



Ontario eSecondary School Course Outline 2026-2027

Ministry of Education Course Title: Business Leadership: Management Fundamentals, University/College Preparation	
Ministry Course Code: BOH4M	
Course Type: University/College Preparation	
Grade: 12	
Credit Value: 1.0	
Prerequisite(s): None	
Department: Business Studies	
Course developed by: Levon Sarmazian	Date: March 2018 Revised: August 1, 2026
Length: One Semester	Hours: 110
This course has been developed based on the following Ministry documents: 1. Business Studies, The Ontario Curriculum, Grades 11 and 12, 2006, (revised) 2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario's Schools</i> (2010) 3. <i>Learning for All</i> (2013)	

COURSE DESCRIPTION/RATIONALE

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.

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.

COURSE CONTENT

<i>Unit</i>	<i>Length</i>
Unit 1: Foundations of Management	20 hours
Unit 2: Planning and Controlling	24 hours
Unit 3: Organizing	21.5 hours
Unit 4: Leading	18.5 hours
Unit 5: Management Challenges	17 hours
Unit 5: Final Task	6 hours
Final Exam	3 hours
Total	110 Hours

UNIT DESCRIPTIONS

UNIT 1: FOUNDATIONS OF MANAGEMENT

Students identify and describe management roles, and summarize managerial responsibilities, competencies, and skills. Major management theories are described, analyzed, and evaluated. Students investigate ethical issues, social responsibility, and organizational codes of ethics to end this unit. Students will analyze the social, ethical, and environmental implications of financial decisions while understanding how the for-profit industry operates.

UNIT 2: PLANNING AND CONTROLLING

Students are given the opportunity to: analyse the importance of proper planning in a variety of economic and financial scenarios facing an organization; 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. 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.

UNIT 3: ORGANIZING

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; and demonstrate an understanding of staffing issues. 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.

UNIT 4: LEADING

This unit provides students with opportunities to apply theories of human behaviour to understand how individuals and groups function in the workplace. Students will then connect these theories to motivational techniques used in the workplace by managers. Students will also 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.

UNIT 5: MANAGEMENT CHALLENGES

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 will demonstrate 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. Students complete this unit of study by researching a career in management.

TEACHING AND LEARNING STRATEGIES

In this course, students will experience the following activities.

Participation activities are seven standardized, course-wide prompts (Teach the Teacher, Concept in Action, Spot the Error, Concept Connections, Take a Position, Claim/Support/Question, and a culminating Course Takeaways video) embedded at set points throughout the course. They build metacognitive engagement with unit concepts and contribute to the course's participation grade.

Presentations with embedded videos are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

End of unit conversations and Poodlls are opportunities for students to express their ideas, problem solving, and thought processes with a teacher who provides timely feedback.

Reflection is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

Discussions with the instructor are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

Instructor demonstrations (research skills, etc.) are opportunities for the instructor to lead a student through a concept or skill through video conferencing, videos, or emailing with the student.

Discussion forums are an opportunity for students to summarize and share their ideas and perspectives with their peers, which deepens understanding through expression. It also provides an opportunity for peer-to-peer feedback.

Practical extension and application of knowledge are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. Learning becomes a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

Individual activities/assignments assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

Research is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical

thinking. New questions are also developed to further learning.

Writing as a learning tool helps students to think critically about course material while grasping, organizing, and integrating prior knowledge with new concepts. Good communication skills are important both in and out of the classroom.

Diagrams are visual representations of scientific ideas and concepts. They provide another perspective to organize ideas. Visuals are thought to promote cognitive plasticity - meaning, they can help us change our minds or help us to remember an idea.

Cases are summaries of real-life situations wherein students relate theories and concepts towards understanding a real-world context. This helps students to understand the application and use of knowledge.

Articles are examples of concepts and theories being discussed in the public realm and with respect to current events. They are snapshots not only of why theories/concepts/applications are relevant but also provide a window into the broader context of subject matter knowledge and understanding. Students learn through reading and analysis that the subject matter is deeply related to, and intertwined with, society and the diverse perspectives of lived experience.

Practice problems provide students with a scenario/problem to solve by applying concepts and skills learned in a context. This helps students to understand the relevance of their learning.

Oral presentations in an online environment are opportunities for students to present live or record presentations, expressing their ideas and understanding orally.

ASSESSMENT, EVALUATION, AND REPORTING

Assessment: The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance. These assessments are not for marks.

- In assessment for learning (AFL), teachers provide students with descriptive feedback and coaching for improvement.
- In assessment as learning (AAL), teachers help students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

Evaluation: Assessment of Learning (AOL) focuses on evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

Reporting: Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

Assessment & Evaluation at OES: Triangulation of Learning

In alignment with the Ontario Ministry of Education's *Growing Success* policy, student achievement across all high school courses at Ontario eSecondary School (OES) is evaluated through the **triangulation of evidence: observations, conversations, and student products**.

