org/dj/tips/leadership/styles.htm>

Big Dog's Leadership Page - Leadership Styles Managers are people who do things right, while leaders are people who do the right thing. - Warren Bennis, Ph.D. "On Becoming a Leader" *Styles of Leadership*

– <http://www.nwlink.com/~donclark/leader/leadstl.html>

Sex Roles - Gender and Leadership Behaviours - Describes the differences in leadership styles between men and women. Posts results of self- and supervisor comparisons.

Time magazine – www.time.com

– http://www.findarticles.com/cf_dls/m2294/n5-6_v39/21227884/p1/article.jhtml

The Achieving Styles Institute - Connective Leadership home page – <http://www.achievingstyles.com/>

Trends and Issues, Role of the School Leader - Leadership Skills, Styles, and Prerequisites

– http://eric.uoregon.edu/trends_issues/rolelead/selected_abstracts/skills.html

The Keirsey Temperament Sorter by David Keirsey, a four factor model

– <http://www.ascd.org/pdi/demo/el2.html>

Appendix 4.4.1

Barriers to Communication – Examples Worksheet

Barriers exist at every stage in the communication process. They are considered noise or interference, and can sometimes lead to miscommunication. Awareness of the potential pitfalls is essential for effective communication, an important component to the successful organization.

Briefly explain the following barriers to communication. Include examples.

- | | |
|---------------------------------|--------------------------------------|
| 1) Inappropriate Language | 9) Low Motivation and Interest |
| 2) Improper Timing | 10) Defensive Communication |
| 3) Filtering | 11) Preconceived Ideas |
| 4) Complex Channels | 12) Translation |
| 5) Hostile Organization Culture | 13) Insufficient Nonverbal Behaviour |
| 6) Cultural Misunderstanding | 14) Communication Overload |
| 7) Poor Communication Skills | 15) Inappropriate Source |
| 8) High Tech Problems | 16) Lack of Empathy |

Activity 4.5: Stress and Conflict

Time: 5 hours

Description

Students learn the impact of stress and conflict on employees and organizations. The teacher explains the methods of dealing with these issues.

Strand(s) & Learning Expectations

Strand(s): Organizational Leadership

Overall Expectations

OLV.05 - evaluate the strategies used by individuals and organizations to manage stress and conflict.

Specific Expectations

OL5.01 - evaluate the impact on performance of personal and work-related stress;

OL5.02 - demonstrate an understanding of organizational factors that affect stress in the workplace (e.g., organizational conditions, negotiation and intervention techniques);

OL5.03 - evaluate individual conflict-management styles and their impact on a situation (e.g., avoidance, accommodation, compromise).

Prior Knowledge & Skills

- Students may have studied stress management in the Grade 10 Career Studies course.
- Students may have encountered stress and conflict situations in their personal and work lives.

Planning Notes

The teacher:

- prepares overheads, lecture notes, handouts and assessment tools;
- provides students with assessment tools before the activity begins.

Teaching/Learning Strategies

1. The teacher should start the lesson by asking the students about times that they have experienced stress and have them complete a self stress test. The students could also read about a stressful situation in the workplace. See Resources for examples.
2. The teacher should provide a note on the sources of stress—work factors (e.g., interpersonal relationships, work demands that are too high or low, career progress, over work, downsized companies, job burnout, job rage), non-work factors (e.g., family, economics, outside interests) and personal factors (e.g., Type A personality, hardiness). Students and the teacher can provide examples to demonstrate each of these situations.
3. The teacher should explain the differences and physical symptoms of constructive and destructive stress.
4. The teacher should make a note on the methods of coping with stress. Methods would include flex time, laughter, exercise, taking control, time management, wellness programs, doing things for others, balancing work and family, and getting eight hours of sleep. The teacher demonstrates these methods by having students watch a funny video, teaching relaxation exercises, reading stories of people coping with extraordinary circumstances, having someone from the community speak about wellness programs, etc. (see Resources for examples.)

-
5. The teacher introduces the topic of conflict by having the students role-play a conflict situation. (See Appendix 4.5.1 – Initial Conflict Role Play.) Put the students in pairs. Provide each one with one side of the scenario (McDonald or Jones). Allow them five minutes to read and prepare for the role play. Have the students try to solve the conflict situation. This problem can be solved easily by listening to each other’s needs—one side needs the Yerpa plant’s roots and the other the leaves. Most groups will not achieve this solution quickly or at all. Discuss with the class what occurred in the role play.
 6. The teacher explains how conflict can be positive and negative for individuals and organizations.
 7. Using a handout, the teacher explains the five conflict management styles (avoidance, accommodating, authoritative, compromising, and collaboration) with respect to cooperativeness and assertiveness. Emphasis should be placed on when each style is appropriate.
 8. Students role-play another situation and demonstrate an ability to collaborate. (See Appendix 4.5.2.)

