
Public District School Board Writing Partnership

Business Studies

Course Profile

Organizational Studies: Managing a Small Business

Grade 12

Workplace Preparation

BOG4E

- *for teachers by teachers*

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

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Course Overview

Organizational Studies: Managing a Small Business, BOG4E, Grade 12, Workplace Preparation

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

Prerequisite: None

Course Description

This course focuses on the core skills and concepts required to manage a small business. Students will deal with various aspects of operations management, such as inventory, marketing, financial issues, communication, and human resources. Students will also explore the challenges facing small businesses, including hiring and training, motivating employees, and complying with legal requirements.

Course Notes

“Workplace preparation courses are designed to equip students with the knowledge and skills they need for direct entry into the workplace or for admissions to apprenticeship programs and other training programs offered in the community. The range and content of the courses offered will allow students to prepare for a variety of jobs, training programs, and careers. Teaching and learning will emphasize workplace applications of the course content, but will also explore the theoretical material that underlies these practical applications.” “Workplace preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of generic employment skills, as well as independent research and learning skills. Workplace preparation courses in particular should also promote and stress the importance of lifelong learning.” *Ontario Secondary Schools Grade 9 to 12 Program and Diploma Requirements 1999*, p.17

Students are required to work collaboratively throughout the course; therefore, addressing conflict management is important to student success. A variety of topics in organizational studies can lead to emotionally charged discussions and potential conflict. At the beginning of the course, the teacher should address this issue, emphasizing that not all conflicts can be resolved, but people can always choose how to handle them. Steps to conflict resolution include: 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, continue the work; if the decision is unsatisfactory, repeat the process. Point out that different cultures perceive conflict differently – what constitutes conflict and how to resolve problems may vary from culture to culture, e.g., eye contact, personal space. These issues have a direct bearing on what and how the teacher evaluates in the process area. This is a learning skills component. The Human Resources Management strand addresses these concepts. Self-, peer, group, and teacher assessment forms, once taught, help deflect conflict and solve problems.

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 in small business management. Students should be aware of the cooperative education experiences available and the dynamic nature of business career paths available to them.

Safety is a very important issue that the teacher should emphasize. The local board policy on trips will govern the field trips suggested in the activities. Topics of discussion should include the environment, trip safety, online safety, ethics and legal requirements of working online, and interview safety. Teachers should place special emphasis on part-time and summer jobs. An enthusiastic student/employee can also be a safe and informed one. Overview Resources have a safety resource produced by The Ontario Ministry of Labour.

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

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

Adult students provide the teacher with a resource (the adult student's knowledge and experiences) upon which to draw.

Units: Titles and Times

** Unit 1	The Role of Entrepreneurship	12 hours
Unit 2	The Small Business Environment in Canada	16 hours (+20 for Culminating Activity)
Unit 3	Operations Management	22 hours
* Unit 4	Human Resource Management	40 hours
Ongoing Culminating Activity Introduced in Unit 2		20 hours (see Unit 2)

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

** This unit is fully developed in the Catholic Course Profile.

Unit Overviews

Unit 1: The Role of Entrepreneurship

Time: 12 hours

Strand(s): The Role of Entrepreneurship

Unit Description

Students describe the characteristics and skills needed to succeed in an entrepreneurial venture. Analysing entrepreneurial opportunities and the process involved in creating a venture allows students to assess the role that problem solving and creativity play.

This introductory activity is a small group exercise. The teacher provides each group with a container/envelope of everyday items: straws, rubber bands, paper clips, tape, a spool, string, etc. The student groups brainstorm the design of a useful item such as a burglar alarm system for a store (a string wrapped around the door knob that stretches a rubber band and shoots a paper clip at a sensor device or bell when the door is opened). The teacher reminds students that the first few ideas they brainstorm are most often traditional and after that the ideas are usually something more innovative because you think "outside the box."

In **Cluster 1.1** students research successful and unsuccessful Canadian entrepreneurs. (See Resources.) Articles from newspapers are good sources of information on locally based landmark businesses. Students bring their findings to the class and brainstorm the characteristics of successful and

unsuccessful entrepreneurs with the teacher's direction. A three-circle Venn diagram could show the characteristics of the successful entrepreneur, the characteristics of the unsuccessful entrepreneur, (and the characteristics they have in common), while the third circle includes environmental factors. Students conduct a PEST+C (political, economic, sociological, technological, + competition) analysis on the businesses to analyse the external environment (the uncontrollable factors). The teacher then provides an example of a successful entrepreneurial company. One example is a sticky note company that allows its employees to spend 15% of work time at what they call 'bootlegging.' 'Bootlegging' time enables employees to develop pet projects. The websites listed in Resources for Unit 1 provide numerous examples. The students then assess their own entrepreneurial characteristics with self-assessment tools found on the websites listed in Resources.

In **Cluster 1.2**, students research the relationship between creativity and an individual's thinking processes, and then physically create a model to illustrate the concept. For example, one group could produce De Bono's six coloured thinking hats; others could illustrate Von Oech's creative characters, left and right brain thinking; or Von Oech's mental blocks. In the next activity, the teacher supplies students with case studies of specific situations in a small business. The scenarios can relate back to landmark businesses researched in Cluster 1.1. The teacher-introduced questions for discussion should include scenarios that affect the business, such as: What if there was a fire? What if the owner gets sick? What if competition moves in across the street? What if the local major corporation leaves town? What if the company is experiencing more customer demand than it can handle? In the last activity, the teacher explains the difference between inventions and innovations. The light bulb is an invention; a halogen bulb is an innovation. The teacher supplies each student with an invention, e.g., umbrella, skateboard, snowboard, roller blades, dishwasher, refrigerator, hairdryer, artificial Christmas trees and students must develop their own innovations for that invention. The Canadian Foundation for Economic Education (CFEE) provides a list of major Canadian inventions on their website. (See Resources.)

In **Cluster 1.3** the teacher supplies an electronic example of a good business plan. (See Resources for websites.) Students review retailing, service, not-for-profit, and international business plans. The teacher provides questions for the students to use as a guide in analysing the business plan. This thinking and inquiry activity should focus on: the external help needed (outside skilled Professionals); sources of financing; the specific parts of a business plan; etc. This leads into a teacher-led discussion based on the information from the business plan investigation that spotlights the comparison of alternative financing for start-up entrepreneurial ventures. A summative activity has the class develop a note on the sources of financing.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus/Time
1.1	REV.01, REV.03, RE1.01, RE1.02, RE3.01, RE3.02, RE3.03	Knowledge/Understanding Communication Application	Entrepreneurial Skills, Characteristics, and Motivations (4 hours)
1.2	REV.02, RE2.01, RE2.02, RE2.03	Knowledge/Understanding Thinking/Inquiry Application Communication	Creativity and Problem Solving (6 hours)
1.3	REV.01, RE1.02, RE1.03, RE1.04	Knowledge/Understanding Thinking/Inquiry Application Communication	The Entrepreneurial Person (2 hours)

Unit 2: The Small Business Environment in Canada

Time: 16 hours (+ 20 for Culminating Activity)

Strand(s): The Small Business Environment in Canada

Unit Description

The teacher leads the class in a brainstorming session listing the businesses in their area. The teacher then gives a definition of a small, medium, and large business based on the number of employees, total revenue, and type of management/ownership structure. Examples are: small – a local ‘mom-and-pop run’ restaurant; medium – chain of two or three stores; large – a national department store.

