

Public District School Board Writing Partnership

Course Profile

The Enterprising Person

Grade 11

Open

BDP30

• *for teachers by teachers*

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Course Overview

The Enterprising Person, Grade 11, Open, BDP30

Course Description

This course examines the importance of enterprising employees to organizations affected by rapid change in an increasingly competitive marketplace. Students learn about the skills and attributes of enterprising employees, the distinguishing features of enterprising work environments, and the challenges and rewards of becoming an enterprising person. They also have an opportunity to participate in the entrepreneurial process by planning a venture.

Course Notes

This profile represents only one of the many possible ways in which teachers can approach curriculum implementation. Teachers using this profile are encouraged to use the information presented and to develop activities that respond to individual student and local needs.

It is suggested that the instructor search out and make use of the local community for opportunities where students can learn to be enterprising. Teachers should 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. Also, teachers might access a variety of community business links and business advisory groups, which reflect the diversity of the local school community and complement course content.

Adult students provide the teacher with a resource (their knowledge and experiences) from which to draw. Some forms of teaching strategies may be more suitable (e.g., panel discussion). Teachers should be sensitive to the possibility of family-oriented time constraints and make adjustments where possible.

Teachers should draw from their own experience as an employee to complement and authenticate activities. Teachers can encourage students to relate their own personal experience in the workplace and/or co-op experience to the course content in order to better understand and apply course expectations.

Throughout this course, teachers should refer to and make use of the school's Guidance and Career Education Program Plan (*Choices Into Action*). This plan is available in the Guidance/Student Services area, the principal's office, or from members of the school's Program Advisory Team. Students can utilize career-access software (e.g., *Career Cruising* and *Career Explorer*, listed under Career Resources) to explore job descriptions, working conditions, earnings, education, and career paths for jobs. Students should be aware of the cooperative education experiences available and the dynamic nature of business career paths available to them.

Periodic access to computer technology, including 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 a computer lab 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.

Safety is a very important issue that should be emphasized by the teacher. Topics of discussion include the environment, trip safety, on-line safety, ethics and legal requirements of working on-line, and interview safety. Special emphasis should be placed on part-time and summer jobs, as many students are either employed or looking for employment. An enthusiastic student employee can also be a safe and informed one. A safety resource produced by The Ontario Ministry of Labour is found in Resources.

Students are required to work collaboratively throughout the course; therefore, addressing conflict management is important to student success. The teacher should address this issue at the beginning, emphasizing that not all conflicts can be resolved, but that people can always choose how to handle them. Steps to conflict resolution are: define the conflict; state the problem; check your perceptions; generate and evaluate a list of possible decisions/alternatives; reach a mutually acceptable decision; implement and evaluate the decision. If the decision is satisfactory, students continue their work; if the decision is unsatisfactory, students repeat the process. Different cultures perceive conflict differently – what constitutes conflict and how to resolve problems may vary from culture to culture. These issues have a direct bearing on what and how the teacher evaluates in the process area. Self-, peer, group, and teacher assessment forms help deflect conflict and solve problems.

The suggested culminating activity for this course is a group company project with individual accountability. This project runs over the duration of the course (whether in a semestered or non-semestered school) and should be completed in stages. The teacher can add the allotted time for Unit 5 indicated at the end of every unit description to complete an activity from Unit 5. Twenty-five hours are included in the time plan: Activity 1, five hours; Activity 2, five hours; Activity 3, five hours; Activity 4, ten hours; including hours at the end of the course for group presentations. This project encompasses all topics covered in the course and the group presentation of the company project may replace a final exam. The model offered within this profile is designed to provide an easy-to-use document for the teacher. The expectations have been incorporated into the Unit Overview Charts to enable the teacher to quickly identify what is suggested in each unit.

Units: Titles and Times

Unit 1	The Enterprising Employee	23 hours
* Unit 2	The Skills of The Enterprising Employee	24 hours
Unit 3	The Changing Nature of the Workplace	18 hours
Unit 4	The Enterprising Work Environment	20 hours
Unit 5	The Intrapreneurial Experience	25 hours

* This unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: The Enterprising Employee

Time: 23 hours

Strand(s): The Enterprising Employee

Unit Description

This unit groups expectations dealing with the enterprising employee and distinguishing features, attitudes, attributes, reactions to uncertainty and risk, and the contributions of enterprising employees, and self-assessment. The beginning lessons set the tone for the course. Emphasis should be placed on the importance of enterprising people for Canada and how every worker is capable of being enterprising. The teacher might start with a before-and-after scenario, and move to self-evaluation, what do you do, and what makes you successful. There are many great Canadian success stories (e.g., *The Life and Times* on CBC covers the cartoonist, Lynn Johnson; a magazine or newspaper article on Ed Mirvish; or *The Boys from Algonquin* video, available at Roots stores). More examples are found in *The Enterprising Spirit*, *The Spirit of Adventure*; *Entrepreneurship Creating A Venture*, *Planning for Success*, and the Canadian Banker Association video. The teacher and students discuss the characteristics exemplified by these examples and design a chart as a group activity that students can elaborate on in note form.

In the second activity, students look at risk and develop ways of managing risk and uncertain situations. The teacher could develop student awareness: risk is different for each person, but it generally means, “sticking your neck out”, taking a chance, and not being sure of yourself. Risk is not a risk when you have confidence in your ability to do something and experience builds confidence. Students are asked to list five situations in which they would be willing to take a risk and five situations in which they would not be willing to take a risk. Other questions to build on could include: Do you expect, realistically, to have an exciting life? Does risk make skydiving exciting? Can you feel a sense of accomplishment for an activity for which there is no appreciable risk of failure? Why is the “right” degree of risk not the same as gambling? The following game can be used to test students’ risk aversion level. Put three lines of tape on the floor about half a metre apart and another half metre from a bucket. Using three tennis balls or crumpled pieces of paper, students throw the balls into the bucket. They receive one bonus mark for hitting the bucket from the first line, two from the second, and three from the farthest distance for a maximum of nine bonus marks. For the student who doesn’t have the confidence to take risks, the activity should become teacher-directed whereby students experience success.

The third activity deals with models for success in business. Students could interview business people in the community. The teacher needs to cover the school policy for trips and trip safety and basic rules for working smart and safe. Students produce a one-minute informal presentation on the most interesting thing they learned or the best piece of advice they have received; they submit a formal report on the interview to the teacher for assessment. The teacher thoroughly explains the interview (e.g., initial phone call, appointment setting, punctuality, appropriate dress, safety issues, follow-up thank-you note). Assessment is based on student self-assessment of informal report and teacher assessment of a written report. During this unit the concept of a portfolio for collecting student work is introduced.

The fourth activity deals with entrepreneurial attitudes and attributes. The teacher may use the case study approach; examples can be found in Chapter 2 of *Entrepreneurship, Creating a Venture*. The case study approach reaches the student who hasn’t experienced success as we know it. The case study can provide positive role models and examples of work ethic. The teacher can encourage students to self-assess their entrepreneurial potential, goal set, and plan and get to know themselves. It may be necessary to modify the self-assessment; success to a workplace-bound student may be different from that of a university-bound student. The student can look at their skills, attitude, aptitude, and gaps. This assessment should be added to their portfolio. A brainstorming activity is to put students into groups of five or six and present them with a problem to solve (e.g., a hockey stick manufacturing company has mistakenly produced one million sticks without the blade). Groups brainstorm as many ideas as possible in a 30-minute time frame. Students can come up with 250 ideas (e.g., aluminum and plastic sticks, not just wooden ones). The group that comes up with the most ideas wins. As well, groups present what they believe to be their best idea.

Unit Integration

The Intrapreneurial Experience (Unit 5) is introduced at this point. Activity 1: Applying My Skills to the Company Team (five hours allotted) is incorporated here.

Overall Expectations

- EEV.01 - compare the attributes that distinguish the enterprising employee from other employees;
- EEV.02 - specify the attitudes and attributes possessed by an enterprising employee;
- EEV.03 - explain how enterprising employees react to situations of uncertainty and risk;
- EEV.04 - analyse the potential benefits of enterprising attitudes and attributes to both the employee and the employer;
- EEV.05 - assess themselves to identify enterprising attitudes and attributes they possess or could develop.

Unit 1 Overview Chart

Act.	Time	Specific Expectations	Assessment	Focus
1	3 hours	EE1.01 - define the term “enterprising employee”; EE1.02 - describe workplace behaviour that is enterprising; EE2.01 - explain why people work; EE2.02 - explain why some employees work in enterprising ways; EE2.03 - examine the factors that motivate enterprising workers; EE2.04 - examine the personal attributes that make it possible to work in enterprising ways; EE4.01 - explain why an employer may or may not value the contributions of an enterprising employee; EE4.03 - demonstrate how improved productivity can benefit both the company and its employees.	K/U; T/I; A; C	Understanding Work and Workers
2	5 hours	EE2.05 - analyse the ways in which enterprising people use failure as a learning experience; EE3.01 - describe ways that enterprising employees can approach new or uncertain situations; EE3.02 - describe the risks that enterprising employees may be willing to take; EE3.03 - specify ways in which enterprising employees manage risk.	T/I; A	Success in a Changing Workplace
3	10 hours	EE1.03 - describe contributions that enterprising employees can make in the workplace; EE4.04 - compare various examples of enterprising employees; EE4.02 - describe how enterprising employees can apply creative or innovative thinking to make a business more competitive.	C; K/U; T/I	Working Models for Success in Business
4	5 hours	EE5.01 - classify enterprising attitudes and attributes that can be developed or learned; EE5.02 - describe situations in which they are, or have been, enterprising; EE5.03 - assess the personal rewards of becoming an enterprising individual; EE5.04 - determine how they can develop and apply enterprising attitudes and attributes in their own lives.	K/U; T/I; C; A	Skill and Portfolio Building

K/U = Knowledge/Understanding
T/I = Thinking/Inquiry

C = Communication
A = Application

Unit 2: The Skills of the Enterprising Employee

Time: 24 hours

Unit Description

Activity 1 starts with a large group sharing or jigsaw to brainstorm the skills of an enterprising person. The teacher could use the blank diagram of an entrepreneur (found in the OBEA (Ontario Business Educators Association) resource book), a mind map, or a word-web. An alternative is *Enterprising People*; Chapter 2 provides characteristics, motivations, attitudes, abilities, and benefits. (See Unit 2 Resources.)