Assessment & Evaluation of Student Achievement

Formative

- Teacher observation during lessons and role plays with verbal feedback
- Self- and peer assessment of role play using *Role-Play Assessment Chart*, BBB4E Public and Appendix 4.1.4 – Role-Play Checklist

Summative

Knowledge/Understanding, Thinking/Inquiry, Communication, Application

- Teacher evaluation of role play using Appendix 4.1.4, Role-Play Checklist
- Unit test administered at the end of the unit

Accommodations

- Students could role-play with two students on each side of the conflict situation.
- Gifted students could research more information about stress in the workplace.

Resources

Print

Canfield, Jack, Mark Victor Hansen, Maida Rogerson, Martin Rutte, and Tim Clauss. *Chicken Soup for the Soul at Work*. Florida: Heath Communications, 1996. ISBN 1-55874-424-X This resource has stories about dealing with conflict and stress in the workplace.

Carlson, Richard. *Don't Sweat the Small Stuff at Work*. New York: Hyperion, 1998. ISBN 0-7868-8336-7

Griffin, Ricky W. and Jang Singh. *Management, Canadian Edition*. Toronto: Houghton Mifflin, 1999. ISBN 0-17-607400-7

This resource has theoretical information on conflict and stress - Chapters 15 and 19.

OSSTF. *Managing Conflict*. Toronto: OSSTF, 1992. ISBN 0-920930-54-9

This resource has case studies and activities on conflict management.

Moorhead, Gregory, Ricky Griffin, Gregory Irving, and Daniel Coleman. *Organizational Behaviour: Managing People and Organizations, Canadian Edition*. Scarborough: Nelson Thomson Learning, 2000. ISBN 0-17-616662-9 This resource has theoretical information on conflict and stress - Chapters 6 and 10.

Schermerhorn, John R. *Management, 7th ed*. Toronto: John Wiley and Sons, Inc., 2002. ISBN 0-471-43570-8

This resource has theoretical information on conflict and stress - Chapters 15 and 17.

Video

“*The Best of Abbot and Costello Live*.” Warner Home Video Communications, 1987. 56 minutes. This video could be used for stress management or communication.

Appendix 4.5.1

Initial Conflict Role Play

D. McDonald

You are the COO (Chief Operating Officer) of the Aqua Corporation that provides safe drinking water technology and chemicals for many countries. Without your assistance, many of these countries would have unsafe drinking water.

You are on your way to an extremely important and critical business meeting with the ACME Wildlife Corporation. In order for you to provide safe drinking water, you need to purchase one million yerpa plants. The leaves of the yerpa plant are the main chemical base for your product. The problem is that the yerpa plant is an endangered species and ACME only has one million plants in inventory for the next five years.

As well, if you cannot obtain the necessary amount of yerpa plants, your company will go out of business. Two thousand people will lose their jobs. You know that the main competition for the purchase of yerpa plants is the Safefood Fertilizer Company. It also needs the one million plants. Sitting across from you in the airport on your way to the meeting with ACME is B. Jones the COO for Safefood. You are certain that he is going to meet with ACME to bid for the yerpa plant. You are going to try to convince Jones that it is more important for you to get the yerpa plants. This is a very critical conversation; those plants will save millions of lives if you are able to obtain them. Your task is to get as many of the yerpa plants as possible; to convince Jones that the plants should be sold to Aqua—YOU MUST HELP THESE PEOPLE!

B. Jones

You are the COO of the Safefood Fertilizer Company that provides low cost technology and farming products to many countries. Without your help, millions of people would not get the necessary food they need in order to survive.

You are on your way to an extremely important and critical business meeting with the ACME Wildlife Corporation. In order for you to provide fertilizer to help grow food, you need to purchase one million yerpa plants. The roots of the yerpa plant are the main chemical base for your product. The problem is that the yerpa plant is an endangered species and ACME only has one million plants in inventory for the next five years.

As well, if you cannot get the necessary amount of yerpa plants, your company will go out of business. Five thousand people will lose their jobs.

You know that the main competition for the purchase of yerpa plants is the Aqua Corporation. It also needs the one million plants. Sitting across from you in the airport on your way to the meeting with ACME is D. McDonald the COO for Aqua. You are certain that he is going to meet with ACME to bid for the yerpa plant. You are going to try to convince McDonald that it is more important for you to get the yerpa plants.