In **Cluster 2.1**, the teacher brings an everyday item to establish the basic concepts: need (pen), want (fancy designer pen) and problem solving (erasable ink pen). As a follow up to the introductory activity, the class focuses on types of small businesses. In small groups the students brainstorm the impact of small business in their area e.g., job creation, flexibility, charitable contributions, seasonal events, economic and political impact/benefits, type of ownership (start-up, franchise, purchase of an existing business). (See Resources.)

The teacher introduces the Small Business Management Project on-going activity. The Small Business Management Project is a rich performance task that acts as the summative culminating activity for the course. In this Small Business Management Project, students investigate and describe one or two small local businesses (The teacher may want to increase the number of businesses to be investigated depending on the student/class ability.). It is not necessary for the small business to be independently owned. ‘Hooks’ to help the students decide what business to investigate could be: Where do you work? Where have you worked? and Where do you want to work when you leave school? Students can choose a sole proprietorship, franchise operation, corporation, or cooperative. The business profiles must include an analysis/description of the product, type of ownership, mission statement, marketing strategy, location, number of employees and their role, type of management structure, flexibility in employment and management decisions, daily operations, the mechanics of how the business runs, political climate, social contributions, technical needs, type of skilled professionals needed to establish and maintain the business, and a photo/sketch of the business. The owner’s opinion about the future of small business locally and nationally is the final requirement. The Small Business Management Project is an on-going project intended to conclude at the end of Unit 4. The organizational studies issues taught in this course should provide the student the foundation to fully investigate the small businesses they have chosen. The teacher may want to set aside benchmark days to determine the student’s progress and give them in-class time to work on their profiles (example, set aside every other Friday as a profile work period or book computers so students may research and word-process their work). The advantage of The Small Business Management Project is that students make a personal link to small business owners in the community who can present their unique management style, experiences, expertise and advice to the class. Teachers are encouraged to have students invite their small business owner/manager/entrepreneurs to come into class as part of a guest speaker series/forum, e.g., have a speaker every other Tuesday.

Students then explore the requirements for a Franchise Trade Show and highlight the variety of franchises available in Ontario. In pairs, they investigate a franchise operation. The class can use the Canadian Franchise Association website (www.cfa.ca) as a basis to select the franchise to explore. Students find the requirements to start a franchise; capital required; training and supplies, site/lease negotiations; advice given by franchisor, and royalty and advertising fees. The teacher needs to plan around the need for time for the request/response process. Collectively, the class should make a franchise information data-table that each group uses to record the terms/conditions of each franchise. This common format makes it easier to compare and contrast franchises. The class then organizes a Franchise Trade Show that will allow students to “sell/inform” the franchise to other classmates. The teacher provides a peer evaluation based on creativity, information, oral presentation style, and display.

Students should be encouraged to invite a guest speaker to discuss franchise opportunities. The teacher could connect with the Grade 9 and 10 Business Studies teachers and invite these classes to attend the “Senior Business Studies Class Franchise Trade Show” or attend the guest speaker(s) series/forum.

In **Cluster 2.2**, the teacher introduces the concept of adaptation and carving out a market niche to survive in business, e.g., specialty stores in door/window accessories to complement a large hardware big box store. Students can interview the small business contact from their Small Business Management Project to get practical adaptations from their community. Students should evaluate the need for ethical and socially responsible behaviour in small business management. Students then share their findings with the class and develop a list of ways the small business owner can adapt to change. The next activity introduces the concept of brick and mortar businesses (physical locations) and click and mortar businesses (virtual/web locations). Students then analyse one industry sector such as a grocery store/delivery and distinguish between the approaches to business from the local grocery store, the corner variety store and a virtual/web grocery store (see Resources for websites). Additional sectors may include clothing, book, and music stores. The focus should be on warehousing, logistics/delivery, target market, and payment methods. As an alternative, students could investigate various e-tailors and identify the strengths and weaknesses of the e-tailors’ operations, delivery method, payment method, return of goods, variety of merchandise, etc. (see Resources for websites).

Cluster 2.3 focuses on *Employability Skills 2000+* created by the Conference Board of Canada. Students brainstorm an inventory of interpersonal and technical skills based on a job advertisement provided by the teacher from local newspapers, magazines, or websites. (See Resources.) Students should identify additional skills required and how to acquire those skills. Students develop/up-date their résumé. The teacher may want to book computers to give class time to update their résumés.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus/Time
2.1	BEV.01, BE1.01, BE1.02, BE1.03, BE1.04, BE1.05	Knowledge/Understanding Thinking/Inquiry Application Communication	Small Business Management Project (10 hours)
2.2	BEV.02, BE2.01, BE2.02, BE2.03, BE2.04	Knowledge/Understanding Thinking/Inquiry Application Communication	Business Issues (5 hours)
2.3	BEV.03, BE3.01, BE3.02, BE3.03, BE3.04	Knowledge/Understanding Thinking/Inquiry Application Communication	Career Opportunities (1 hour)

Unit 3: Operations Management

Time: 22 hours

Strand(s): Operations Management, Small Business Environment Canada

Unit Description

Students are introduced to the concepts needed to run a small business successfully. The students develop an understanding of inventory control and financial management, along with how to promote a business using effective communication techniques.

In **Cluster 3.1** students investigate the school’s cafeteria or school store (or any store in the community). Another option is to assign students various types of businesses, e.g., grocery, clothing, hardware, specialty shops, etc. Students determine how much stock is carried, how often orders are taken to re-

stock items by interviewing the staff. This assists students in understanding the inventory control process and recognizing what principal steps of the purchasing procedure are required. The teacher introduces the Periodic and Perpetual Inventory calculation methods along with Cost of Goods Sold. Any accounting textbook provides questions to assign. Next students select an item used to operate a small business, e.g., cash register, computer, printer, etc. Once students select the item, they contact various retailers that sell the item. Common questions to ask: Is there a discount for small businesses? What kind of discount exists, e.g., quantity or time? What do I need to show you to get a discount? How would you like to be paid, e.g., C.O.D., on-line, net 30, etc.? Once the students gather this information, they can equip an imaginary office by using catalogues from a business supply store. Students can cut and paste these pictures on a floor design. Students could also visit a local mall and visit various businesses to investigate the unique preventive measures against shoplifting by interviewing store security or a security company (not only against shoplifting but internal theft). Various ways that stores prevent or try to monitor is through electronic tags, ink tags, wires, etc. Students can present their findings to the class.