The second activity introduces students to journal writing, for application of theory learned, and offers an opportunity for self-reflection and concept reinforcement. A teacher-directed approach to journal writing is suggested; the teacher asks a specific question and students respond to it. The directed approach guides students with difficulty understanding concepts and provides concrete examples. Students could survey all the activities in the school, volunteerism in both the school and community, and community service. In small groups, students use a simple chart to compare volunteerism in the school to volunteerism outside the school and jobs in the school to jobs out of school. A physical walk-about of the school gives students an awareness of the opportunities that exist in the school. Speakers from inside the school (e.g., coaches, cafeteria personnel, day-care workers, co-op coordinators) can explain the opportunities inside the school building. A large-group sharing of the differences between volunteer jobs and entry-level jobs could segue into brainstorming of opportunities for skill development. A variety of community speakers and a career/volunteer mini-workshop could be arranged. Students could find a newspaper article on someone who has contributed to the community and write a summary of the article. They then prepare an article on themselves and something they have contributed to the community (e.g., sports team, best video player, hours of volunteer service), using desktop publishing and an imported picture. The article is put in the portfolio.

The third activity focuses on extending the portfolio created in Unit 1. Students develop a list of what the community has to offer someone who wants to be enterprising. Students then develop a résumé for their dream job or develop a résumé for the perfect candidate for a dream job. Step two, write your own résumé and do a gap analysis. Where are you going? How are you going to change? What skills do you need to develop? Students complete a timeline of their life, starting with the present and adding in the main things they want to do, pictures, diagrams, travel (where and when), and family plans.

The fourth activity focuses on student career research. The teacher can link with the other departments in the school and arrange for the Careers teacher to act as a guest speaker and revisit the expectations addressed in Grade 10 Career Education. Students use on-line software (see Career Resources) to identify careers that are of interest to them. Students develop a gap analysis that looks at the skills required and what they need to develop for careers that interest them. A career plan is developed and included in the student's portfolio.

Unit Integration

Unit 5, Activity 2: Entrepreneurial Opportunities (allotted five hours) can be incorporated here.

Strand(s): Skills of the Enterprising Employee

Overall Expectations

SEV.01 - analyse the skills of an enterprising employee;

SEV.02 - assess the extent to which they have developed enterprising skills;

SEV.03 - analyse activities and experiences to identify those that develop enterprising skills in managing risk, using creative-thinking and problem-solving techniques, and sharing ideas;

SEV.04 - demonstrate how activities that develop enterprising skills can be incorporated into their career plan.

Unit 2 Overview Chart

Act.	Time	Specific Expectations	Assessment	Focus
1	2 hours	SE1.01 - explain the nature and importance of strong communication skills for an enterprising employee; SE1.02 - explain the nature and importance of critical-analysis, problem-solving and creative-thinking skills for an enterprising employee; SE1.03 - describe ways in which a person can continuously develop enterprising skills; SE1.04 - describe the self-management skills that are important to an enterprising employee; SE2.01 - demonstrate ways in which their interests, accomplishments, relationships with others, and leisure activities have helped develop their enterprising skills; SE2.02 - analyse their enterprising skills to identify those they have developed and those they should develop.	A; C; K/U; T/I	Skills of an Enterprising Person
2	12 hours	SE3.01 - identify opportunities within the school curriculum to apply and develop enterprising skills; SE3.02 - identify co-curricular opportunities that can help develop enterprising skills; SE3.04 - identify opportunities to participate in volunteer community service programs that require enterprising skills; SE4.02 - compare specific entry-level jobs in terms of the opportunities they present to apply and develop enterprising skills.	K/U; T/I	Opportunities in the Community
3	5 hours	SE2.01 - demonstrate ways in which their interests, accomplishments, relationships with others, and leisure activities have helped develop their enterprising skills; SE2.02 - analyse their enterprising skills to identify those they have developed and those they should develop; SE3.03 - assess opportunities to develop enterprising attributes and skills through part-time jobs; SE3.05 - demonstrate enterprising skills through participation in volunteer, school, or business program; SE4.02 - compare specific entry-level jobs in terms of the opportunities they present to apply and develop enterprising skills.	T/I; A	Skills and Portfolio Building
4	5 hours	SE4.01 - identify careers that are of interest to them; SE4.03 - apply employment acquisition skills; SE4.04 - incorporate their current interests and abilities into a career plan.	T/I; C; A; K/U	Developing a Career Plan

Unit 3: The Changing Nature of the Workplace

Time: 18 hours

Unit Description

The intention of this unit is to give students a “macro” perspective of Canada’s dynamic and diverse labour market and how it is an important piece of our nation’s economy. The expectations for this unit refer to conditions in the local, national, and global markets that are constantly changing. To stay current with information and resources, teachers use newspapers (local, regional, and national), television, and the World Wide Web for lesson preparation.

In the first activity, the teacher guides the class through an exploration of labour economics in Canada. Topics to cover include the business cycle, supply and demand of labour based on market trends, and globalization of the Canadian economy. Students see how changes in the labour market affect economies by using national examples, such as farming in the prairies, fishing in the east, mining in the north, the steel industry in Hamilton, and technology in Ottawa. Students create and keep a scrapbook of labour/economy stories from newspapers. The teacher can also clip out articles from the Careers sections of newspapers to show the trends in the labour market. Additional resources are Human Resources Canada, Statistics Canada, and the local Chamber of Commerce. The various video series listed in Resources offer several options.

In the second activity, the teacher and students compare the present workplace in Canada to the workplace of past generations. This provides an opportunity to form an intergenerational link and arrange for guest speakers (e.g., local senior citizens). The guest speaker brought in by the teacher is a springboard for the next activity. Students go out into their community and interview an adult about working in Canada in the past. Areas of investigation should include changes the subject witnessed during their working years. Suggested topics are level of education or training required to do the job, changes in compensation, related changes in the law, and the integration of technology into the workplace. Commentary on work ethics of past generations is welcome. Findings are presented to the class or submitted to the teacher in a report.

In the final activity, the teacher reviews the types of labour and leads a discussion of how businesses require specific types of employees depending on the industry in which it participates. The topic of compensation methods used in business today should also be covered. Students track and categorize job ads from their local newspapers based on industry, skill-level, job type (full-time, part-time, seasonal, contract), and method of compensation. Through this activity, students are able to see that some industries and forms of labour favour a specific type of compensation. As well, the relationship between skill level/training and compensation is shown. For a final sub-activity, students assume the role of a human resources officer in a company. They design a job description and an accompanying job ad to be placed in a newspaper. Both the job description and ad show the industry the business is in, what skills the job requires, values the company wishes its employee to have, and the method of compensation.

Unit Integration

Unit 5, Activity 3: Entrepreneurial Skills (allotted five hours) can be incorporated here.

Overall Expectations

CNV.01 - explain the major factors affecting the labour market;

CNV.02 - analyse recent trends in the labour market;

CNV.03 - analyse the changing nature of work and the workplace;

CNV.04 - assess the effect of the changing nature of work on the employee.

Unit 3 Overview Chart

Act.	Time	Specific Expectations	Assessment	Focus
1	7 hours	CN1.01 - explain the importance of the labour market to the Canadian economy; CN1.02 - determine the factors that can influence demand for various types of labour and labour skills; CN1.03 - specify the factors that determine the supply of labour; CN1.04 - forecast how specific changes would influence the supply and demand for labour; CN2.01 - identify the different types of labour/work; CN2.03 - explain the influence of changes in demographics, technology, and the globalization; CN2.04 - interpret local labour-market statistics to determine the number and types of jobs available.	K/U; T/I; C	Major Factors Affecting the Labour Market
2	4 hours	CN3.01 - describe factors that are changing the Canadian workplace; CN3.02 - assess how changes in laws, corporate values, and human rights legislation are creating a new work environment; CN4.04 - explain how a person's level of education can affect his or her employability.	K/U; T/I; C	Trends in the Labour Market
3	5 hours	CN4.01 - explain how specific types of business require specific types of employees; CN4.02 - identify the costs and benefits of contract, commission, and salaried employment from the point of view of the employer and of the worker; CN4.03 - compare the attitudes and skills associated with salaried work, commission work, and contract work; CN4.04 - explain how a person's level of education can affect his or her employability; CN4.05 - describe how changes in the workplace may affect a person's career path.	K/U; T/I; C; A	Employees and the Labour Market

Unit 4: The Enterprising Work Environment

Time: 20 hours

Unit Description

The intention of this unit is to provide students with a “micro” perspective of Canada’s economy and the role of the enterprising employee in it. The rationale is to provide an overall look at the workplace. To provide up-to-date examples of the ever-changing nature of this topic, teachers use newspapers, magazines, and the Internet to stay current.

The first activity deals with general influences impacting on the workplace. Topics may have been covered in Unit 3. Much of the information should be taught using teacher-directed lessons, with case studies to support the theory. Group activities involve a listing of fads and a group discussion about why these products are no longer popular.

The second activity deals with the importance of the employer in creating an enterprising corporate culture for employees. The activity starts with a think/pair/share exercise. Students list all of the characteristics of an excellent employer and list all of the characteristics of an excellent employee. The lists are then compared. Teacher-led lessons should focus on examples of employers fostering intrapreneurship. The teacher stresses team building (both internal and external), recruiting, leadership styles, supervision, and dealing with difficult employees. This activity is an opportunity for role-playing situations between a worker and an employee. Teacher-directed role-play provides the essential framework.

The third activity focuses on the actual workplace. One method of teaching this activity could be through teacher-led lessons with case studies to support different ways of encouraging enterprising employees. For example, the teacher could define the different types of alternative work schedules (flextime, compressed workweek, telecommuting, etc.) and have students develop the advantages and disadvantages for each. Another method of delivering this material could be through a research project and presentation. Each student would be required to investigate one issue (e.g., human rights laws, reward systems, benefits packages, contract work, corporate structures, globalization) and report his/her findings to the class.

The fourth activity involves assessing the opportunities and limitations of an enterprising work environment. Students are presented with case studies of enterprising workplaces and of traditional work environments. They can create a list of strengths and weaknesses for each.

Unit Integration

Unit 5, Activity 4: The Company Plan (allotted ten hours) is incorporated here. The teams share their small business experience with the class.

Strand(s): The Enterprising Work Environment, The Changing Nature of the Workplace

Overall Expectations

WEV.04 - compare the challenges and benefits for managers and employees of working in an enterprising environment;

WEV.01 - evaluate the factors that influence the creation of an enterprising work environment;

WEV.02 - assess the characteristics of employers and managers who value enterprising employees;

WEV.03 - analyse the characteristics of work environments that promote enterprising behaviour;

CNV.04 - analyse the changing nature of work and the workplace.