This is a very critical conversation; those plants will save millions of lives if you are able to obtain them. Your task is to get as many of the yerpa plants as possible; to convince McDonald that the plants should be sold to Safefood—YOU MUST SAVE THE LIVES OF THESE PEOPLE!

Appendix 4.5.2

Second Role Play Situations

Manager Profile

You are a manager for the Household Appliances Company. Your responsibilities are to ensure that all production in your division is completed on time and is of superior quality. You work as the Manager of the Toaster Division and report to the Plant Manager. You have worked in this job for five years and are expecting a promotion to the Refrigerator Division, the largest one in the company. You feel that this would be an excellent stepping-stone to becoming plant manager.

You are worried about your prospects for promotion because the Toaster Division has not been doing well lately. This affects not only your promotion but also your pay because your pay is partially based on the profits of your division.

Today the plant manager has come to you and insisted that the problems in your division be solved. He has stated that the latest figures show that production is down 10% in the division and costs have increased 7%. This has caused a substantial loss in profits. The workers have slowed their production because they are not motivated to work. They are extending their breaks, and employee absenteeism and tardiness have increased. Product quality is down. Last year two out of every 100 toasters was rejected. Many times in the past three months, work has not been completed on schedule. This has caused late deliveries and angry customers. Finally, accidents on the assembly line have increased. Two major accidents happened last month causing one worker to be hospitalized and costing the company \$10 000.

It is your responsibility to get productivity back to its previous level. You must determine a way to correct the problems. You have a meeting in 10 minutes with the supervisor of the assembly line to inform him/her of the changes you want made.

Supervisor Profile

You are the supervisor of the assembly line in the Toaster Division of the Household Appliances Company. You have worked in this job for eight years. It is your responsibility to make certain that all the employees are working to potential, production schedules are met, and quality is excellent.

You know that there is trouble on the assembly line because production has decreased 10% in the last year and costs have increased 7%. In 10 minutes, you have a meeting with your boss the Manager of the Toaster Division. You know that he/she is going to blame the problems on you. You do not believe that this is fair because management has been the cause of many of the problems. There has been no increase in pay for the workers in two years. At the current inflation rate of 6% a year, the workers' purchasing power has decreased by approximately 12.36%. This has caused a motivation problem among the workers.

The machines and equipment have been breaking down because the maintenance on them is done infrequently. This causes the workers to be idle much of the time. The Manager was upset last week because the workers took a long lunch; however, the equipment was being fixed at the time so they could not work anyway. Last month two major accidents happened which you feel were the fault of broken equipment.

Another problem is the scheduling of orders. Orders are not given with enough advanced notice to complete them. This, coupled with machine breakdowns, has caused an increase in overtime with little advanced warning.

The final problem is poor working conditions. The assembly line is not well lit. The furnace does not always work in the winter and the air conditioning has not worked in the last three months causing the temperature to rise to 38 degrees in the afternoon.

You refuse to take all of the responsibility for the decrease in production.

Activity 4.6: Motivation

Time: 5 hours

Description

Students learn how a manager can motivate a staff to peak performance. A variety of motivational theories is taught. Students apply the knowledge by creating rewards for employees in a variety of situations.

Strand(s) & Learning Expectations

Overall Expectations

MEV.03 - compare a variety of theories about how to motivate individuals and teams in a productive work environment.

Specific Expectations

ME3.01 - explain the relationships between motivation, rewards, and job performance;

ME3.02 - demonstrate an understanding of individual needs as identified by various theories of motivation (e.g., the theories of Maslow, Herzberg, Alderfer);

ME3.03 - evaluate various theories of motivation in terms of their views on productivity and performance;

ME3.04 - analyse the various motivational strategies used by particular organizations.

Prior Knowledge & Skills

- Student experience from part-time jobs may be a source of examples.

Planning Notes

The teacher:

- prepares overheads, lecture notes, class handouts on motivational theories, and assessment tools;
- provides students with assessment tools before the activity begins;
- prepares/collects examples of companies' current motivational practices.

Teaching/Learning Strategies

1. Start the activity by asking the students what motivates them to work harder on a sports team, at a part-time job, or in school.
2. Define intrinsic and extrinsic rewards. Ask the students for examples.
3. Through a variety of teaching techniques (board notes, overheads, handouts, readings) the teacher presents a variety of motivational theories. These could include the psychological contract, Maslow, Herzberg, Alderfer, goal setting, and compensation systems.
4. In groups, have the students brainstorm ways that employees could be rewarded. See Appendix 4.6.1. Have the students share their ideas with the rest of the class. The teacher provides examples from actual companies.