In **Cluster 3.2** the students are given a list of goods/services businesses, e.g., clothing store, glass store, framing shop, restaurant, toy shop, etc., and are asked to determine which of the 4Ps (product, place, price, and promotion) of the marketing mix are the most important for that good or service. The teacher discusses the importance of a positive relationship between customer and business. Students are given the following scenario “I had lunch at restaurant ‘X’ yesterday and found a fly in my food.” The teacher leads a class discussion on what would happen the next time students are choosing a place to eat. Pose the question: Would the story affect the decision in selecting a restaurant? Why? This shows the importance of “word of mouth” and how it can make or break a business. A class discussion can start with the questions: “What businesses have given you poor customer service?” and “What businesses have given you good customer service?” The teacher can discuss the steps involved in closing a sale, e.g., approach, determining needs, product presentation, objections, closing the sale, suggestion selling, and relationship building. Students role-play different situations on how they would handle different customers. (See Public Profile for BBB4E for a *Role-Play Assessment Chart* and DECA™ for examples of role plays in any of the categories). The teacher can select two or more competitive businesses in the community, e.g., fast food restaurants, and have them complete a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats). The students can present their findings to the class. Students compare the different methods of selling, e.g., face-to-face, telemarketing, e-commerce, etc. and what businesses use them.

In **Cluster 3.3**, the teacher assigns various bank reconciliation exercises from any the accounting textbook or introduction to business textbooks. Provide students with various annual reports from corporations. Students investigate these reports by looking at the financial statements, e.g., balance sheet, income statement, etc., and demonstrate their understanding of the content and use of financial statements in evaluating profitability and establishing operating budgets.

Discuss the relationship between Journals and Ledgers and the importance of a small business using proper record keeping. Templates of invoices, bank reconciliation, and break-even analysis are found in any integrated business software package.

In **Cluster 3.4**, the teacher establishes small groups. Students set up a mock business (or choose a business that was studied in the previous activities) and design a logo, slogan, etc. Students create samples of invoices, and business letters with the business logo. Provide different flyers for the students or ask the students to bring some from home to use as samples. Students create flyers and/or pamphlets for the business. The teacher may want to discuss different methods and philosophies associated with flyers, e.g., I-flow methods, balance, consistency, focus and flow, use of white space, fonts, graphics, Z-patterns, etc. Various software packages, e.g., word processing, spreadsheets, and desktop publishing provide ways to accomplish this activity. Templates found in different integrated business software packages could be used in completing the assignment. Students present their information to the class using presentation software.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus/Time
3.1	OMV.01, OM1.01, OM1.02, OM1.03, OM1.04	Knowledge/Understanding Thinking/Inquiry Application Communication	Inventory Control (5 hours)
3.2	BEV.01, BEV.02, OMV.02, BE1.02, BE2.02, OM2.01, OM2.02, OM2.03, OM2.04, OM2.05	Thinking/Inquiry Application Communication	Marketing Issues (5 hours)
3.3	OMV.03, OM3.01, OM3.02, OM3.03, OM3.04, OM3.05	Knowledge/Understanding Thinking/Inquiry Communication	Financial Management (5 hours)
3.4	OMV.04, OM4.01, OM4.02, OM4.03, OM4.04	Knowledge/Understanding Thinking/Inquiry Application Communication	Communication (7 hours)

Unit 4: Human Resource Management

Time: 40 hours

Strand(s): Human Resource Management

Unit Description

Students analyse the importance of leadership in human resource management, and the mechanics and processes of group dynamics. Students are given an opportunity to demonstrate an understanding of the process of hiring and training employees. The next step is to assess the role of the manager in motivating and evaluating employees and demonstrate an understanding of the laws that govern working conditions.

Cluster 4.1 is about the importance of leadership and the types of leadership styles used in business. Examples of these theories are Blake and Mouton's Managerial grid, the life cycle theory of management, task-oriented and relations-oriented leadership, and transformational and transactional leadership. The teacher provides a series of case studies for students to work through and apply the theories.

In **Cluster 4.2**, students learn about working as a team. Students form teams and work through a series of tasks. An example of a task that would make students feel comfortable in their groups: give the students uncooked spaghetti and small marshmallows. The tallest freestanding structure created at the end of 30 minutes wins. The teacher teaches the stages of group development and the roles individuals assume within the group. The next step is to explain the positive relationship between teamwork and performance. One approach is ranking games such as Wilderness Survival, Lost on the Moon, or Lost at Sea. These games demonstrate that group decisions are more accurate than individual's decisions but are more costly (time). A variety of other team building activities can take place at this time. See Unit Resources for examples.

The next task explains how norms and cohesiveness affect group performance. The teacher defines norms, cohesiveness, groupthink, and synergy and provide examples to support the concepts. Next, students explore the relationship between norms and cohesiveness. Emphasize how positive norms and high cohesiveness lead to high productivity, whereas negative norms and high cohesion lead to low productivity. At this time, a variety of group building activities should be used to demonstrate how norms and cohesiveness affects group performance. See Resources for potential activities.

Communication is the next topic in this cluster. The teacher emphasizes the barriers to communication managers encounter. Examples include semantic barriers, absence of feedback, physical distractions, that stereotypes, poor choice of media, and cultural differences. The teacher provides demonstrations and examples of channels of communication in formal and informal group structures, in departments, and in organizations.

The next task teaches the students how to deal with conflict situations. The teacher should stress the fact that substantive conflict can be good for organizations. The teacher makes a note explaining the five types of conflict management styles (avoidance, accommodation, authoritative, compromise and collaboration). Students role-play a situation where two employees have a disagreement and work it through to a mutually satisfactory conclusion.

In **Cluster 4.3**, the role of human resources is explained. The teacher provides a note on the six steps in the human resource process (human resource planning, recruitment, selection, orientation, training, and replacement). In groups of five or six, students create a recruitment and selection plan for a small business. Items that could be included are an Internet or newspaper ad, an application, and interview questions. The teacher provides the qualifications of three or four potential candidates. The groups role-play the interviews and select a candidate. The groups create an orientation and training plan for the new employee based on his or her strengths and weaknesses.

In **Cluster 4.4**, students learn the importance of motivating employees. The teacher and students investigate motivation theories such as the psychological contract, Maslow’s theory, Herzberg’s Two-Factor Theory, and monetary compensation systems. The teacher reinforces the theories by providing a variety of situations, e.g., birthday, an anniversary of working for the company, three years perfect attendance, a team achieves its goal, holiday party, an individual exceeds projected sales, etc. Students brainstorm creative ways to reward and celebrate the achievements of these workers. Resources contain examples of specific company’s reward systems.

The next task explains how managers deal with employees that are not reaching expectations. The teacher explains the theory of progressive discipline systems and how to apply it. Having the students, work through short disciplinary situations reinforces the concept. This can be a think/pair/share activity.

