INSTITUTE OF CANADIAN EDUCATION

Course Title: Course Title: Business Leadership: Management Fundamentals, (BOH4M) Grade 12, University/College Preparation

Course Name: Business Leadership: Management Fundamentals

Course Code: BOH4M

Grade: 12

Course Type: University/College Preparation

Credit Value: 1.0

Prerequisite: None

Curriculum Policy Document: *The Ontario Curriculum, Grades 11–12: Business Studies, 2000 (Revised); Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010*

Course Developer: Institute of Canadian Education

Department: Business

Head of Department: Fatema Patel

Development Date: 2025

Most Recent Revision Date: August 2026

Course Description

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

COURSE EXPECTATION

Unit Order	Unit Name	Unit Description	Time Allocated
1	Foundations of Management	Students explore management roles, leadership styles, decision-making, ethics, and the contribution of effective management to organizational success.	**18 Hours**
2	Leading	Students examine leadership theories, motivation, group dynamics, conflict resolution, and strategies for developing positive workplace relationships.	**20 Hours**
3	Management Challenges	Students analyze workplace stress, conflict, change, and crisis management while developing problem-solving and productivity strategies.	**20 Hours**
	Mid-Semester Assessment	Assessment of learning from Units 1–3.	**2 Hours**
4	Planning & Controlling	Students examine strategic planning, goal setting, performance measurement, and methods for monitoring organizational activities.	**20 Hours**
5	Organization	Students explore organizational structures, human resources, delegation, teamwork, and adapting structures to workplace needs.	**20 Hours**
6	Course Summative / Culminating Activity	Students apply management knowledge and skills through projects, case studies, or other real-world management tasks.	**8 Hours**
	Final Exam		**2 Hours**
TOTAL			**110 Hours**

OVERALL CURRICULUM EXPECTATIONS

Unit 1

By the end of this course, students will:

1. Assess the role of management within an organization;

2. Demonstrate the use of appropriate communication techniques related to business management;

3. Evaluate the impact of issues related to ethics and social responsibility on the management of organizations.

Unit 2

By the end of this course, students will:

1. Apply an understanding of human behaviour to explain how individuals and groups function in the workplace;

2. Demonstrate an understanding of group dynamics;

3. Demonstrate an understanding of proper leadership techniques in a variety of situations.

Unit 3

By the end of this course, students will:

1. Demonstrate an understanding of the communication process within the workplace;

2. Evaluate the strategies used by individuals and organizations to manage stress and conflict;

3. Compare theories of how to motivate individuals and teams in a productive work environment.

Unit 4

By the end of this course, students will:

1. Analyse the importance of planning to the success of an organization;

2. Demonstrate an understanding of appropriate planning tools and techniques in a variety of situations;

3. Analyse the relationship between planning and the success of an organization;

4. Analyse how companies respond to internal and external pressures for change;

5. Assess the importance of control in management.

Unit 5

By the end of this course, students will:

1. Demonstrate an understanding of the various organizational structures used to manage the workforce effectively;

2. Assess the ways in which organizational structures have changed to adapt to the changing nature of work;

3. Evaluate the role of human resources within an organization

TEACHING AND LEARNING STRATEGIES

Students will experience a variety of learning activities, including:

- **Presentations and multimedia:** Videos, examples, practice questions, online resources, and quizzes to support understanding.
- **Discussion forums:** Students share ideas and perspectives, respond to peers, and develop communication and collaboration skills.
- **Reflection and application:** Students connect management concepts and theories to workplace situations, real-life experiences, and current issues.
- **Individual activities:** Students complete assignments independently and at an appropriate pace, with ongoing written and oral feedback and appropriate accommodations.
- **Research and inquiry:** Students investigate practical questions, evaluate sources, analyze information, and develop evidence-based conclusions using critical and creative thinking.
- **Writing activities:** Written tasks help students organize ideas, develop communication skills, and connect prior knowledge with new concepts.
- **Case studies:** Real-world business and management situations are analyzed to apply theories and concepts to practical contexts.
- **Articles and current issues:** Students examine business and management concepts in real-world and current-event contexts.
- **Visual learning**: Diagrams and other visual organizers help students organize and communicate concepts.
- **Practice problems**: Students apply management concepts and skills to workplace scenarios and problem-solving activities.

Assessment Strategies

Students will be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of the Achievement Chart. Progress will be monitored on an on-going basis using a variety of assessment tools, including written work, formal testing, quizzes, teacher-student communication, discussion boards and chat rooms.

ASSESSMENT ACTIVITIES

- Homework assignments
- Individual teacher-student meetings
- Discussion forums
- Diagnostic quizzes and writing tasks
- Outlining and planning sheets
- Completed templates
- Editing checklists
- Reflections and learning journals
- Recorded oral presentations and active listening
- Online quizzes, tests, and examinations

- Research projects and evaluations
- Individual assignments
- Self-assessment and peer feedback
- Teacher feedback and progress checks

Final Grade

The final grade will be determined as follows (in accordance with Ministry of Education standards):

Term Work Based on evaluations conducted throughout the course.	65%
Summative Evaluation A final evaluation in the form of assignments and an exam.	25%
Attendance and Participation	10%

Final Examination Breakdown

- 15% written exam
- 10% culminating task

ATTENDANCE POLICY

Regular attendance and active engagement are important for student success. Attendance and participation are monitored through the school's Learning Management System (LMS).
All online credit courses at ICE are designed to meet or exceed the **minimum 110 hours of instructional time** required for a credit course.