OES courses incorporate each of these evidence sources in a variety of ways to provide every student with equitable opportunities to demonstrate their learning:

- **Observations:** Collected through video recordings, interactive digital tools, learning logs, and synchronous task demonstrations.
- **Conversations:** Gathered via teacher-student conferences, oral defenses, virtual check-ins, and reflective feedback dialogues.
- **Products:** Demonstrated through major projects, essays, lab reports, performance tasks, and final assessments.

By evaluating a balanced variety of evidence, OES teachers apply professional judgment to ensure accurate, fair, and comprehensive assessment of each student's progress.

STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks. The teacher is encouraged to involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool.

ASSESSMENT ACTIVITIES

- Individual conference meetings
- Discussion Forums
- Diagnostic tests and writing tasks
- Free-writing journals/blogs
- Outlining and planning sheets
- Completed Templates & Graphic Organizers
- Editing Checklists
- Reflections
- Oral presentations & Active Listening
- Creative Writing & Story Development
- Tests & Exam
- Essay Writing
- Evaluations

EVALUATION

The final grade will be determined as follows:

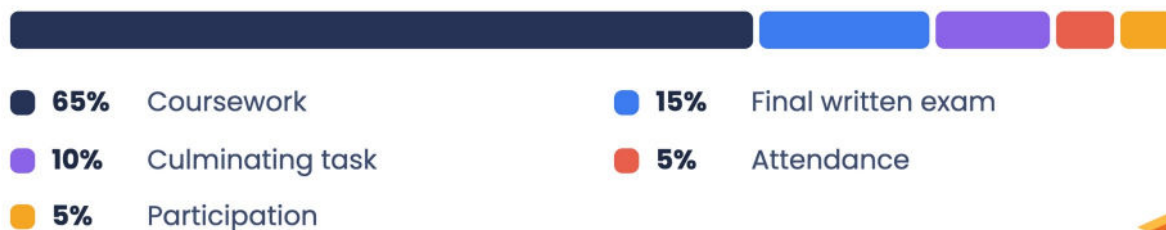
- 65% of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- 25% of the grade will be based on a final evaluation administered at the end of the course. This evaluation will be based on evidence from a culminating task and a final written examination, both comprehensive of the course. The final evaluation is an opportunity for the student to demonstrate comprehensive achievement of the overall expectations for the course.
- 10% of the grade will be based on the student's attendance and participation throughout the course, assessed according to Ministry criteria.

(*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Ontario Ministry of Education Publication, 2010 p.41)

BOH4M Business Leadership

Grade 12 · University/College

How the final mark is calculated from September 2026

**TERM WORK EVALUATIONS (65%)**

Evaluation Item	Description	Category	Weight
Unit 1 Ethics Letter	Students are to write a succinct two-page letter to the government with the goal of advocating for one of the issues discussed in the documentary video "The Corporation".	K, T, C, A	13
Unit 1 Test	Students are to complete the Unit 1 Test which assesses students' learning on the main topics and concepts of the unit.	K	
Unit 2 Scenario Assignment	Students are to prepare a report on a Canadian organization using the Planning concepts learned in this unit.	K, T, C, A	13
Unit 2 Test	Students are to complete the Unit 2 Test which assesses students learning on the main topics and concepts of the unit.	K	
Unit 3 Performance Appraisal Assignment	Students are to evaluate how to measure a Grade 12 student's ability to perform his/her job using their own created performance appraisal evaluation.	T, C, A	13
Unit 3 Test	Students are to complete the Unit 3 Test which assesses students learning on the main topics and concepts of the unit.	K	
Unit 4 Leadership Assignment	Students are to choose a leader and describe why they think they show characteristics of a leader and how this leader differs from others.	T, C	13
Unit 4 Test	Students are to complete the Unit 4 Test which assesses students learning on the main topics and concepts of the unit.	K	
Unit 5 Management Styles Assignment	Students are tasked to create a slideshow (i.e. PowerPoint) about conflict management styles based on one of the scenarios provided by the teacher.	K, T, C, A	13
Unit 5 Test	Students are to complete the Unit 5 Test which assesses students learning on the main topics and concepts of the unit.	K	

FINAL EVALUATIONS (25%)

Evaluation Item	Description	Category	Weight
Culminating Task	The Summative Project brings together the main topics and concepts of the course into one final assignment where students are to create their own company.	K, T, C, A	15
Final Exam	The Final Exam assesses students on contents and topics from all units of the course.	K, T, C, A	15

ATTENDANCE AND PARTICIPATION (10%)