Cluster 4.5 deals with the various legal practices that impact a small business. In small groups, students research the laws pertaining to pay, hours of work, human rights, forming a union, and safety laws. The teacher could also provide the actual legislation to each group. Students present the topics to the class as a dramatization or scenario.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus/Time
4.1	HRV.01, HR1.01, HR1.02, HR1.03	Knowledge/Understanding Thinking/Inquiry Application Communication	Leadership (6 hours)
4.2	HRV.01, HRV.02, HR2.01, HR2.02, HR2.03, HR2.04, HR2.05	Knowledge/Understanding Thinking/Inquiry Application Communication	Group Dynamics (12 hours)
4.3	HRV.03, HR3.01, HR3.02, HR3.03, HR3.04	Knowledge/Understanding Thinking/Inquiry Application Communication	Hiring and Training (10 hours)

Cluster	Learning Expectations	Assessment Categories	Focus/Time
4.4	HRV.04, HR4.01, HR4.02, HR4.03, HR4.04, HR4.05	Knowledge/Understanding Thinking/Inquiry Application Communication	Motivating and Evaluating (4 hours)
4.5	HRV.05, HR5.01, HR5.02, HR5.03, HR5.04	Knowledge/Understanding Thinking/Inquiry Application Communication	Legal Considerations (8 hours)

Teaching/Learning Strategies

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

The *Ontario Curriculum Unit Planner* is a source of teaching strategies and assessment tools.

Assessment & Evaluation of Student Achievement

Teachers should employ assessment strategies frequently and throughout the course in order to communicate the expectations of the course to students, to make appropriate adjustments to teaching and learning strategies as required, and to accommodate the special needs of students. (The teacher should welcome and value students' input to the assessment process). Marking schemes and rubrics used for evaluation should include applicable Achievement Chart categories. The teacher can evaluate a single student-generated product or process under multiple categories: Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. The teacher's record keeping could require a separate mark for each of the four categories it addresses.

The following chart matches assessment tools with Achievement Chart categories:

Knowledge/Understanding	Thinking/Inquiry	Communication	Application
<ul style="list-style-type: none"> • Tests • Quizzes • Interviews • Electronic research • Case study 	<ul style="list-style-type: none"> • Interviews • Electronic research Projects • Assignments • Case study 	<ul style="list-style-type: none"> • Portfolio • Projects • Presentations • Assignments • Case study 	<ul style="list-style-type: none"> • Business Plan • Small Business Profile • Franchise Trade Show Assignments • Case study

Some strategies, which are consistent with the assessment techniques referred to in the activities, are:

- Share the rubrics for culminating activities at the beginning of the unit, so expectations are clear for students. The rubrics 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 function 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 and relate to the categories on the Achievement Chart.
- Provide prompt feedback so that students can use it to improve their learning.
- Design a variety of assessment tasks to address different learning styles.
- Provide choice in activities/assessment tasks to accommodate the diverse needs of the learners in the classroom.
- Provide opportunities for students to track their own progress.

Evaluation Strategies

Diagnostic	Formative	Summative
<ul style="list-style-type: none"> • Informal Observation Checklists • Quizzes 	<ul style="list-style-type: none"> • Informal and Formal Teacher Observation Teacher Checklists • Student Checklists • Interviews • Student/Teacher Conferencing • Written Feedback • Graphic Organizers • Presentations • Group Reporting • Individual and Group Assignments • Rubrics 	<ul style="list-style-type: none"> • Assignments • Products • Quizzes • Tests • Rubrics • Projects • Oral Presentations • Electronic Presentations • Case Studies • Research Assignment • Webpage

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 are 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 Small Business Management Project Franchise Trade Show Mock Business Role Play	Rubric Checklist
Personal Communication	Student-Teacher Conference Classroom Question and Answer	Rating Scale Anecdotal Record

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). Teachers must ensure that a student’s final mark reflects his/her most consistent performance level. Teachers must also provide a variety of opportunities for students to demonstrate their achievement of

the expectations. Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation. This profile suggests the final evaluation is based on the culminating activity introduced in Unit 2, Cluster 2.1, The Small Business Management Project. (This project provides a focus of assessment directly linked to student’s experiential learning.)

Accommodations

Teachers should consult individual student Individual Education Plan (IEP) for specific direction on accommodation for individuals. This allows teachers to effectively implement the prescribed adaptation. The following are common, frequently used strategies listed by exceptionalities to reaffirm the good teaching practices found in Ontario classrooms.

<p>Reading</p> <ul style="list-style-type: none"> • Read questions first. • Modify reading requirements. • Use reading partners. • Pre-teach concepts/vocabulary. • Highlight notes. • Use visuals. 	<p>Written Language</p> <ul style="list-style-type: none"> • Vary assignments. Give explicit instructions. • Allow more time. • Provide photocopied notes. • Allow point-form notes and graphic organizers. • Use peer editing. • Teach use of spell/grammar check.
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ESL/ELD Accommodations

- Encourage ESL students to use their own language for clarification and explanation.
- Provide students with a summary sheet to use 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 on which the teacher highlights important terms, explains words, and clarifies instructions, etc. while students do the same on their copy.
- Provide a glossary of terms for the reading.
- Encourage the use of first-language dictionaries for assignments and assessments.
- Pair written instructions with verbal instructions.
- Provide visual and auditory clues.

Enrichment Accommodations

The teacher can challenge the learner through product and process. The expectations cannot be changed or added to. The teacher can enrich the learning experience 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;
- fostering in-depth learning of a self-selected topic within the expectation requirements;
- encouraging and using the DECA and OBEA (Ontario Business Educators’ Association) contests;

Resources

Units in this Course Profile refer to the use of specific texts, magazines, films, and videos. Before reproducing materials for student use from books and magazines, teachers need to ensure that their board has a Cancopy licence and that this licence covers resources they wish to use. Before screening videos for their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. Much of the material on the Internet is copyrighted. The person or organization that created the work usually owns that copyright. Reproduction of any work or a substantial part of any work on the Internet requires the permission of the owner.

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

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/>

Careers in a Package, Teacher's Guide. Packaging Association of Canada, 2000.

– <http://www.packagingcareers.org>

Curriculum Vitae Tips – <http://www.cvtips.com>

Human Resources Development Canada – <http://www.hrdc-drhc.gc.ca>

Interest Survey – <http://www.jvis.com>

Investing in Your Future, Appendix b and Appendix c. Toronto: Canadian Securities Institute and Investor Learning Centre, 2000. ISBN 1-894289-51-X

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

Job Shark – <http://www.jobshark.ca/caeng/index.cfm>

Work Search – <http://www.worksearch.gc.ca>

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

Pedagogy Print

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

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

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

Internet

Pedagogy Internet

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

Interactive Curriculum – <http://www.interactivecurriculum.com>

This site provides appendices and assessment tools.

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

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

Premier Tracks – <http://4teachers.org/premier/>

A collection of K-12 web-based lessons for a variety of subject areas created by SCR*TEC's TrackStar.