Unit 4 Overview Chart

Act.	Time	Specific Expectations	Assessment	Focus
1	4 hours	WE1.01 - describe factors beyond the control of the employer that limit the degree to which a workplace and its employees can be enterprising; WE1.02 - assess the factors within the control of an employer or manager that encourage an enterprising spirit in employees; WE1.03 - analyse economic conditions that encourage the development of an enterprising workplace.	C; K/U; T/I	General Influences
2	4 hours	WE2.01 - describe the personal attitudes and attributes of an employer who values enterprising employees; WE2.02 - describe management styles, leadership qualities, and methods of employee recognition that contribute to the development of enterprising employees;	K/U; T/I; C	The Role of the Employer

		WE2.03 - explain the characteristics of an organization that encourages an enterprising spirit in employees; WE2.04 - describe ways an employer can respond effectively to an employee's failed attempt to be enterprising.		
3	10 hours	WE3.01 - analyse job descriptions to identify those that provide opportunities to be enterprising; WE3.02 - describe ways in which alternative work schedules can provide opportunities to be an enterprising employee; WE3.03 - describe job features that would attract enterprising employees; WE3.04 - compare various methods of remuneration to determine those that most enterprising employees would favour; WE3.05 - analyse various forms of compensation or incentives in terms of their effectiveness in motivating enterprising employees; CN3.01 - describe factors that are changing the Canadian workplace; CN3.02 - assess how changes in laws, corporate values, and human rights legislation are creating a new work environment; CN3.03 - describe ways in which the changing nature of work has affected the responsibility for workplace health and safety; CN3.04 - describe ways in which the changing nature of work has affected employee organizations and management.	K/U; T/I; C; A	The Enterprising Work Environment
4	2 hours	WE4.01 - explain the relationship between a working environment that promotes an enterprising spirit and employee productivity and efficiency; WE4.02 - describe the challenges to an employer of recruiting and retaining enterprising employees; WE4.03 - describe the challenges faced by enterprising employees in a workplace that is not enterprise-oriented.	K/U; C	The Challenges and Benefits of Enterprising Employees

Unit 5: The Intrapreneurial Experience

Time: 25 hours

Unit Description

The unit introduces students to a small business experience. The characteristics and skills that are desirable for entrepreneurs are explained. Students can look back at their self-assessment to determine which skills and characteristics they currently have and which they need to develop. They learn to recognize entrepreneurial opportunities and develop ideas for those opportunities. (Teacher-directed lessons ensure students recognize the jobs of which they are capable at which they could be successful.) The course concludes with a developed venture project using work completed in each of the other units. Five days should be set aside at the end of the course to present the final project.

In the first activity, the teacher provides students with a list of companies or potential ideas in the school community. Examples of options are: lawn care, house cleaning, pet care, dog walking, webpage design, desktop publishing, computer training, cosmetology, food services, auto, woodworking, and cabinetry. Students list their skills and apply to the teacher for a specific business. The teacher might wish to establish the groups and assign the business. The teacher and students then focus on team building. *Tribes* supplies a wealth of information and activities on teams and team building. The team then designs a company name, logo, and mission statement.

An alternative would be a whole-class project planning one large event or a series of events for the school (e.g., a concert, a series of speakers, half-time happenings at games).

The second activity deals with the skills of an enterprising employee. Students, in their teams, create a description that covers the responsibilities and obligations (e.g., work safely) of a specific position in their company. The next task is to create an application form free of bias; the teacher could supply innovative examples. Interesting examples are found at some restaurant franchises. Students should ensure a bias-free application by referencing the Code of Human Rights. The group then creates a job advertisement for the position. The team develops interview questions and conducts mock interviews with other group members. Hard copies of the created forms could be submitted for marking and added to the student portfolio.

In the third activity, the teams create a business plan, including the hours open, product, service, pricing, location, start-up cost, target market, comparative analysis of the market, employees needed, positions (who does what), and design a business card. The teacher gives clear standards for daily work and product.

In the fourth activity, the team designs an orientation package for their new employees. The package could be a video, manual, or electronic slide show presentation. The teacher might arrange for students to view existing training videos.

The teams share their small business experience with the class. A presentation rubric may be used to evaluate the final project.

Strand(s): The Entrepreneurial Experience

Overall Expectations

ENV.01 - analyse the attitudes, attributes, and skills shared by entrepreneurs;

ENV.02 - specify the process through which entrepreneurs identify opportunities to create new ventures;

ENV.03 - analyse creative-thinking, problem-solving, and decision-making processes that help entrepreneurs find opportunities to create new ventures;

ENV.04 - demonstrate entrepreneurial skills by creating a venture plan;

EEV.01 - compare the attributes that distinguish the enterprising employee from the other employees.

Unit 5 Overview Chart

Act.	Time	Specific Expectations	Assessment	Focus
1	5 hours	EN1.01 - identify the attitudes, attributes, and skills common to many entrepreneurs; EN1.02 - compare the characteristics of a number of entrepreneurs and how they vary; EN1.03 - compare the characteristics of an entrepreneur with those of an enterprising employee; EN1.04 - describe the characteristics of entrepreneurs that benefit communities and society.	A; T/I; C; K/U	Applying My Skills to the Company Team

2	5 hours	<p>EN2.01 - explain why entrepreneurs view problems as opportunities;</p> <p>EN2.02 - identify unsatisfied needs and wants, as well as problems and challenges, that present possibilities for new ventures;</p> <p>EN2.03 - examine current changes and trends in demographics and lifestyles that might provide entrepreneurial opportunities;</p> <p>EN2.04 - apply market research skills to determine whether a specific opportunity or idea justifies a new venture;</p> <p>EE1.03 - describe contributions that enterprising employees can make in the workplace;</p> <p>EN3.04 - compare various entrepreneurs to identify examples of problem solving and decision making;</p> <p>EN3.05 - demonstrate an understanding of problem-solving skills through entrepreneurial case studies.</p>	T/I; A; C; K/U	Entrepreneurial Opportunities
3	5 hours	<p>EN3.01 - demonstrate how skills of observation can be used to identify needs and wants as entrepreneurial opportunities;</p> <p>EN3.02 - demonstrate ways in which different creative-thinking techniques;</p> <p>EN3.03 - apply research and critical-thinking skills to evaluate ideas;</p> <p>EN3.04 - compare various entrepreneurs to identify examples of problem solving and decision making;</p> <p>EN3.05 - demonstrate an understanding of problem-solving skills through entrepreneurial case studies.</p>	T/I; A; C	Entrepreneurial Skills
4	10 hours	<p>EN4.01 - describe the nature and objectives of their proposed venture;</p> <p>EN4.02 - identify the size and characteristics of the venture's target market;</p> <p>EN4.03 - determine the resources that would be required to launch the venture;</p> <p>EN4.04 - describe the ways in which resources can be organized in the most effective, cost-efficient way;</p> <p>EN4.05 - demonstrate the financial objectives of the proposed venture through a financial plan that includes a cash-flow projection, projected sales revenues and expenses, start-up and operating costs, and the total capital required for the venture;</p> <p>EN4.06 - investigate the various sources of the capital required.</p>	A; C; K/U; T/I	The Venture Plan

Teaching/Learning Strategies

There is a conscious quest for a balance of traditional modelling of skills and knowledge together with a blend of small group and individual practice and individual exploration in this profile. Concepts and ideas that students discover are usually internalized more deeply and retained with greater meaning than ideas that are passively received in didactic fashion. When students report and discuss discoveries with fellow students and the teacher, the learning is consolidated and enhanced. Educational research has shown that guided instruction and interactive learning are cornerstones of efficient teaching practice.

Teacher-directed strategies, in which the teacher directs the learning, have a definite place in this course as students learn to handle a broad range of topics. Teachers may find the strategies in this category useful as ways to model how to set up anything from notebooks or databases, to present complex concepts or simply to make the best use of time in some parts of the course. Lecture, Questioning, Visual organizers, Record/task sheet, Demonstration, Group project, Peer helping, Video, Overhead, Group discussion, Guest speakers, Field trip, and Mnemonics (trigger recall) are commonly used examples.

Learner-centred strategies, which are activity-based, provide students with opportunities to actively apply what they have learned. These strategies enable students in developing problem-solving as well as collaborative skills.

- Brainstorming: Chunking, Carousel Brainstorming, Graffiti;
- Reaching Consensus: Snowball;
- Listening and Communication: Say and Switch, Three-Step Interview;
- Reaction/Opinion: Reaction Wheel, Agree/Disagree, Corners, Think/Pair/Share, Roundtable, Connections, Round Robin Reflection, Journalizing;
- Graphic Organizers: Future Wheel, Semantic Mapping, Mind Mapping, Flow Chart, Sequence Chart, Ranking Ladder, Tree Diagram, Venn Diagram, The Fish Bone, The Right Angle;
- Reflection: Stems and Starters, Ticket to Leave, and Role-playing.

Self-directed strategies may be used to promote independence and self-reliance. The benefits of such strategies are that students learn to take responsibility for and manage their own learning. The university/college preparation courses require an emphasis on the development of both independent research skills and independent learning. Sharing, Displays, Research, Electronic Media Research, Computer-assisted Learning, Text referencing, Note taking, Study notes, Checklists, and Questionnaires are explained in the Pedagogy Resources

Assessment & Evaluation of Student Achievement

Student assessment and evaluation methods for this course reflect authentic practices found in the working world. Opportunities for assessment and evaluation are frequent, and they are designed to guide the student toward success and to value achievement. Reflective instruments are provided to help students control and plan their learning. Formal and informal observation techniques and conferencing help clarify student thinking and provide evidence of student progress. Tests help students to confidently build an inventory of knowledge and skills that subsequently are drawn upon to create a venture plan for an enterprising business. The teacher evaluates ongoing steps taken in student analysis of an enterprising business and its relationship and interaction with its workers and within its own environment.

A variety of formative, summative, diagnostic tools include: self, peer, small group, whole class, teacher, reflection, observation/demonstration, checklists, process/progress, exemplars, pencil-and-paper tests, journals, rubrics, readiness/remediation, anecdotal comments, reference manual of terms, portfolio and venture analysis, rubric for final assessment of each unit.

Some strategies, which are consistent with assessment techniques referred to in the activities, are presented below.