Online instructional time and engagement are monitored through:

- **LMS Engagement:** Students are expected to log in regularly and actively participate in online learning activities. LMS activity records are used to monitor engagement.
- **Biweekly Check-Ins:** Students complete a brief check-in every two weeks to review their progress and engagement. Additional support may be provided when concerns are identified.
- **Post-Unit Quizzes:** Short formative quizzes are completed at the end of each unit to monitor student progress and pacing.
- **Discussion Forums:** Students participate in required unit discussions and peer activities. Participation is monitored based on completion and engagement.

Students are responsible for maintaining regular participation and completing required learning activities within the course schedule.

EVALUATION MODEL – 10% TOTAL ATTENDANCE AND ENGAGEMENT WEIGHT

Component	Weight	Quantifiable Metric	Criteria
Biweekly Check-In	3%	Completed every two weeks	Students completes the required check-in within the scheduled time frame.
Post-Unit Formative Quiz	4%	Completed after each unit	Student completes the formative quiz by the assigned deadline.
Discussion Forum Participation	3%	Required posts and responses	Student submits the required original response and completes assigned peer responses.

CONSIDERATION FOR PROGRAM PLANNING

PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS
Teachers support all students through Universal Design for Learning (UDL), differentiated instruction, and evidence-based practices. IEP accommodations are implemented as required. Asynchronous learning provides flexibility through extended time, breaks, assistive technology, and opportunities to review materials.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS
Teachers provide appropriate support through clear language, visual and multimedia resources, opportunities to review lessons, extended time, bilingual dictionaries where appropriate, and feedback that supports academic English.

ENVIRONMENTAL EDUCATION
Environmental education is integrated into course learning. Students explore environmental responsibility, sustainability, and the environmental impact of business decisions.

EQUITY AND INCLUSIVE EDUCATION
The course promotes a respectful and inclusive learning environment. Materials and assessments reflect diverse perspectives and are designed to be fair and free from cultural bias.

FINANCIAL LITERACY EDUCATION
Students develop financial literacy through practical learning about financial concepts, records, consumer decisions, and responsible money management.

FIRST NATIONS, MÉTIS, AND INUIT EDUCATION
Where relevant, students explore Indigenous histories, cultures, perspectives, and contributions using accurate and respectful resources.

THE ROLE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
ICT is integrated throughout the course for learning, communication, assessment, and presentation. Students develop responsible digital citizenship, source-evaluation, privacy, and academic-integrity skills.

CAREER EDUCATION
Students connect course learning with career and postsecondary opportunities and develop transferable skills relevant to accounting, finance, management, marketing, entrepreneurship, and economics.

COOPERATIVE EDUCATION AND OTHER FORMS OF EXPERIENTIAL LEARNING
Students may connect course learning with job shadowing, work experience, and cooperative education to explore careers and develop workplace skills.

HEALTH AND SAFETY
Students are encouraged to practise safe online learning habits, including proper ergonomics, regular breaks, balanced screen time, and respectful digital communication.

ACCOMMODATIONS
Accommodations are provided based on student needs and relevant documentation. They may include instructional and assessment supports such as step-by-step instructions, organizational tools, additional time, oral responses, alternative reading/writing options, advance access to materials, and enrichment opportunities.

Course Materials – BOH4M

Required Textbooks and Resources:

- Business and management textbooks covering leadership, organizational behavior, human resource management, planning, decision-making, motivation, and ethics.
- Supplementary readings, articles, videos, and online resources on management strategies, workplace dynamics, and real-world business applications.
  Teacher-provided worksheets, case studies, project templates, and guided exercises.

Digital Resources and Software:

- Google Drive – storing, sharing, and submitting assignments and projects.
- Internet access for research, business databases, and online management tools.
- Microsoft Office Suite (Word, Excel, PowerPoint) or equivalent software for reports, presentations, data tables, and organizational charts.
  Online collaboration platforms (e.g., Google Docs, discussion boards) for group work and peer feedback.

Teacher Considerations:

- Assistive technology (text-to-speech, speech-to-text, screen readers) may be used to support diverse learning needs.
- Flexibility in submission formats (Google Docs, PDFs, slides, reports, case study solutions).
- Guided notes, flowcharts, templates, and scaffolded instruction to support understanding of complex business and management concepts.

Tips for Success – BOH4M

Welcome to BOH4M: Grade 12 Business Leadership – University/College Preparation

- Check announcements and course messages daily to stay updated on lessons, assignments, and deadlines.
- Review the course calendar regularly and complete all assignments, projects, and case studies on time.
- Carefully review assignment instructions and rubrics; use checklists to ensure all steps, analysis, and conclusions are accurate.
- Participate actively in discussions, group activities, and case study analyses.

Ask for help:

- For technical issues, contact the Help Desk.
- For course-related questions, email your teacher (expect a response within 24 hours; mark as "URGENT" if necessary).

Key Elements to Success:

- Time Commitment: Plan for 1–2 hours of focused study each day, plus additional time for project work and case study analysis.
- Communication: Maintain regular contact with your teacher for guidance, clarification, and feedback.
- Engagement: Stay curious, persistent, and attentive. Active participation in discussions, projects, and real-world simulations is essential.

Remember:

This course is designed to help you understand how leadership and management concepts apply in real-world business contexts. Approach all activities thoughtfully and accurately while developing critical thinking, decision-making, problem-solving, and ethical considerations in business.