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

This site is dedicated to serving the interests of students, parents, and educators regarding every facet of education.

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

This site provides a discussion area related to technology instruction for teachers.

Safety

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

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

General Resources Print Material

Allen, Roger E. *Winnie-the Pooh on Management.* Toronto: Penguin Books, 1994. ISBN 0-525-93898-2

Allen, Roger E. and Stephen Allen. *Winnie-the-Pooh on Problem Solving.* Toronto: Penguin Book, 1995. ISBN 0-525-94063-1

Blanchard, Ken and Sheldon Bowles. *High Five! The Magic of Working Together.* New York: Harper Collins Publisher Incorporated, 2001. ISBN 0-688-17036-6

Boone, Louis. *Quotable Business.* New York: Random House, 1992. ISBN 0-679-74080-5

Canfield, J., M.V. Hansen, M. Rogerson, M. Rutte, and T. Clauss. *Chicken Soup for the Soul at Work.* Florida: Heath Communications, 1996. ISBN 1-55874-424-X

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

Gladwell, Malcolm. *The Tipping Point.* Boston: Little, Brown and Company, 2000. ISBN 0-316-31696-2

Goodman, Ted. *The Forbes Book of Business Quotations.* New York: Workman Publishing Company, 1997. ISBN 1-884822-62-2

Hesselbein, F., M. Goldsmith, and R. Beckhard. *The Drucker Foundation: The Leaders of the Future.* San Francisco: Jossey-Bass Publishers, 1996. ISBN 0-7879-0180-6

Kroehnert, Gary. *100 Training Games.* Sydney: McGraw-Hill Book Company, 1992. ISBN 0 07 452770 3

Lundin, S., H. Paul, and J. Christensen. *Fish.* New York: Hyperion, 2000. ISBN 0-7868-6602-0

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

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

Rosenzweig, J., F. Kast, and T. Mitchell. *The Frank and Ernest Manager.* Los Altos: Crisp Publications, Inc., 1991. ISBN 1-56052-077-9

Schincariol, D. *Start and Run a Profitable Student-Run Business.* ISBN 1-55180-026-8

Secretan, Lance. *Inspirational Leadership*. Toronto: MacMillan Canada, 1999. ISBN 0-7715-7641-2
Stafell. *How to Start on a Shoestring and Make a Profit with Hydroponics*. ISBN 0-9637-0663-2
Yerema, Richard. *Canada's Top 100 Employers*, 2001 Edition. Toronto: Mediacorp Canada Inc., 2000.
ISBN 0-9681447-9-9

Videos

Disney Goes to Haiti. Crowing Rooster Arts, 1995. Orders can be placed via the National Labour Committee (NLC) website – <http://www.nlc.org> or by calling (212) 242-0986

Unit 1: The Role of Entrepreneurship

Longenecker, J., C. Moore, J.W. Petty, and L. Donlevy. *Small Business Management an Entrepreneurial Emphasis*, Canadian Edition. ITP Nelson, 1998. ISBN 0-17-607324-8

Knowles, Ronald A. and Cliff G. Bilyea. *Small Business An Entrepreneur's Plan*, Third Canadian Edition. ITP Nelson, 1999. ISBN 0-03-922727-8

Electronic

Characteristics of Successful Entrepreneurs – www.cbcs.org/Alberta

Analysis Question – Do I Possess Entrepreneurial Qualities? The Business Link – Entrepreneurial Evaluation

Cluster 1.1

Just White Shirts – www.justwhiteshirts.com

A Canadian Based company that started in Toronto and expanded to the Internet.

Videos

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

The Spirit of Adventure Videos Series – www.cfee.org

Cluster 1.2

The Canadian Foundation for Economic Education This site gives information on economics, enterprise, entrepreneurship, and personal finance – <http://www.cfee.org>.

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

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

Cluster 1.3

Canadian Business Services Center, www.cbcs.org.

Sample business plans for a variety of sectors. It is a free service.

Videos

Life and Times Series. CBC. Boys from Algonquin, Lynn Johnston, Royal Canadian Air Farce, Ed Mirvish, Obtain from – <http://www.tv.cbc/lifeandtimes/> or Chapters Bookstores

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

Print Resources

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 You Should 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.

Unit 2: The Small Business Environment in Canada

Electronic

Cluster 2.1

Access Strategies – <http://www.stratgis.ic.ca> – Industry Canada’s website

Business plan – <http://qged.com/research/cases/sample.asp> – Queen’s University

Business Plans – <http://www.cbcs.org/ontario/> The Canada – Ontario Business Service Centre (COBSC)

Business Site – www.canadaone.com

A small business site that helps you start, run and grow a successful business. It has Interactive, Business Plan links and Checklists meant to assist you in assessing each point against your business plan.

Business Development Bank of Canada – http://www.cfa.ca/members_index.html

Canadian Franchise Association – <http://www.bdc.ca/bdc/home/Default.asp>

Canadian Home Business – www.homebusinessreport.com – Issues, links and articles.

Canadian Management Magazine – www.managementmag.com

One can access archived magazines including case studies and allows online searches by topic on articles published.

Canadian Small Businesses – www.smallbusiness.ca

Business resource site for growing business, family business and non-profit organizations and personal tax sponsored by BDO Dunwoody.

Canadian Virtual – www.enterprisetoronto.com

Source of information on services and programs tailored to meet the needs of small business including information on seminars from small business to franchising within the community.

Getting Started in Small Business (Canadian Bankers Association)

– www.cba.ca/eng/tools/brochures/tools_small.cfm

Profit Magazine – www.profitguide.com

Online version of Profit magazine enhanced with business links, opting for a Profit newsletter and information on various Canadian Business events.

Cluster 2.2

Canadian Retail Websites

Air Canada – <http://www.aircanada.ca>

Aldo Shoes – <http://www.aldoshoes.com>

Altamira Financial Services – <http://www.altamira.com>

Bell Canada Enterprises – <http://www.bce.ca>

Bombardier Inc. – <http://bombardier.ca>

Bootlegger – <http://www.bootlegger.com>

The Brick – <http://www.thebrick.com>

Canadian Tire – <http://www.canadiantire.ca>

Chapters.ca – <http://www.chapters.ca>

Club Monaco – <http://www.clubmonaco.com>

Daimler Chrysler Canada – <http://www.chryslercanada.ca>

Danier Leather – <http://www.danier.com>

Virtual shopping at Danier leather stores

(allows you to consult one-on-one with a sales person about the product and control an in-store camera)