- Use a few rubrics for a variety of activities so that the process is not overwhelming for students and teachers.
- Share the rubrics for culminating activities at the beginning of the unit, so expectations are clear for students and can be used to support the learning in all activities in the unit.
- Develop rubrics with students, or involve them in translating them into student language.
- Emphasize the language of assessment and evaluation in your discussions with students.
- Provide sample work demonstrating achievement at different levels for students.
- Provide different opportunities to assess the achievement of the expectations.
- Provide opportunities for self- and peer assessment to be used as formative assessment to support and improve student learning.
- Provide multiple opportunities for students to demonstrate their achievement of expectations.
- Provide opportunities for students to retry assignments until they can demonstrate their learning.
- Develop tests that provide opportunities to demonstrate all categories on the Achievement Chart (not just Knowledge) at all levels.
- Give practice tests as an opportunity for formative assessment.
- Use assessment tools that are appropriate for the expectations being addressed and which relate to the categories on the Achievement Chart.
- Provide prompt feedback so that students can use it to improve their learning.

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 Science experiment lab report Debate	Rubric Checklist
Personal Communication	Student-teacher conference Classroom question and answer	Rating Scale Anecdotal record

Learning skills, effort, punctuality and recorded absences are reported separately and are not considered in the determination of the percentage grade. The evaluation is based on testing, product development, and product delivery using a variety of media. Factored into this evaluation is the degree to which a student uses both independent and collaborative product development strategies.

Marking schemes and rubrics used for evaluation should be organized to include the four achievement categories or for as many as are applicable. One student-generated product, process, etc. may be evaluated under multiple categories: Knowledge and Skills, Thinking/Inquiry, Communication, and Application categories. The teacher's record keeping would require that four separate marks be recorded for that assignment, one for each of the four categories it addresses.

Final Course Evaluation

“When planning courses and assessment, teachers should review the required curriculum expectations and link them to the categories to which they relate. Teachers should ensure that all the expectations are accounted for in instruction, and that the achievement of the expectations is assessed within the appropriate categories” (*The Ontario Curriculum, Grades 11 and 12, Business Studies, 2000*, p. 125). The suggested weighting system advocates a weighting for each category identified on the Achievement Chart, *The Ontario Curriculum, Grades 11 and 12, Business Studies*, pp. 126-127. Teachers must ensure that a student’s most consistent performance level is reflected in his/her final mark. Teachers must also provide a variety of opportunities for students to demonstrate their achievement of the expectations.

Evaluation

Seventy percent of the grade is based on the assessments/evaluations conducted throughout the course. The additional thirty percent may be based on a performance task focused on The Company Plan. The final evaluation components should incorporate the four categories of assessment (Knowledge/Understanding, Thinking/Inquiry, Communication, and Application).

Accommodations

Teachers should address exceptional students’ Individual Educational Plans (IEPs) and consult with the appropriate support staff, allowing them to effectively implement the prescribed modifications. Teachers have a store of good practices they commonly use to enable the learning for all students in their class. The following are common, frequently used strategies listed by exceptionalities to reaffirm the good teaching practices found in Ontario classrooms.

Reading difficulties: read questions first, modify reading requirements, use reading partners, pre-teach concepts/vocabulary, highlight notes, and use visuals.

Math difficulties: check work after each example, modify the complexity of examples, teach use of diagrams, and teach the use of the calculator available on the computer.

Memory difficulties: teach students to verbalize concepts, check that daily assignments are recorded in planner, avoid recall questions, insist that students write things down, provide lists and flow charts, and give visual clues.

Written language difficulties: vary assignments, give explicit instructions, allow more time, provide photocopied notes, allow point-form notes, don’t penalize mechanics, use peer editing, and teach spell/grammar check.

Motivation difficulties: ensure students see a purpose for their activities and an end in sight, negotiate both process and product, provide authentic contexts, and maintain contact with home.

ESL Accommodations

- The teacher should set the tone for a positive attitude toward helping students with special needs.
- Students can help ESL classmates by repeating, rephrasing, and writing words down.
- Bilingual tutors, if available, can facilitate clarification in native language.
- Provide peer tutors and give them specific responsibilities up front.
- Give recognition to partners for undertaking responsibilities up front.
- Avoid all ESL groupings.
- Encourage ESL students to use their first language for clarification and explanation.
- Provide students with a summary sheet that can be used at the end of each class (with teacher assistance) to list main terms or concepts that were the focus of the lesson.
- Make overheads of handouts, highlighting important terms. Explain words and clarify instructions while students do the same on their copy.
- Provide a glossary of terms for the reading for students with special needs.

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- Encourage the use of first language dictionaries for assignments and assessments.
 - Pair written instructions with verbal instructions.
 - Provide visual and auditory clues.
 - Ask an ESL/ELD teacher to review questions, assignments, or assessment instruments.
 - Prior work may be needed to familiarize ESL students with the process and vocabulary of rubrics.
 - The concepts of cooperation, respect, and working collaboratively with others may be unfamiliar to some ESL students.
 - Culturally, some ESL students have been taught to rely on teacher-based assessment. Some ESL students may need extensive instructions on assessment processes that are not teacher centred.
 - Allow for early success so ESL students do not get overwhelmed and discouraged.
 - Allow extra time where possible for oral responses, writing assignments, and tests.

Enrichment Accommodations

The teacher can enrich the process or thinking skills and the products or outcomes of the learning to extend the expectations and challenge the learner by:

- requiring multiple and sophisticated forms of communication;
- encouraging and reinforcing the application of abstract thinking skills to complex content, resulting in a sophisticated product;
- integrating cross-curricular activities;
- allowing for in-depth learning of a self-selected product topic within the expectation requirements;
- being cognizant of the fact that students may be gifted in one area and not in others;
- consider using the DECA (Distributive Education Clubs of America) and OBEA (Ontario Business Educators Association) contest;
- allowing students to demonstrate mastery of content through a preferred style of learning.

Resources

Websites

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

Canadian Youth Business Foundation – <http://www.cybf.ca>

Junior Achievement of Canada – <http://www.jacan.org>

<http://www.toolkit.cch>

www.entrepreneur.com

<http://www.entrepreneurmag.com>

www.homeofficemag.com

<http://www.bized.ac.uk/virtual/cb/>

www.niagaracanada.com

www.businessbuffet.com

www.becon.org

www.monster.com

Career Resources

Canada's Biggest Job Site – <http://www.workopolis.ca>
Canadian Bankers Association – <http://www.cba.ca>
Canadian Career and Industry Specific Job Sites – <http://www.canadajobsearch.com/careerspecific.htm>
Canadian Career Page – <http://www.canadiancareers.com>
Canadian Youth Business Foundation – <http://www.i3ds.com/cyba/directory/gov.html>
Career Cruising – <http://www.careercruising.com/home/index/html>
Career Edge, Main Index Page – <http://www.careeredge.on.ca>
Career Explorer – <http://cdn.cx.bridges.com/>, www.on.cx.bridges.com
Careers in a Package. Careers in a Package, The Teacher's Guide. Packaging Association of Canada, 2000. – <http://www.packagingcareers.org>
Curriculum Vitea Tips – <http://www.cvtips.com>
Human Resources Development Canada – <http://www.hrdc-drhc.gc.ca>
Investing in Your Future, Appendix b and Appendix c. Toronto: Canadian Securities Institute and Investor Learning Centre, 2000. ISBN 1-894289-51-X
Interest Survey – <http://www.jvis.com>
Job Bank – <http://jb-ge.hrdc-drhc.gc.ca>
Job Shark – <http://www.jobshark.ca/caeng/index.cfm>
Résumé Dot Com – <http://www.pservices.com>
YWCA One Stop Career Shop – <http://www.onestopcareershop.bc.ca/dropin.html>

Corporations

3M – <http://www.3m.com>
Air Canada – <http://www.aircanada.ca>
Bank of Montreal – <http://www.bmo.com>
Bank of Nova Scotia – <http://www.scotiabank.com>
Bombardier Inc. – <http://bombardier.ca>
CIBC – <http://cibc.ca>
Canadian Tire – <http://www.canadiantire.ca>
Coca-Cola Corporation – <http://www.coke.com>
Gap – <http://www.gapinc.com>
Irwin Toys – <http://www.irwin-toy.com>
Kodak Canada – <http://www.kodak.ca>
Lego Group – <http://www.lego.com>
Magna International – <http://www.magna.ca>
McDonalds – <http://www.mcdonalds.com>
Sony Corporation – <http://www.sony.com>
TD Bank – <http://www.tdbank.com>

Business Books

Balderson, D. Wesley. *Canadian Entrepreneurship and Small Business Management*, 4th ed. Toronto, Ontario: McGraw-Hill Ryerson, 2000.

Bolles, Richard N. *What Colour is Your Parachute*. Berkeley: Ten Speed Press, updated annually.

Carpenter, Thomas. *Inventors—Profiles in Canadian Genius*. Camden East, Ontario: Camden House, 1990.

Drew, Dick. *The Canadian Achievers—How They Did It, How You Can Do It, Why Should You Do It*. Vancouver, British Columbia: Drew Publications, 1991.

Mariotti, Steve. *The Young Entrepreneurs Guide to Starting and Running Business*. Toronto, Ontario: Random House of Canada, 1996.

Von Oech, Roger. *A Whack on the Side of the Head*. New York, New York: Warner Books, 1990.

Von Oech, Roger. *A Kick in the Seat of the Pants*. New York, New York: Harper & Row Publishers Inc., 1986.

Safety

Live Safe! Work Smart! Health And Safety Resources for Ontario Secondary School Teachers.

ISBN 0-7794-0226-X. Queen's Printer for Ontario, 2000. Ministry of Labour Publications Department, f1-416-326-7731

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

Textbooks

Burch, John G. *Entrepreneurship*. Toronto, Ontario: John Wiley and Sons Canada Limited, 1986.

De Jordy, Herve, Michael Liepner, and Michael Schultz. *The Entrepreneurial Spirit*. Toronto, Ontario: McGraw-Hill Ryerson Limited, 1991.

Kretchman, M. Lily, Lori Cranson, and Bill Jennings. *Entrepreneurship Creating a Venture*. Toronto, Ontario: John Wiley and Sons Canada Limited, 1991.

Pedagogy

DePorter, Bobbi, with Mike Hernacki. *Quantum Learning: Unleashing the Genius in You*. New York, New York: Dell Publishing, 1992.

Rabbior, Gary. *Teaching Strategies for Entrepreneurship Education*. Toronto, Ontario: MET, 1998.