Assessment & Evaluation of Student Achievement

Formative

- Teacher observation of group work with verbal feedback

Summative

Knowledge/Understanding, Thinking/Inquiry, Communication, Application

- Teacher evaluation of the unit test

Accommodations

- Group students of varying abilities.
- Gifted students could research actual companies.

Resources

Print

Canfield, Jack, Mark Victor Hansen, Maida Rogerson, Martin Rutte, and Tim Clauss. *Chicken Soup for the Soul at Work*. Florida: Heath Communications, 1996. ISBN 1-55874-424-X

This resource has stories about motivation in the workplace.

Lundin, Stephen, Harry Paul, and John Christensen. *Fish*. New York: Hyperion, 2000. ISBN 0-7868-6602-0

This resource is a wonderful written example of the fish philosophy. A video is also available. (See website below.)

Nelson, Rob. *1001 Ways to Energize Employees*. New York: Workman Publishing, 1997. ISBN 0-7611-0160-8

This resource has examples of how companies motivate employees.

Nelson, Rob. *1001 Ways to Reward Employees*. New York: Workman Publishing, 1994. ISBN 1-5605-339-X

Yerema, Richard. *Canada's Top 100 Employers 2001 Edition*. Toronto: Mediacorp Canada Inc., 2000. ISBN 0-9681447-9-9.

This resource has examples of how companies motivate employees. A new version is published each year.

Website

Fish – www.fishphilosophy.com

This website allows you to order the books and videos.

Appendix 4.6.1

Employee Reward Systems

On a separate sheet of paper, brainstorm reward systems for the following situations:

1. Think of ten no-cost rewards for your employees.
2. Think of ten rewards under \$200 for your employees.
3. Think of ten fun things you could do as a team.
4. Provide rewards for perfect attendance for:
 - a) one year
 - b) two years
 - c) five years
 - d) ten years
 - e) 15 years
5. How will you acknowledge employees on their birthdays?
6. Think of ten ways a principal could reward teachers.

Teacher notes/possible answers

1. Think of ten no-cost rewards for your employees.
 - The employees at a computer firm who designed a computer had their signatures placed on the inside of the product.
 - Cell phone service names cell sites after top employees.
 - Thank you letters
 - Personal phone calls from manager or upper management
 - Parking spot
 - E-mail acknowledgement
 - Open praise
 - 'Plum' assignment
 - Increased territory
 - Bulletin board notice
 - Presentation of honouree to visiting executives
 - Exposure to top management through task force or committee
2. Think of ten rewards under \$200 for your employees.
 - During Secretaries Week secretaries receive flowers.
 - District managers reward store managers by working in the store for them on a Saturday.
 - Employees offering outstanding service receive a scratch and win card which can be redeemed for rewards.
 - Reward pin
 - Magazine subscriptions
 - Recognition lunch
 - Dinner or movie tickets for employee and spouse
 - Round of golf
 - Upgrade of computer
 - Massage therapy

Appendix 4.6.1 (Continued)

3. Think of ten fun things you could do as a team.
 - Management hosts an ice cream social.
 - A company that provides management training sessions, hosts a barbecue in the parking lot.
 - An airline has Halloween costume contests, a Thanksgiving poem contest, and a chilli cook-off
 - Mountain climbing
 - Order pizza or a huge submarine sandwich for a communal lunch.
 - At a pizza chain, every employee at headquarters (including the president) must wear the red, blue and white uniform once a week.
 - A hospital in Norfolk offers a stress release carnival with dunk tanks, dartboards, massage therapy, etc.
 - A Guelph company, rewarded its employees by holding a huge party. It chartered three 727 jets to get the employees to the party that had dinner and live music.
 - Retreat at a group training facility
 - Dinner and a movie for the whole team.

4. Provide rewards for perfect attendance for:
 - a) year – a gold engraved watch
 - b) one two years – video game system, flatware set, or cookware set
 - c) five years – 35 mm camera
 - d) ten years – two-week all expense paid trip to Hawaii for two
 - e) 15 years – two-week all expense paid trip to anywhere in the world for two

5. How will you acknowledge employees on their birthdays?
 - Two movie passes
 - Manager takes you out for lunch
 - Post pictures on a big calendar of the people that have birthdays that month
 - Company chef bakes a birthday cake
 - Co-workers deliver a flower every 15 minutes
 - Card from the CEO