Ford of Canada – <http://www.ford.ca>

Four Seasons Hotels and Resorts – <http://www.fourseasons.com>

Future Shop – <http://www.futureshop.com>

Gap – <http://www.gapinc.com>
Grocery Gateway – <http://www.grocerygateway.ca>
Virtual grocery shopping and delivery service in the Toronto Area
(manages it's own warehouse of products).
HMV – <http://www.hmv.com>
Hudson's Bay Company – <http://www.hbc.com>
Indigo – <http://www.indigo.ca>
Legalhome.com Inc. – <http://www.legalhome.com>
McDonald's Corporation – <http://www.mcdonalds.com>
Nevada Bob's Golf – <http://www.nevadabobs.ca>
Peachtree – <http://www.peachtree.ca>
Virtual grocery out-sourcing shopping and delivery service in the Toronto Area
(out-sources the shopping to local grocery stores).
Rent A Goalie – <http://www.rentagoalie.com>
Retail Council of Canada – <http://www.retailcouncil.org>
Roots – <http://www.roots.com>
Sears Canada – <http://www.sears.ca>
Staples/Business Depot – <http://www.staples.ca>
Tommy Hilfiger Inc. – <http://www.tommy.com>
Wendy's Corporation – <http://www.wendys.com>

Cluster 2.3

The Conference Board of Canada – <http://www.conferenceboard.ca/>
Self-Assessment, Online resume tools – <http://www.mazemaster.on.ca/>
Skills Canada – <http://www.skillscanada.com>

Unit 3: Operations Management

Electronic

BIZ ED Home – <http://www.bized.ac.uk/dataserv/extel/notes/bs.htm>
Business owner's toolkit on balance sheet – http://www.toolkit.cch.com/tools/balshe_m.asp
Business Outline – <http://www.sba.gov/starting/indexbusplans.html>
Business owner's toolkit on income statement – http://www.toolkit.cch.com/tools/incstm_m.asp
DECA – <http://www.deca.org>
– <http://www.deca.on.ca>
– http://www.cfic.ca/default_E.asp
Income Statement – <http://www.aitcom.net/reseller/financial/incomestatement.htm>

Print

Carlson, Richard. *Don't Worry, Make Money*. Hyperion Publishing, 1997. ISBN 0-7869-6321-8
Crisp, Robert E. *Feeding the Giant – Advanced Networking Marketing*. Robert Crisp Enterprises, 1997.
Harrison, Walter T., et al. *Accounting*, Canadian 3rd ed. Prentice Hall Canada Inc., 1996.
ISBN 0-13-184177-7
Hill, Napoleon. *Think and Grow Rich*. Random House, 1960. ISBN 0-449-21492-3.
Kiyosaki, Robert T. *Rich Dad Poor Dad*. Warner Books, 1998. ISBN 0-446-67745-0
Lambing, Peggy and Charles R. Kuehl. *Entrepreneurship*. Prentice Hall, 1999. ISBN 0-13-020043-3
West, Edie. *201 Icebreaker: Group Mixers, Warm-ups, Energizers, and Playful Activities*. McGraw Hill,
1997. ISBN 0-07-069600-4

Levinson, Jay and Seth Godwin. *The Guerrilla Marketing Handbook*. Boston, Mass: Houghton Muffin Company, 1994. ISBN 0-395-70013-2

Misner, Ivan R. *The World's Best Known Marketing Secret - Building Your Business with Word of Mouth Marketing*. Bard & Stephen Publishing, 1994. ISBN 1-885167-04-0

Pilzer, Paul Zane. *The Next Trillion*. VideoPlus Inc., Dallas, 2001.

Popcorn, Fath and Lys Marigold. *EVEolution – The Eight Truths of Marketing to Women*. Hyperion Publishing, 2000. ISBN 0-7868-6523-7

Syme, G.E. and T.W. Ireland. *Accounting 1*, 5th ed. Prentice Hall Canada Inc., 1993. ISBN 0-13-333825-8

Video

Wellness Revolution, ZCI, Inc and VPI, Paul Zane Pilzez, 2001.

Unit 4: Human Resource Management

Print

Allen, Roger E. *Winnie-The-Pooh on Management*. Toronto: Penguin Books, 1994. ISBN 0-525-93898-2

Allen, Roger E. and Stephen Allen. *Winnie-The-Pooh on Problem Solving*. Toronto: Penguin Book, 1995. ISBN 0-525-94063-1

Blanchard, Ken and Sheldon Bowles. *High Five! The Magic of Working Together*. New York: HarperCollins Publisher Incorporated, 2001. ISBN 0-688-17036-6

Gladwell, Malcolm. *The Tipping Point*. Boston: Little, Brown, and Company, 2000. ISBN 0-316-31696-2

Hesselbein, F., M. Goldsmith, and R. Beckhard. *The Drucker Foundation: The Leaders of the Future*. San Francisco: Jossey-Bass Publishers, 1996. ISBN 0-7879-0180-6

Kroehnert, Gary. *100 Training Games*. Sydney: McGraw-Hill Book Company, 1992. ISBN 0 07 452770 3

Lundin, S., H. Paul, and J. Christensen. *Fish*. New York: Hyperion, 2000. ISBN 0-7868-6602-0

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

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

Secretan, Lance. *Inspirational Leadership*. Toronto: MacMillan Canada, 1999. ISBN 0-7715-7641-2

Sugar, Steve and George Tacacs. *Games That Teach Teams*. San Francisco: Jossey-Bass/Pfeiffer, 2000. ISBN 0-7879-4835-7

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, Organizational Studies: Managing a Small Business, Grade 12, Workplace Preparation, BOG4E

The Small Business Environment in Canada

Overall Expectations

BEV.01 · analyse the importance of small business in their own community and in the Canadian economy;

BEV.02 · evaluate current business issues and trends and their effect on local business opportunities;

BEV.03 · assess local opportunities for employment that are of personal interest and that have potential for launching a career.

Specific Expectations

Small Business Profile

BE1.01 – assess the importance of small business to the Canadian economy (e.g., in relation to job creation, business ownership, sectors of activity);

BE1.02 – describe the local small business community (e.g., characteristics such as size of businesses, employment rates, types of products and services, types of ownership);

BE1.03 – evaluate the impact of franchising on the Canadian economy (e.g., by examining types of franchising and franchise agreements, percentage share of the Canadian economy);

BE1.04 – demonstrate an understanding of the expertise that skilled professionals (e.g., lawyers, accountants, bankers) can bring into a small business;

BE1.05 – assess the future of small businesses in Canada and in the community.

Business Issues

BE2.01 – analyse the effects on small business of large business (e.g., retail giants) and other business and consumer habits and trends;

BE2.02 – explore the impact of e-business on small business (e.g., by considering the growth of Internet businesses, marketing, and customer/supplier relations);

BE2.03 – evaluate the need for ethical and socially responsible behaviour in small business management;

BE2.04 – identify current business issues that are specific to the local community.

Career Opportunities

BE3.01 – identify personal skills and experiences that could be applied in a small business environment (e.g., prepare an inventory of skills, personality traits, educational experiences, and additional training);

BE3.02 – summarize employment opportunities in the community;

BE3.03 – identify additional training and educational experiences that may be required or of interest in a small business;

BE3.04 – produce the necessary documentation for entry into the work force (e.g., a résumé).