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

Harper, M., Ken O'Connor, and Marilyn Simpson. *Quality Assessment: Fitting The Pieces Together*. Toronto: OSSTF Educational Services Committee, 1999. ISBN 0-920930-47-6

OSSTF/FEESO. *Quality Assessment*. Toronto: OSSTF Education Service Committee, 1999. ISBN 0-920930-47-6

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

Video

Notman, David and Jack Wilson. *The World of Business*, 3rd ed. Teacher's Resource. Scarborough, Ontario: ITP Nelson, 1997. ISBN 0-17-606584-9

The World of Business video series,

Unit 2 International Business. ISBN 0-17-606585-7

Units 4 and 5 Money and Financial Institutions, Credit and Personal Finance. ISBN 0-17-606587-3

Unit 6 You, The Consumer. ISBN 0-17-606588-1

Unit 7 Accounting. ISBN 0-17-606589-X

Unit 8 Marketing. ISBN 0-17-606569-5

Unit 9 Canadian Law. ISBN 0-17-606590-3

Economix. Montreal, Quebec: National Film Board of Canada and the Kativik School Board in cooperation with the Canadian Foundation for Economic Education

CBC. *Life and Times* Series "Boys from Algonquin," "Lynn Johnston," "Royal Canadian Air Farce," "Ed Mirvish" – [http: www.tv.cbc/lifeandtimes/](http://www.tv.cbc/lifeandtimes/) or from Chapters Bookstores

Planning for Success video and CD-ROM. Toronto, ON: Canadian Foundation for Economic Education, 1995. 20 min.

OSS Considerations

The Ontario Curriculum, Grades 11 and 12, Business Studies, 2000.

The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000.

The Ontario Curriculum, Grades 9 to 12, Choices Into Action Guidance and Career Education Program Policy For Ontario Elementary And Secondary Schools, 1999.

Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, 1999.

Coded Expectations, The Enterprising Person, Grade 11, Open, BDP30

The Changing Nature of the Workplace

Overall Expectations

- CNV.01 · explain the major factors affecting the labour market;
- CNV.02 · analyse recent trends in the labour market;
- CNV.03 · analyse the changing nature of work and the workplace;
- CNV.04 · assess the effects of the changing nature of work on employees.

Specific Expectations

Major Factors Affecting the Labour Market

- CN1.01 – explain the importance of the labour market to the Canadian economy;
- CN1.02 – determine the factors that can influence the demand for various types of labour and labour skills (e.g., level of sales, production methods, technology, cost of labour substitutes, type of product produced);
- CN1.03 – specify the factors that determine the supply of labour (e.g., the size, age, and education of the population; the type of work available; immigration; the accessibility of appropriate training programs; the mobility capability of workers);
- CN1.04 – forecast how specific changes (e.g., in the Canadian economy, trade, competition, productivity) would influence the supply of and demand for labour.

Labour-Market Trends

- CN2.01 – identify the different types of labour/work (e.g., skilled, semi-skilled, unskilled, professional);
- CN2.02 – describe current trends in the labour market and their causes (e.g., working at home, contract work, part-time work, self-employment);
- CN2.03 – explain the influence of changes in demographics, technology, and the globalization of trade on labour markets;
- CN2.04 – interpret local labour-market statistics to determine the number and types of jobs available.

Changes in the Workplace

- CN3.01 – describe the factors that are changing the Canadian workplace (e.g., new technology, competition, globalization, e-commerce);
- CN3.02 – assess how changes in laws, corporate values, and human rights legislation are creating a new work environment;
- CN3.03 – describe ways in which the changing nature of work (e.g., increases in self-employment, contract work, self-directed teamwork) has affected the responsibility for workplace health and safety;
- CN3.04 – describe ways in which the changing nature of work has affected employee organizations and management (e.g., the role of unions and professional organizations, flextime, work teams, matrix structures).

Workers' Employability

- CN4.01 – explain how specific types of businesses require specific types of employees;
- CN4.02 – identify the costs and benefits of contract, commission, and salaried employment from the point of view of the employer and of the worker;
- CN4.03 – compare the attitudes and skills associated with salaried work, commission work, and contract work;
- CN4.04 – explain how a person's level of education can affect his or her employability;
- CN4.05 – describe how changes in the workplace may affect a person's career path.

The Enterprising Employee

Overall Expectations

- EEV.01 · compare the attributes that distinguish the enterprising employee from other employees;
- EEV.02 · specify the attitudes and attributes possessed by an enterprising employee;
- EEV.03 · explain how enterprising employees react to situations of uncertainty and risk;
- EEV.04 · analyse the potential benefits of enterprising attitudes and attributes to both the employee and the employer;
- EEV.05 · assess themselves to identify enterprising attitudes and attributes they possess or could develop.

Specific Expectations

Distinguishing Features

- EE1.01 – define the term “enterprising employee”;
- EE1.02 – describe workplace behaviour that is enterprising;
- EE1.03 – describe contributions that enterprising employees can make in the workplace.

Attitudes and Attributes

- EE2.01 – explain why people work;
- EE2.02 – explain why some employees work in enterprising ways;
- EE2.03 – examine the factors that motivate enterprising workers (e.g., desire for personal control, personal achievement);
- EE2.04 – examine the personal attributes that make it possible to work in enterprising ways (e.g., self-confidence, creativity, willingness to work hard);
- EE2.05 – analyse the ways in which enterprising people use failure as a learning experience.

Reactions to Uncertainty and Risk

- EE3.01 – describe ways that enterprising employees can approach new or uncertain situations (e.g., with a positive, open mind; with a view to discovering new opportunities);
- EE3.02 – describe the risks that enterprising employees may be willing to take (e.g., ridicule, loss of credibility, demotion, assumption of responsibility for outcomes);
- EE3.03 – specify ways in which enterprising employees manage risk (e.g., communicate and plan effectively, build a team, tap expertise, develop prototypes, consult);
- EE3.04 – explain why enterprising people are willing to accept the risks associated with enterprising behaviour in the workplace.

The Contributions of Enterprising Employees

- EE4.01 – explain why an employer may or may not value the contributions of an enterprising employee;
- EE4.02 – describe how enterprising employees can apply creative or innovative thinking to make a business more competitive;
- EE4.03 – demonstrate how improved productivity can benefit both the company and its employees;
- EE4.04 – compare various examples of enterprising employees.

Self-assessment

- EE5.01 – classify enterprising attitudes and attributes that can be developed or learned;
- EE5.02 – describe situations in which they are, or have been, enterprising;
- EE5.03 – assess the personal rewards of becoming an enterprising individual;
- EE5.04 – determine how they can develop and apply enterprising attitudes and attributes in their own lives.

Skills of the Enterprising Employee

Overall Expectations

- SEV.01 · analyse the skills of an enterprising employee;
- SEV.02 · assess the extent to which they have developed enterprising skills;
- SEV.03 · analyse activities and experiences to identify those that develop enterprising skills in managing risks, using creative-thinking and problem-solving techniques, and sharing ideas;
- SEV.04 · demonstrate how activities that develop enterprising skills can be incorporated into their career plan.

Specific Expectations

Analysing Skills

- SE1.01 – explain the nature and importance of strong communication skills for an enterprising employee;
- SE1.02 – explain the nature and importance of critical-analysis, problem-solving, and creative-thinking skills for an enterprising employee;
- SE1.03 – describe ways in which a person can continuously develop enterprising skills;
- SE1.04 – describe the self-management skills that are important to an enterprising employee.

Assessing Personal Progress

- SE2.01 – demonstrate ways in which their interests, accomplishments, relationships with others, and leisure activities have helped develop their enterprising skills;
- SE2.02 – analyse their enterprising skills to identify those they have developed and those they should develop.

Identifying Opportunities for Developing Enterprising Skills

- SE3.01 – identify opportunities within the school curriculum to apply and develop enterprising skills (e.g., career mentoring, work experience, cooperative education, seminars, group activities);
- SE3.02 – identify co-curricular opportunities that can help develop enterprising skills (e.g., school team, student council, club);
- SE3.03 – assess opportunities to develop enterprising attributes and skills through part-time jobs;
- SE3.04 – identify opportunities to participate in volunteer community-service programs that require enterprising skills;
- SE3.05 – demonstrate enterprising skills through participation in a volunteer, school, or business program.

Developing a Career Plan

- SE4.01 – identify careers that are of most interest to them;
- SE4.02 – compare specific entry-level jobs in terms of the opportunities they present to apply and develop enterprising skills;
- SE4.03 – apply employment acquisition skills (e.g., résumé writing, interviewing, self-marketing) to acquire, or simulate the acquisition of, a part-time job to gain enterprising experience;
- SE4.04 – incorporate their current interests and abilities into a career plan.

The Enterprising Work Environment

Overall Expectations

- WEV.01 · evaluate the factors that influence the creation of an enterprising work environment;
- WEV.02 · assess the characteristics of employers and managers who value enterprising employees;
- WEV.03 · analyse the characteristics of work environments that promote enterprising behaviour;
- WEV.04 · compare the challenges and benefits for managers and employees of working in an enterprising environment.

Specific Expectations

General Influences

- WE1.01** – describe factors beyond the control of the employer that limit the degree to which a workplace and its employees can be enterprising (e.g., type of industry, type of product or service, stage in the business life cycle);
- WE1.02** – assess the factors within the control of an employer or manager that encourage an enterprising spirit in employees (e.g., method of planning and organizing work, leadership style);
- WE1.03** – analyse economic conditions that encourage the development of an enterprising workplace (e.g., nature and degree of competition, pressures for increased productivity and innovation).

The Employer

- WE2.01** – describe the personal attitudes and attributes of an employer who values enterprising employees;
- WE2.02** – describe management styles, leadership qualities, and methods of employee recognition that contribute to the development of enterprising employees;
- WE2.03** – explain the characteristics of an organization that encourages an enterprising spirit in employees (e.g., emphasis on team and network structures, decentralized control, delegation of power);
- WE2.04** – describe ways an employer can respond effectively to an employee’s failed attempt to be enterprising.

The Work Environment

- WE3.01** – analyse job descriptions to identify those that provide opportunities to be enterprising (e.g., look for references to job enrichment, variety, self-management);
- WE3.02** – describe ways in which alternative work schedules (e.g., compressed work weeks, flexible hours, job sharing, working at home, part-time work) can provide opportunities to be an enterprising employee;
- WE3.03** – describe job features that would attract enterprising employees (e.g., promotion practices and a management structure that encourage and reward individual initiative);
- WE3.04** – compare various methods of remuneration to determine those that most enterprising employees would favour;
- WE3.05** – analyse various forms of compensation or incentives in terms of their effectiveness in motivating enterprising employees (e.g., dental plan, expense account, use of company vehicle).