Evaluation Item	Description	Category	Weight
Attendance	Assessed according to the Ministry's attendance criteria (Growing Success, September 2026 update), based on the proportion of unexcused absences over the course.	N/A	5
Participation	Assessed according to the Ministry's participation criteria (Growing Success, September 2026 update), based on engagement in class discussions and activities throughout the course, including the standardized participation prompts (see Teaching and Learning Strategies).	N/A	5

AFL/AAL/AOL TRACKING SHEET

Unit 1: Foundations of Management – 20 hours

AAL	AFL	AOL
Lesson 1.3 My Best Manager Exercise	Lesson 1.2 Resource Forum	Lesson 1.7 Ethics Assignment – The Corporation Letter
Lesson 1.3 Management – Match the Terms Activity	Lesson 1.3 Resource Forum	Unit 1 Foundations of Management Test
Lesson 1.3 Resource Forum	Business Ethics: Conversation with Teacher	
Lesson 1.5 Resource Forum		

Unit 2: Planning and Controlling – 24 hours

AAL	AFL	AOL
Lesson 2.2 Time Management Activity	Lesson 2.1 Hannah's Ice Cream Case Study	Planning Assignment Strategic Scenarios
Lesson 2.4 Skoda Case Study	Lesson 2.1 Resource Forum	Unit 2 Planning and Control Test
Lesson 2.5 Which Organization Culture Fits You	Lesson 2.5 Resource Forum	
	Lesson 2.6 The Management of Change Activity: Observation	
	Lesson 2.6 Resource Forum	
	Unit 2: Feedback session with	

	Teacher	
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Unit 3: Organizing – 21.5 hours

AAL	AFL	AOL
Lesson 3.5 What Young Workers Should Know	Lesson 3.3 Resource Forum	Lesson 3.8 Performance Appraisal Assignment
	Starbucks Job Interview: Conversation	Unit 3 Organizing Test
	Lesson 3.7 Resource Forum	

Unit 4: Leading – 18.5 hours

AAL	AFL	AOL
Lesson 4.4 Resource Forum: Observation	Lesson 4.1 Resource Forum	Lesson 4.3 Defining Leadership Assignment
Lesson 4.7 Resource Forum	Lesson 4.5 Resource Forum	Unit 4 Leading Test
	Lesson 4.6 Resource Forum	

Unit 5: Management Challenges – 17.5 hours

AAL	AFL	AOL
How Good Are Your Communication Skills?	Lesson 5.2 Resource Forum	Lesson 5.3 Conflict Management Styles Assignment
Lesson 5.3 Conflict Management Styles Survey	Lesson 5.5 Resource Forum	Unit 5 Test

Finals

AOL
Summative Project Culminating Task
Final Exam

CONSIDERATION FOR PROGRAM PLANNING

PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

OES teachers are the key educators of students with special education needs and have a responsibility to help all students learn. Program planning for students with special education needs is guided by the principles set out in *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12* (2013): all students can succeed; each student has their own unique patterns of learning; successful instructional practices are founded on evidence-based research, tempered by experience; and universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Where a student has an Individual Education Plan (IEP), the accommodations identified in the IEP — instructional, environmental, and assessment — are implemented within the course, and the online learning environment is adapted accordingly. The asynchronous structure of OES courses provides built-in flexibility that supports many common accommodations, including extended time for assignments and assessments, breaks as needed, access to assistive technology, and the ability to review instructional material multiple times.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most linguistically diverse student populations in the world, and OES serves English language learners across Ontario and internationally. English language learners may be Canadian-born or newcomers; they may have experience of highly sophisticated educational systems or may have come from regions where access to formal schooling was limited. In planning this course, teachers consider

the strengths and needs of English language learners and provide appropriate adaptations consistent with English Language Learners / ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007). Supports within the online environment include modification of instructional language without modification of curriculum expectations, use of visual and multimedia supports, opportunities to replay and review lesson content, extended time where appropriate, and teacher feedback that models academic English. Assessment accommodations, such as granting additional time and permitting the use of bilingual dictionaries, are provided where appropriate.

ENVIRONMENTAL EDUCATION

Consistent with *Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools* (2009) and *Environmental Education: Scope and Sequence of Expectations* (2017), environmental education is embedded across the curriculum rather than treated as a separate subject. Teachers help students acquire knowledge about the environment, develop skills to address environmental issues, and foster attitudes that motivate responsible environmental action. As an online school, OES also models environmental responsibility through paperless course delivery and the elimination of daily commuting. In this course, students examine corporate social responsibility and the environmental dimensions of business decisions, including sustainable business practices and the environmental costs and opportunities associated with commercial activity.