The Role of Entrepreneurship

Overall Expectations

REV.01 · analyse entrepreneurial opportunities and the processes involved in creating an entrepreneurial venture;

REV.02 · assess the role that problem solving and creativity play in the success of an entrepreneurial venture;

REV.03 · describe the characteristics and skills needed to succeed in an entrepreneurial venture.

Specific Expectations

The Entrepreneurial Process

- RE1.01** – explore a variety of successful and unsuccessful entrepreneurial ventures (e.g., Canadian and international ventures, goods and services sellers, profit and non-profit businesses);
- RE1.02** – demonstrate an understanding of how entrepreneurs identify opportunities (e.g., by analysing social or political changes, global trends, technological trends);
- RE1.03** – establish the relationship between a business plan and the success of an entrepreneurial venture (e.g., by analysing the role of research in preparing a business plan, the uses of a business plan);
- RE1.04** – compare alternative sources of financing for the start-up of entrepreneurial ventures (e.g., personal funds, bank credit line, family loans).

Creativity and Problem Solving

- RE2.01** – demonstrate an understanding of the relationship between creativity and an individual’s thinking process (e.g., by considering functions of the left and right brain, brainstorming, DeBono’s theories including Hat theory and Plus/Minus/Interesting points, Von Oech’s creative characters, common mental blocks to creativity);
- RE2.02** – apply the problem-solving model to specific situations;
- RE2.03** – differentiate between invention and innovation in terms of entrepreneurial ventures.

Entrepreneurial Skills, Characteristics, and Motivations

- RE3.01** – describe the skills, characteristics, and motivations of successful Canadian entrepreneurs;
- RE3.02** – explain how entrepreneurial traits (e.g., innovation, leadership, creativity) contribute to successful “intrapreneurship” (the promotion of entrepreneurial activity and attitudes within a company);
- RE3.03** – evaluate their own entrepreneurial inclinations through skill assessment, goal setting, and identifying interests and life-style preferences.

Operations Management

Overall Expectations

- OMV.01** · analyse the relationship between physical-inventory control and profitability;
- OMV.02** · demonstrate an understanding of the role of the basic components of the marketing function in satisfying customer needs;
- OMV.03** · explain the relationship between effective financial management and profit;
- OMV.04** · demonstrate the use of appropriate communication techniques for business activity.

Specific Expectations

Inventory Control

- OM1.01** – identify the factors used in determining how much stock to carry of each item (e.g., rate of usage, reliability of deliveries, storage considerations, economies of scale);
- OM1.02** – demonstrate an understanding of the principal steps of the purchasing procedure (e.g., quoting, requisitioning, ordering, receiving);
- OM1.03** – explain the procedures and the financial considerations involved in the flow and control of inventory (e.g., use of manual and computerized systems, inventory classification, theft-prevention measures, control procedures);
- OM1.04** – demonstrate an understanding of the relationship between a small business and its suppliers or subcontractors (e.g., legal considerations, financial considerations, methods for locating new suppliers).

Marketing Issues

OM2.01 – explain the components of the marketing mix and their associated costs to small business (e.g., the four Ps – product, price, promotion, place);

OM2.02 – identify the relationship among customer service, a positive image, and success in the local community;

OM2.03 – demonstrate an understanding of the advertising and promotional aspects of operating a small business;

OM2.04 – explain the various methods of selling and identify when they are best utilized (e.g., face-to-face sales, telemarketing, e-commerce);

OM2.05 – assess the competitive advantages of local businesses.

Financial Management

OM3.01 – demonstrate an understanding of the policies and procedures used to handle and control cash transactions in a business;

OM3.02 – identify the procedures and strategies for dealing with financial institutions involved in the daily activities and short-term financing of a small business (e.g., building a business relationship, proper financial reporting);

OM3.03 – explain the role of an operating budget in the financial management of a small business (e.g., facilitation of sales forecasting, cash-flow management, control of expenses);

OM3.04 – use the basic elements of bookkeeping (e.g., forms and procedures, manual systems, computerized systems) as they relate to a small business;

OM3.05 – demonstrate an understanding of the content and use of financial statements (e.g., balance sheet, income statement, cash-flow statement) in evaluating profitability.

Communication

OM4.01 – demonstrate the ability to produce business communication documents (e.g., correspondence, forms, reports) for a variety of purposes;

OM4.02 – demonstrate the ability to use display documents (e.g., flyers, pamphlets) for a variety of purposes;

OM4.03 – demonstrate appropriate techniques for making group and individual presentations;

OM4.04 – demonstrate the ability to use software and other tools that help small businesses improve productivity and profitability (e.g., word processing, desktop publishing, e-mail, electronic research tools, spreadsheet).

Human Resource Management

Overall Expectations

HRV.01 · analyse the nature and the importance of effective leadership in a small business environment;

HRV.02 · analyse the mechanics and processes of group dynamics;

HRV.03 · demonstrate an understanding of procedures for hiring and training employees;

HRV.04 · assess the role of the manager in motivating and evaluating employees;

HRV.05 · demonstrate an understanding of the laws and regulations that govern working conditions.

Specific Expectations

Leadership

HR1.01 – explain the factors that contribute to effective business leadership (e.g., vision, goal setting, power, personality traits);

HR1.02 – compare a variety of leadership styles (e.g., task-oriented and relationship-oriented, authoritative and consultative);

HR1.03 – explain why different leadership styles are appropriate to different managerial tasks (e.g., implementing change, managing conflict, managing stress).

Group Dynamics

HR2.01 – demonstrate an understanding of the stages of group development and the roles that individuals assume within a group structure;

HR2.02 – explain the positive relationship between teamwork and the success of an organization (e.g., the effects of empowerment, synergy);

HR2.03 – compare formal and informal group structures by considering channels of communication and relationships with other departments and organizations;

HR2.04 – identify the factors that contribute to the success or failure of a group (e.g., shared norms, cohesiveness, task definition);

HR2.05 – evaluate individual conflict-management styles and their effect on the conflict (e.g., evasive, accommodating, authoritative, compromise-seeking).

Hiring and Training

HR3.01 – identify the elements of human resource planning (e.g., job analysis, job description, job specification, identification of skill requirements);

HR3.02 – explain the recruiting process (e.g., advertisement, preliminary contact, screening, checking references);

HR3.03 – demonstrate an ability to use techniques related to the job-interview and job-selection process (e.g., question preparation, verbal and non-verbal communication);

HR3.04 – identify a variety of types of job training (e.g., orientation, on-the-job, off-the-job, apprenticeship, additional education).

Motivating and Evaluating

HR4.01 – demonstrate an understanding of the relationship between motivating factors and job performance in a small business environment (e.g., psychological contract, quality of work life, job satisfaction);

HR4.02 – explain how individual needs relate to theories of motivation (e.g., the theories of Maslow, Herzberg, Alderfer);

HR4.03 – demonstrate an understanding of the relationship between evaluation procedures, disciplinary policies, and the corporate culture of a small business (e.g., consistency of procedures and policies with organizational objectives);

HR4.04 – explain a variety of incentives and rewards that can be used to motivate individuals and groups (e.g., monetary, non-monetary, psychological);

HR4.05 – assess motivational strategies used by specific businesses (e.g., employee needs-assessment theories, compensation and benefits systems, intrinsic and extrinsic rewards).