Challenges and Benefits

- WE4.01** – explain the relationship between a working environment that promotes an enterprising spirit and employee productivity and efficiency;
- WE4.02** – describe the challenges to an employer of recruiting and retaining enterprising employees;
- WE4.03** – describe the challenges faced by enterprising employees in a workplace that is not enterprise-oriented.

The Entrepreneurial Experience

Overall Expectations

- ENV.01** · analyse the attitudes, attributes, and skills shared by entrepreneurs;
- ENV.02** · specify the process through which entrepreneurs identify opportunities to create new ventures;
- ENV.03** · analyse the creative-thinking, problem-solving, and decision-making processes that help entrepreneurs find opportunities to create new ventures;
- ENV.04** · demonstrate entrepreneurial skills by creating a venture plan.

Specific Expectations

Entrepreneurial Characteristics

- EN1.01** – identify the attitudes, attributes, and skills common to many entrepreneurs;
- EN1.02** – compare the characteristics of a number of entrepreneurs to see how they vary;
- EN1.03** – compare the characteristics of an entrepreneur with those of an enterprising employee;
- EN1.04** – describe characteristics of entrepreneurs that benefit communities and society (e.g., they are agents of change, creators of jobs and wealth).

Entrepreneurial Opportunities

- EN2.01** – explain why entrepreneurs view problems as opportunities;
- EN2.02** – identify unsatisfied needs and wants, as well as problems and challenges, that present possibilities for new ventures;
- EN2.03** – examine current changes and trends in demographics and lifestyles that might provide entrepreneurial opportunities (e.g., the aging of the population, the growth of e-commerce);
- EN2.04** – apply market research skills to determine whether a specific opportunity or idea justifies a new venture.

Entrepreneurial Skills

- EN3.01** – demonstrate how skills of observation can be used to identify needs and wants as entrepreneurial opportunities;
- EN3.02** – demonstrate ways in which different creative-thinking techniques (e.g., brainstorming, mind mapping) can be applied to generate new ideas;
- EN3.03** – apply research and critical-thinking skills to evaluate ideas;
- EN3.04** – compare various entrepreneurs to identify examples of problem solving and decision making;
- EN3.05** – demonstrate an understanding of problem-solving skills through entrepreneurial case studies.

The Venture Plan

- EN4.01** – describe the nature and objectives of their proposed venture;
- EN4.02** – identify the size and characteristics of the venture’s target market;
- EN4.03** – determine the resources that would be required to launch the venture;
- EN4.04** – describe the ways in which resources can be organized in the most effective, cost-efficient way;
- EN4.05** – demonstrate the financial objectives of the proposed venture through a financial plan that includes a cash-flow projection, projected sales revenues and expenses, start-up and operating costs, and the total capital required for the venture;
- EN4.06** – investigate the various sources of the capital required.

Unit 2: The Skills of the Enterprising Employee

Time: 24 hours

Unit Description

The unit starts with a large-group sharing or jigsaw to brainstorm the skills of an enterprising person. Students are then introduced to journal writing for application of theory learned and are given an opportunity for self-reflection and concept reinforcement. Students investigate the differences between volunteer jobs and paid jobs, prompting them to brainstorm opportunities for skill development. The fourth activity focuses on student career research.

Unit 2 Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
2.1: Skills of an Enterprising Person	2 hours	SEV.01, SEV.02, SE1.01, SE1.02, SE1.03, SE1.04, SE2.01, SE2.02	K/U; T/I; A	<ol style="list-style-type: none"> 1. Brainstorm the skills of an enterprising person. 2. Complete a diagram an entrepreneur. 3. Define enterprising.
2.2: Opportunities in the Community	12 hours	SEV.03, SEV.04, SE3.01, SE3.02, SE3.04, SE4.02	K/U; T/I; A; C	<ol style="list-style-type: none"> 1. Introduce students to journal writing. 2. Survey volunteerism in the school and the community. 3. Compare volunteerism and jobs in the school and the community. 4. Take part in a career/volunteer mini-workshop with community speakers. 5. Summarize newspaper articles. 6. Write a personal article for portfolio.
2.3: Skills and Portfolio Building	5 hours	SEV.02, SEV.04, SE2.01, SE2.02, SE3.03, SE3.05, SE4.02	K/U; T/I; C; A	<ol style="list-style-type: none"> 1. Develop a list of opportunities in the community for an enterprising person. 2. Create résumés. 3. Gap analysis of skills. 4. Create personal timeline.
2.4: Developing a Career Plan	5 hours	SEV.04, SE4.01, SE4.02, SE4.04	K/U; T/I; C; A	<ol style="list-style-type: none"> 1. Career Research 2. Gap analysis 3. Create a career plan.
Unit Integration				
5.2: Entrepreneurial Opportunities	5 hours	ENV.02, ENV.03, EEV.01, EN2.01, EN2.02, EN2.03, EN2.04, EE1.03, EN3.04, EN3.05	A; C; T/I	<ol style="list-style-type: none"> 1. Create a job description. 2. Create an application form. 3. Create a job advertisement. 4. Develop interview questions. 5. Conduct mock interviews.

Activity 2.1: The Skills of the Enterprising Employee

Time: 2 hours

Description

A list of attributes, skills, and characteristics that define an enterprising person is developed for use in this unit as well as for reference in the cumulating activity, the Enterprising Company Experience, in Unit 5. What makes a person enterprising is what makes them more competitive in the marketplace.

Strand(s) & Learning Expectations

Strand(s): Skills of an Enterprising Person

Overall Expectations

SEV.01 - analyse the skills of an enterprising employee;

SEV.02 - assess the extent to which they have developed enterprising skills.

Specific Expectations

SE1.01 - explain the nature and importance of strong communication skills for an enterprising employee;

SE1.02 - explain the nature and importance of critical-analysis, problem-solving, and creative-thinking skills for an enterprising employee;

SE1.03 - describe ways in which a person can continuously develop enterprising skills;

SE1.04 - describe the self-management skills that are important to an enterprising employee;

SE2.01 - demonstrate ways in which their interests, accomplishments, relationships with others, and leisure activities have helped develop their enterprising skills;

SE2.02 - analyse their enterprising skills to identify those they have developed and those they should develop.

Prior Knowledge & Skills

Brainstorming skills. The Pedagogy Resources provide numerous suggestions for student grouping and brainstorming activities.

Planning Notes

- Videos about enterprising, successful or entrepreneurial business people should be arranged. (See Resources).
- The teacher provides a list of Canadian entrepreneurs and magazine and newspaper articles about successful business people.
- Internet access for the class should be arranged in order to research Canadian entrepreneurs and successful business people. On-line entrepreneurial and e-business magazines, as well as newspapers, may be used (see Resources).

Teaching/Learning Strategies

- Using information from videos, the Internet, selected articles from textbooks, newspapers, or magazines, a brainstorming exercise is conducted. The knowledge of common skills, traits, and characteristics of successful business role models is developed (good communicators, problem solvers, self starters, critical thinkers, creative management skills, initiative). If videos, Internet, or print materials are not available, a general knowledge of what people do on their jobs may be substituted.

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- A list or chart is created to record these skills, traits, and characteristics in student notebooks.
 - A diagram of a person or head is labelled with the various phrases that depict an enterprising person. The Entrepreneurial Person diagram (Appendix A 3.6a and A3.6b from the Introduction to Business Profile, Public) can be used. Students generate interview questions to ask a classmate who is an employee or working person.
 - The questions should elicit information from the interviewee about skills, traits, and characteristics that make them a successful employee. A suggested guideline is found in *The Entrepreneurial Spirit* (question 5, p. 37) or in *Enterprising People* (Chapter 2).
 - Students then interview someone in the class who is an employee, or has worked at a job, using their questions and recording the answers. They compare the resulting answers to the previously generated list/note from discussions and videos and add any missing items to their list of skills, traits, and characteristics of successful business people. A definition for an enterprising person should then be deduced and recorded in their notebook.

Assessment & Evaluation of Student Achievement

Involving students in the assessment process is one way to encourage the group members' involvement. Individual grades are assigned. Students should be given the assessment tools and rubrics at the start of the activity.

- Self-evaluation of The Entrepreneurial Person diagram using the forms found in *Assess for Success*, an OSSTF resource book, may be done. An exemplar of The Entrepreneurial Person should be provided by the teacher.
- Information is recorded in note form; a definition is deduced and assessed by the teacher for accuracy.

Accommodations

- The teacher should take into consideration the student's IEP for specific accommodations and suggestions that address the student's learning needs.
- Suggestions for accommodations can be found in *The Curriculum Planner K-12*

Enrichment

Conduct an interview of a local entrepreneur or business person, asking about their definition of a successful or enterprising employee, and develop a list of the skills, traits, and characteristics they give you to compare to what you have already.

Alternative Strategies

- Have students work in pairs or groups to develop a list of skills, traits, and characteristics.
- Give students a list of skills, traits, and characteristics of enterprising people with an explanation of each point and have them brainstorm when they've seen that trait in themselves or others.

ESL

- Allow for multiple viewings of videos on enterprising, successful, or entrepreneurial business people.
- Add global figures or a figure from the country of origin of the ESL student to the list of entrepreneurs.
- Provide a vocabulary list for idiomatic usage and challenging vocabulary.
- ESL students may not be familiar with the use of rubrics for evaluation and may need practice.

Resources (in addition to those listed in the Overview)

Videos

Planning for Success. Toronto ON: Canadian Banking Association and Canadian Foundation for Economic Education, 1994. 20 min.

CBC. "Roots Boys," *Life and Times* video series. Toronto. 60 min.

CBC. "Lynn Johnston," *Life and Times* video series. Toronto. 60 min.

CBC. "Royal Canadian Air Farce," *Life and Times* video series. Toronto. 60 min.

(videos may be obtained from: <http://www.tv.cbc.ca/lifeandtimes/>)

Websites

www.entrepreneur.com

<http://www.entrepreneurmag.com>

www.homeofficemag.com

www.thestar.com

www.theglobeandmail.com

Appendices

The Entrepreneurial Person diagram, from Introduction to Business (BBI10) Public Course Profile, Appendix A 3.6 and 3.6b.

Activity 2.2: Opportunities in the Community

Time: 12 hours

Description

This activity and the related sub-activities are designed to have students investigate their community, looking for opportunities that are "enterprising." Students first examine themselves, then widen their investigation to the school, and finally the community that the school is part of, by doing a walk-about, listening to guest speakers, and reading the community papers. Students write about their lives and how they have been enterprising.