EQUITY AND INCLUSIVE EDUCATION

This course is planned and delivered in accordance with Ontario's Equity and Inclusive Education Strategy (2009) and Policy/Program Memorandum No. 119, *Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools* (2013). OES is committed to an inclusive learning environment in which all students feel welcomed, respected, and able to succeed, regardless of ancestry, culture, ethnicity, sex, gender identity, sexual orientation, disability, race, religion, or socio-economic status. In this course, teachers select learning materials that reflect the diversity of Ontario and the wider world, address bias in texts and resources where it arises, and ensure that assessment practices are fair and free of cultural assumptions. Because OES students learn from communities across Ontario, Quebec, and around the world, discussion activities and teacher feedback are moderated to maintain a respectful, harassment-free environment for all learners.

FINANCIAL LITERACY EDUCATION

In accordance with *A Sound Investment: Financial Literacy Education in Ontario Schools* (2010) and current Ministry direction on financial literacy, students are provided with opportunities to build the knowledge and skills needed to make informed financial decisions, understand their roles as consumers and citizens, and think critically about the economic forces that affect their lives. OES also supports students in meeting the Ministry's financial literacy graduation requirement, as described in the OES School Course Calendar. Financial literacy is central to this course: students work directly with financial concepts, records, and decision-making, building the knowledge and skills needed to manage money effectively in both personal and business contexts.

FIRST NATIONS, MÉTIS, AND INUIT EDUCATION

Program planning in this course aligns with the Ontario First Nation, Métis, and Inuit Education Policy Framework (2007), which supports improved outcomes for First Nations, Métis, and Inuit students and promotes awareness and understanding of Indigenous histories, cultures, perspectives, and contributions among all students. Where appropriate to the curriculum expectations, teachers incorporate Indigenous perspectives, authors, and content, and approach these topics with accuracy and respect, drawing on Ministry-recommended resources. All OES students benefit from opportunities to deepen their knowledge of the histories and contemporary realities of First Nations, Métis, and Inuit peoples, including the legacy of the residential school system and the Truth and Reconciliation Commission's Calls to Action related to education.

THE ROLE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

Information and communications technology (ICT) is integral to every OES course: instruction, learning activities, assessment, and teacher-student communication all take place through the school's learning

management system. ICT tools — including multimedia lessons, digital texts, simulations, video conferencing for proctored assessments, and word-processing and productivity software — extend and enrich instruction and allow students to collect, organize, and present their learning in a range of formats. Teachers help students develop digital citizenship skills, including responsible and ethical use of technology, critical evaluation of online sources, protection of personal information, and academic integrity in digital environments, consistent with OES's Acceptable Use, Academic Honesty, and Artificial Intelligence policies as published in the School Course Calendar.

CAREER EDUCATION

Consistent with *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools* (2013), teachers support students in answering the four questions at the centre of education and career/life planning: Who am I? What are my opportunities? Who do I want to become? What is my plan for achieving my goals? Expectations in this course include many opportunities for students to apply their skills to work-related situations, explore educational and career options, and become self-directed learners. OES guidance staff support students in course selection, postsecondary application planning (including OUAC, CEGEP, and international pathways), and the development of individual pathways plans. This course supports pathways into accounting, finance, management, marketing, entrepreneurship, and economics, and career connections within the business world are highlighted throughout the course.

COOPERATIVE EDUCATION AND OTHER FORMS OF EXPERIENTIAL LEARNING

Planned learning experiences in the community, including job shadowing, work experience, and cooperative education, provide students with opportunities to see the relevance of their classroom learning, explore careers of interest, and develop essential workplace skills consistent with *The Ontario Curriculum, Grades 11 and 12: Cooperative Education* (2018). Students may earn up to two cooperative education credits toward their compulsory credit requirements for the Ontario Secondary School Diploma. Students interested in experiential learning opportunities related to this course are encouraged to contact OES guidance staff to discuss options available to them.

HEALTH AND SAFETY

Although OES students learn remotely, health and safety remain integral considerations in program planning. Teachers model and promote safe and healthy practices for online learning, including sound ergonomics, balanced screen time, regular breaks, and strategies that support positive mental health and well-being. OES maintains a safe and respectful virtual learning environment consistent with the school's codes of conduct, bullying prevention expectations, and privacy practices as published in the School Course Calendar, and students are provided with clear channels for reporting concerns to their teachers, guidance staff, or the Principal.

ACCOMMODATIONS

Accommodations will be based on meeting with parents, teachers, administration and external educational assessment reports. The following three types of accommodations may be provided:

- ☐ **Instructional accommodations:** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- ☐ **Assessment accommodations:** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- Provide step-by-step instructions.
- Help students create organizers for planning writing tasks.
- Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- Permit students a range of options for reading and writing tasks.
- Where an activity requires reading, provide it in advance.

- Provide opportunities for enrichment.