Strand(s) & Learning Expectations

Strand(s): Skills of an Enterprising Person

Overall Expectations

SEV.03 - analyse activities and experiences to identify those that develop enterprising skills in managing risk, using creative-thinking and problem-solving techniques, and sharing ideas;

SEV.04 - demonstrate how activities that develop enterprising skills can be incorporated into their career plan.

Specific Expectations

SE3.01 - identify opportunities within the school curriculum to apply and develop enterprising skills;

SE3.02 - identify co-curricular opportunities that can help develop enterprising skills;

SE3.04 - identify opportunities to participate in volunteer community service programs that require enterprising skills;

SE4.02 - compare specific entry-level jobs in terms of the opportunities they present to apply and develop enterprising skills.

Prior Knowledge & Skills

Students should:

- be able to identify characteristics, skills, and traits of enterprising people;
- know what a survey is, how to conduct one, and how to draw inferences from it;
- be familiar with the basic layout of community or area used for walk-about;
- have basic word-processing skills in order to type newspaper summary and autobiography.

Planning Notes

- Students look at the local community as an “opportunity rich” environment that can help them build their enterprising skills. The teacher presents students with a diverse set of activities that focus on the community as an opportunity resource. The activities include reflective journal writing, school survey, a community walk-about, career mini-workshop, newspaper article summary, and an autobiographic report.
- The first activity introduces students to reflective journal writing. The teacher may provide students with a separate notebook or suggest students purchase one to document their learning. Reflective writing activities are used throughout the course. The teacher should direct the initial journal writing activity because students need to warm to the process. The teacher can build on past learning by asking students to reflect on what they learned in the prior unit, such as “What are some of the skills an enterprising person needs? Explain.” “What successful business person that we learned about did you like the most and why?” “What is something you did that was risky but that had a successful outcome?” An excellent segue to the next activity would be to have students write a journal entry about what an enterprising person has done when she/he was in high school. The entry could include clubs they were part of, sports teams they played on, and academic achievement.
- A class discussion after the journal writing exercise, led by the teacher, shows students that schools offer many opportunities to be enterprising. Teachers can suggest that being enterprising in school can involve good academic performance, strong work habits, mentoring, peer helping, volunteering, and paying jobs. Students are then placed into groups of three or four. Each group is given a large piece of flip chart paper and asked to brainstorm all the different opportunities within the school community a person could use to demonstrate their enterprising spirit. Some possible responses for volunteer activities could be representing your school on a sports or academic team, being part of a club, acting in a play, and being a member of student council. Paying jobs at the school could be answering phones in the office at lunch, handing out books in the bookstore, and scoring sports games. Students may walk around the school to better picture the wide scope of activities for enterprising people to participate in.
- Teachers need to do pre-lesson preparation in advance. Teachers should consult administration regarding the field trip procedure for their school because this activity requires that students leave the school. Prior to this activity, permission forms need to be handed out so parents and students have ample time to return them to the school. The teacher should also prepare a survey sheet and have clipboards for students to carry around and record their findings. The sheets should allow students to record both volunteer and paying jobs in the community. The sheet should focus on how the “community opportunity” allows students to be enterprising. The activity has students work in pairs, walk around their community and take inventory of the enterprising opportunities. Students should focus on paying jobs that are available to them now. Examples of jobs they might find are busboy, baker, cashier, retail salesperson, and lifeguard. Volunteer opportunities might be coaching, candy striping, and working with youth groups and environmental clubs. Teachers may wish to assist students by providing a list of possible destinations in their community, and some simple “do’s” and “don’ts” for approaching the various opportunities. Advance contact with some community members may be advisable.

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- The findings of the last two exercises are compared and discussed. The activities show students that their community has many opportunities for them to flex their “enterprising muscles.” The findings could be used to help students look at opportunities in the community that are not presently being realized.
 - The teacher organizes a career/volunteer mini-workshop. Over two or three days, the teacher brings in guest speakers from the community who represent organizations where the students can go and either volunteer or apply for jobs. Possible guest speakers could be the community police officer, the local SPCA officer, a teacher from the local elementary school, or a community business owner. Students prepare a report summarizing the information presented by the three guest speakers they found the most interesting.
 - The teacher, prior to this activity, collects articles from the community paper looking for stories that discuss successful people in the community. The teacher then gives students a package of two or three articles to read and summarize. Below their summary, students should write an opinion piece that explains what they thought was the “lesson” or “key to success” for the article’s main subject.
 - The final activity has students add to their portfolio. Students write a newspaper-style article about themselves similar to what they saw in the prior activity. The article focuses on the student’s life and highlights a past experience. Students can choose the highlight for their article, though some suggestions may be winning the city championship, acting in the school play, getting a job, driving for the first time, getting the high score at a video game. When students are writing the article, they should reflect on the enterprising skills they used or learned while accomplishing the task. Students should also chronicle the hard work done to make the highlight a reality, like late night practices or months in driving school. Key players (e.g., friend, parent, sibling, or teacher) can also be mentioned as people who helped out. The teacher books the computer lab if the articles are to be desktop-published.

Teaching/Learning Strategies

- The first sub-activity is reflective journal writing. This is the first time students write a journal entry, therefore the exercise would benefit from the teacher’s asking directed questions. The teacher directs the journal writing to reflect learning done in the previous exercise.
- The school survey allows students to explore their own “turf” and find out about clubs, activities, and teams that allow people to develop and use their enterprising skill, traits and characteristics. For management of time and crowd control in halls, students should be placed in survey teams.
- The community walk-about is an excellent learner-centred activity. Students, for safety reasons, should work in groups of two or three. A sample data-collection sheet is found in Appendix 2.2.1.
- The career mini-workshop is an excellent way to get students to meet contacts from the community who offer enterprising opportunities and for teachers to discuss personal presentation skills, such as language, appearance, and manners.
- The article summary exposes students to a model of the next exercise. Every student should complete the summary individually. This exercise should solidify for students that there are enterprising role models in the community.
- The autobiographical story is also to be done individually. This exercise could be seen as a “formal” reflection exercise that has students look back at their lives for examples of enterprising actions or skills they displayed or used. The previous activity, which looked at a newspaper article telling the story of an enterprising person, should be used as a model.

Assessment & Evaluation of Student Achievement

Focus: Knowledge/Understanding, Thinking/Inquiry, Communication, Application

Formative

- Both the school survey and community walk-about findings should be submitted to the teacher for assessment. Assessment is done with verbal and written feedback. Assessment should address students' understanding of an enterprising opportunity and if they correctly identified ones in their community.
- Students, using Appendix 2.2.2 – Written Report Rubric, assess the autobiographic report.

Summative

- Evaluation of the article summary deals with correct identification of enterprising traits discussed in article, making connection with information discussed in Activity 2.1, understanding of the article, and language skills, using Appendix 2.2.2 – Written Report Rubric.

Accommodations

Enrichment

- Have students compare findings from their community walk-about to those of a community of equal size, diversity, or industry. To complete this task, students can use the Internet or Library/Resource Centre to research the other community.
- For the newspaper article summary, students could perform a gap analysis of skills, traits, and characteristics possessed by the subject to those learned in Activity 2.1.

Alternative Strategies

- Instead of physically leaving the school for the community walk-about, students could scan a community newspaper looking for opportunities.
- Have a collection of pre-selected newspaper articles with a list of questions that can be answered to complete the exercise.
- Provide a worksheet that maps out the autobiography exercise, steering students toward completing the assignment by asking leading questions.
- Students can write a story about their favourite fictional character if an autobiography presents too many challenges.
- Students can use the school yearbook or website instead of physically walking around the school.
- Teachers can use the websites of community businesses instead of the community walk-about.
- If the newspaper article format is too challenging, students could write a short story.

ESL

- ESL students may not be acquainted with the idea of what a survey is, how to conduct one, and how to draw inferences from it and may need practice.
- Provide a graphic for the walk-about or pair with another student who can serve as a “guide”.
- Encourage autobiographical journal entries about entrepreneurial activities that the ESL student might have undertaken or are familiar with occurring in the high school in their country of origin.
- Permission forms for field trip activity may have to be translated for parent use.

Resources

Teachers present examples of possible community-based enterprising opportunities by using their community newspaper, school website, newsletter, and yearbook. As well the Overview Resources provide students with examples of opportunities to look for in their community.

Appendices

Activity 2.2.1 – Community Walk-about Data Sheet

Activity 2.3: Skills and Portfolio Building

Time: 5 hours

Description

This activity builds on the portfolio created in Unit 1. Students discover community resources to help enterprising employees. Next, students creatively develop a timeline of their life expectations. Finally, students choose their dream job, develop a résumé for the perfect candidate for the job, and then develop a gap analysis.

Strand(s) & Learning Expectations

Strand(s): The Skills of the Enterprising Employee

Overall Expectations

SEV.02 - assess the extent to which they have developed enterprising skills;

SEV.04 - demonstrate how activities that develop enterprising skills can be incorporated into their career plan.

Specific Expectations

SE2.01 - demonstrate ways in which their interests, accomplishments, relationships with others, and leisure activities have helped develop their enterprising skills;

SE2.02 - analyse their enterprising skills to identify those they have developed and those they should develop;

SE3.03 - assess opportunities to develop enterprising attributes and skills through part-time jobs;

SE3.05 - demonstrate enterprising skills through participation in volunteer, school, or business program;

SE4.02 - compare specific entry-level jobs in terms of the opportunities they present to apply and develop enterprising skills.

Prior Knowledge & Skills

Students need a copy of their résumé developed in the Grade 10 Career Studies course. Students need to be familiar with word-processing software. The Public and Catholic versions of the Introduction to Information Technology, BTT10/20 Course Profile, supply a checklist and remedial exercises to help students get up to speed in word processing.

Planning Notes

Chart paper and markers are needed for the brainstorming activity. Bristol board or 11" x 17" paper, magazines, markers, glue, rulers, pencil crayons, and scissors are needed for the timeline. Students can provide many of these, but should be told ahead of time. You may provide an example of your timeline as a demonstration. Finally, two class periods should be scheduled in a computer lab for the résumé activity.

Teaching/Learning Strategies

- Arrange students in groups of four or five. Have students brainstorm all the enterprising skills that can be learned from a part-time job, volunteer community service, sports teams, school clubs, etc. The groups write their answers on chart paper. Each group shares their findings with the class.
- Students create a timeline that includes the rest of their lives that illustrates the major activities they would like to do and the goals they would like to attain. The timeline should start at their birth (so that they can include all past experiences) and continue until their 90+ birthday. Students should include education, career, travel, family, and personal activities. The timeline should be completed on an 11" by 17" paper and include pictures, diagrams, and explanations.

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- In the computer lab, students update the résumé they produced in Grade 10 Career Studies. Students then create a second fictional résumé for a job they would like to have after graduation. This may be an entry-level position or one they may attain in their early thirties. The second résumé is for an outstanding candidate for this position. The third step is to create a gap analysis of the two résumés.

Assessment & Evaluation of Student Achievement

Focus: Knowledge/Understanding, Thinking/Inquiry, Communication, Application

Involving students in the assessment process is one way to encourage the group members' involvement. Individual grades are assigned. Students should be given the assessment tools and rubrics at the start of the activity.

Formative

- Informal observation of students by the teacher.
- Verbal feedback from the teacher to students.
- Timeline self-assessment, the teacher assesses the timeline and the self-evaluation form.
- The teacher and student conference on the résumés and gap analysis.

Introduction to Information Technology, BTT10/20, provides a Portfolio Rubric, Appendix 5-12. Students should be encouraged to self-assess their portfolio and make the necessary changes.

Accommodations

- The teacher may pair certain students at the computer to address individual special needs.
- The teacher should move around the room and provide feedback to students.
- Refer to accommodations in course outline if required.

Enrichment

- Students could search the Internet for actual job descriptions and résumés for their dream jobs.

Alternative Strategies

- The teacher may provide copies of outstanding résumés for dream jobs for students to assess.
- Provide an exemplar of a timeline.
- Specific assistance from family members would be useful, with those members providing information, perhaps on data collection sheets that they would sign to help develop a timeline.

ESL

- ESL students may not have a résumé developed in the Grade 10 Career Studies course and need extra time and/or instruction on how to prepare one.
- Grouping of ESL students should take into account use of the first language and extra time to execute discussions, formulate responses, and take part in brainstorming. Students may need help with vocabulary while brainstorming or need work on a vocabulary list prior to brainstorming.

Activity 2.4: Developing a Career Plan

Time: 5 hours

Description

Students choose a career and develop a career plan that includes a gap analysis. Learning what skills and attributes need to be developed by the student to become an enterprising employee enhances their chances of being more marketable in their chosen career of interest.

Strand(s) & Learning Expectations

Strand(s): The Skills of an Enterprising Employee

Overall Expectations

SEV.04 - demonstrate how activities that develop enterprising skills can be incorporated into their career plan.

Specific Expectations

SE4.01 - identify careers that are of most interest to them;

SE4.02 - compare specific entry-level jobs in terms of the opportunities they present to apply and develop enterprising skills;

SE4.04 - incorporate their current interests, and abilities into a career plan.

Prior Knowledge & Skills

Student should have Internet research skills.

Planning Notes

The teacher needs to arrange for full class access to the Internet and should check for current availability of the sites to be used. Two assessment sites with on-line career research assistance are:

<http://jacc.becon.org> and <http://www.jobhuntersbible.com/>

Teaching/Learning Strategies

- Using assessment tools from the websites <http://jacc.becon.org> and <http://www.jobhuntersbible.com/>, students determine their current employability skills, aptitudes, and interests. Assessment worksheets are filled in on the site to begin the research process.
- Print materials may be substituted if Internet access is not available for assessment and career research. Assessment steps may also be found in Appendix 2.7.1 – Leadership Matching Exercise from Introduction to Business (BB11O) Catholic Course Profile; Appendix 23 – Data Collection Chart from Career Studies (GLC2OP) Public Course Profile; or the Appendix A – Action Plan from Career Studies (GLC2OC) Catholic Course Profile.
- Students research the various resulting career choices that match their finished self-assessment to determine what is needed to achieve their chosen career direction.
- A gap analysis (where they are versus where they want to be) is done to determine the pre-requisite steps to obtain their career choice.
- A career report is completed, including all the information obtained from their research (job description, education needed, future needs for this career, salary, related jobs) and presented orally to the class.
- Personal reflection based on the presentations in the form of a teacher-directed journal entry.
- The resulting assessment tools (employability skills, aptitudes, interests, and gap analysis) are placed in the student's portfolio to be used later in the Enterprising Company Experience in Unit 5 to help determine where they fit into an enterprising company's profile.

Portfolios

Suggestions for setting up a portfolio may be found in *Quality Assessment, Fitting the Pieces Together*, pp. 150-156. It gives the teacher questions to consider before implementing a portfolio system, an outline of the three main types of portfolios, and four steps essential in the portfolio process. This resource provides powerful suggestions for the teacher using a portfolio system.

Assessment & Evaluation of Student Achievement

Focus: Knowledge/Understanding, Thinking/Inquiry, Application, Communication

- Assessment worksheets (employability skills, aptitudes, interests, and the gap analysis), either completed from websites or from a textbook, are used to complete the career research report and then included in the student's portfolio for further use in the cumulating activity, The Enterprising Company Experience, in Unit 5.
- The completed career research report is presented to the class and assessed by the teacher using the appropriate marking rubric from the Appendices. (Appendix 2.4.1 – Electronic Presentation Rubric; Appendix 2.2.2 – Written Report Rubric; Appendix 2.4.3 – Oral Report Rubric)

Accommodations

Enrichment

- An electronic presentation or written career report may be substituted for the oral report. The appropriate assessment rubric should be used from the Appendices.

Alternative Strategies

- The student's IEP should be consulted for the appropriate type of report that reflects the student's special learning needs. The appropriate assessment rubric should be used from the Appendices.

ESL

- ESL students should be allowed and encouraged to use bilingual dictionaries at all times and especially when working on vocabulary-laden activities such as the on-line determination of their current employability skills, aptitudes, and interests.

Resources

Print

The Entrepreneurial Spirit textbook (Chapter 4)

Websites

<http://jacc.becon.org>

<http://www.BrockU.CA/career/career/research4.html>

<http://www.cybf.ca/>

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

Appendices

Appendix 2.2.2 – Written Report Rubric

Appendix 2.4.1 – Electronic Presentation Rubric

Appendix 2.4.3 – Oral Report Rubric

Appendix 2.7.1 – Leadership Matching Exercise, from Introduction to Business (BBI10) Catholic Profile.

Appendix 23 – Data Collection Chart, from Career Studies (GLC2OP) Public Profile.

Appendix A – Action Plan, from Career Studies (GLC2OC) Catholic Profile

Activity 2.2.1

Community Walk-about Data Sheet

Name of Organization	Contact Name and Phone Number	Opportunities Available	Duties Include	Volunteer (V) or Paying (P)
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Appendix 2.2.2

Written Report Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-89%)
Knowledge/Understanding				
Understanding of concepts, principles and theories Expectation: Key concepts/principles/theories related to the expectation:	- demonstrates limited understanding of the key concepts, principles and theories	- demonstrates some understanding of the key concepts, principles and theories	- demonstrates considerable understanding of the key concepts, principles and theories	- demonstrates a thorough and insightful understanding of the key concepts, principles and theories
Thinking/Inquiry Inquiry skills	- demonstrates limited ability to use specific strategies to gather information and generate ideas for a written report	- demonstrates limited ability to use specific strategies to gather information and generate ideas for a written report	- demonstrates limited ability to use specific strategies to gather information and generate ideas for a written report	- demonstrates limited ability to use specific strategies to gather information and generate ideas for a written report
Communication Communication of information and ideas	- demonstrates limited ability to use language conventions to write correctly	- demonstrates some ability to use language conventions to write correctly	- demonstrates considerable ability to use language conventions to write	- demonstrates a high degree of ability to use language conventions to write correctly

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 2.4.1

Electronic Presentation Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding				
Knowledge of facts and terms Expectation:	- demonstrates limited knowledge of facts and terms	- demonstrates some knowledge of facts and terms	- demonstrates considerable knowledge of facts and terms	- demonstrates thorough insightful knowledge of facts and terms
Understanding of concepts, principles, and theories Expectation:	- demonstrates limited ability to identify and explain content on topic	- demonstrates some ability to identify and explain content on topic	- demonstrates considerable ability to explain content on topic	- demonstrates through ability to explain all aspects of content on topic
Thinking/Inquiry				
Critical and creative thinking skills (e.g., to identify the problem, topic, issue, explore alternative, collect the data) Expectation:	- demonstrates limited ability to use specific strategies to gather information and generate ideas for a presentation	- demonstrates some ability to use specific strategies to gather information and to generate ideas for a presentation	- demonstrates considerable ability to use specific strategies to gather information and to generate ideas for a presentation	- demonstrates considerable ability to use specific strategies to gather information and to generate ideas for a presentation
Application				
Application of concepts, skills, and procedures in familiar (to new) contexts Expectation:	- demonstrates limited ability to use an organizational pattern to structure ideas for a presentation	- demonstrates some ability to use an organizational pattern to structure ideas for a presentation	- demonstrates considerable ability to use an organizational pattern to structure ideas for a presentation	- demonstrates a high degree of ability to use an organizational pattern to structure ideas for a presentation
Use of equipment, materials and technology Expectation:	- demonstrates limited ability to use strategies for style, text, background, timing or transitions	- demonstrates limited ability to use strategies for style, text, background, timing or transitions	- demonstrates limited ability to use strategies for style, text, background, timing or transitions	- demonstrates limited ability to use strategies for style, text, background, timing or transitions

Note: Space is provided to include the specific expectation related to the assignment.

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 2.4.3

Oral Report Rubric

Criteria	Level 1 (50-50%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding				
Knowledge of facts and terms	- demonstrates limited knowledge of facts and terms	- demonstrates some knowledge of facts and terms	- demonstrates considerable knowledge of facts and terms	- demonstrates thorough knowledge of facts and terms
Communication				
Use of language, symbols, visuals	- demonstrates limited ability to use vocabulary and language conventions to speak clearly and correctly	- demonstrates some ability to use vocabulary and language conventions to speak clearly and correctly	- demonstrates considerable ability to use vocabulary and language conventions to speak clearly and correctly	- demonstrates a high degree of ability to use vocabulary and language conventions to speak clearly and correctly
Communication for different audiences and purposes	- demonstrates limited ability to use strategies for effective business communication	- demonstrates some ability to use strategies for effective business communication	- demonstrates considerable ability to use strategies for effective business communication	- demonstrates a high degree of ability to use strategies for effective business communication
Communication of information and ideas	- demonstrates limited ability to communicate information and ideas with clarity	- demonstrates some ability to communicate information and ideas with clarity	- demonstrates considerable ability to communicate information and ideas with limited clarity	- demonstrates a high degree of ability to communicate information and ideas with clarity

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.