Legal Considerations

HR5.01 – identify the legal requirements regarding employment practices (e.g., pay, hours);

HR5.02 – demonstrate an understanding of the legal requirements related to employee health and safety in a variety of workplaces;

HR5.03 – compare the legal, financial, and other consequences of unionized and non-unionized business environments;

HR5.04 – describe the legal and ethical implications for business of equity and human rights policies.

Unit 4: Human Resource Management

Time: 40 hours

Unit Description

Students analyse the importance of leadership in human resource management, and the mechanics and processes of group dynamics. Students are given an opportunity to demonstrate an understanding of the process of hiring and training employees. The next step is to assess the role of the manager in motivating and evaluating employees and demonstrate an understanding of the laws that govern working conditions.

Unit Synopsis Chart

Activity	Time	Learning Expectations	Assessment Categories	Tasks/Focus
4.1 Leadership	6 hours	HRV.01, HR1.01, HR1.02, HR1.03	Knowledge/ Understanding Thinking/Inquiry Application Communication	1. Business Leader Role Play 2. Classification of leadership Traits and Behaviours (Types of Power) 3. Leadership Jigsaw 4. Investigation of the Life Cycle of Management Theory 5. Reflection on a Business Leader
4.2 Group Dynamics	12 hours	HRV.01, HRV.02, HR2.01, HR2.02, HR2.03, HR2.04, HR2.05	Knowledge/ Understanding Thinking/Inquiry Communication Application	1. Free Standing Structure 2. Survival Game 3. Jigsaw Puzzle 4. Conflict Situations
4.3 Hiring and Training	10 hours	HRV.03, HR3.01, HR3.02, HR3.03, HR3.04	Knowledge/ Understanding Thinking/Inquiry Communication Application	1. Introduction and Human Resource Planning 2. Recruitment and Selection 3. Orientation and Training 4. Replacement 5. Case study
4.4 Motivating and Evaluating	4 hours	HRV.04, HR4.01, HR4.02, HR4.03, HR4.04, HR4.05	Knowledge/ Understanding Thinking/Inquiry Communication Application	1. Investigate motivation 2. Explain Performance Appraisal Systems 3. Examine progressive discipline systems
4.5 Legal Considerations	8 hours	HRV.05, HR5.01, HR5.02, HR5.03, HR5.04	Knowledge/ Understanding Thinking/Inquiry Communication Application	1. Employment Standards Act 2. Workplace Safety 3. Labour Unions 4. Human Rights Case Studies

Activity 4.1: Leadership

Time: 6 hours

Description

Students learn about the importance of leadership and the types of leadership styles effectively used in business. Examples of these theories are the Blake and Mouton's Managerial Grid, the Life Cycle Theory of Management and the types of power that effective leaders utilize. The teacher provides a series of case studies students could work through and apply the theories.

Strand(s) & Learning Expectations

Strand(s): Human Resource Management

Overall Expectations

HRV.01 - analyse the nature and the importance of effective leadership in a small business environment.

Specific Expectations

HR1.01 - explain the factors that contribute to effective business leadership (e.g., vision, goal setting, power, personality traits);

HR1.02 - compare a variety of leadership styles (e.g., task-oriented and relationship-oriented, authoritative and consultative);

HR1.03 - explain why different leadership styles are appropriate to different managerial tasks (e.g., implementing change, managing conflict, managing stress).

Planning Notes

- To help students identify effective leadership characteristics suggest a tool such as: *Effective Leadership: An Assessment Tool* from the Conference Board of Canada. This template suggests leadership characteristics students may identify in the Business Leader Research homework. (See www.conferenceboard.ca/education/best-practices/default.htm.)
- The types of power, the Blake and Mouton's Managerial grid, the Leadership Life Cycle, theory explanations and examples can be found in texts listed in Resources.
- The Conference Board of Canada website also provides Leadership case studies.
- The teacher prepares the *Role-Play Checklist* found in Organizational Studies: Organizational Behaviour and Human Resources BOH4M Public and the *Role-Play Assessment Chart* found in BTX4E Public at www.curriculum.org.
- The teacher prepares expert stations for the Leadership Style jigsaw.
- The teacher obtains items that are difficult to assemble
- Preparation of summative unit test.

Teaching/Learning Strategies

4.1.1 One Minute Introduction to a Business Leader

In the introductory task students identify business leaders in our global community such as sports, politics, business, humanitarian, or school/club leaders. Before this activity, the teacher distributes the Effective Leader Template that identifies characteristics of a leader. As homework, students identify one business leader and determine his/her effective leadership traits. In class, students present a one-minute oral summary of the characteristics of the effective business leader. Students use the *Oral Presentation Checklist* found www.curriculum.org, BBB4M Public, as a formative assessment. Students present their selected leader. The class identifies the leader and records at least one effective leadership characteristic. After the

presentations, students rank individually, what they personally value as the top three characteristics of an effective business leader from this list of leadership traits accumulated. Using the cooperative strategy think/pair/share, students share the list with a partner, and then regroup with another pair to share their preferences. Each group should form a definition of leadership (factors such as concern for people and production should be considered). The teacher has each group present the definition to the class. The teacher leads a class discussion based on each group's definition to formulate a collaborative class definition of leadership (see Resources).

4.1.2 Types of Power

This task focuses on a leader's power (ability to affect the behaviour of others). The teacher may wish to add relational power, the ability to work well in a group, to the classifications found in resources. The teacher leads an introductory discussion that highlights actions, consequences, and the distribution of punishment. This includes the actions/consequences based on the school behaviour code, or a sport such as football or hockey. An example could be that a coach has the power to select the team members on the ice/field. The teacher leads into the definition of power, and the classifications of power. Position power (associated with things managers can offer to others) is comprised of reward, coercive and legitimate power. Personal power (associated with the ways managers are viewed by others) is comprised of expert, relational, and referent power. The teacher involves students in identifying realistic examples for each type of power.

4.1.3 Leadership Style Jigsaw

Students investigate leadership styles and classify the reoccurring pattern of behaviour exhibited by the leader. The teacher divides students into groups of five "home" groups. Using the jigsaw cooperative strategy, each member goes to an "expert" station to learn about one specific classification of leadership styles. Examples are: Impoverished Management, Country Club Management, Team Management, Authority-Obedience Management, or Middle-of-the-Road Management. Students, in expert groups, record a definition of characteristics and at least two examples of the leadership style. Students return to the home group and teach the leadership style to the other members. The teacher connects the information by drawing The Leadership Grid (Blake and Mouton's Managerial Grid) on the board and has students fill in the appropriate information (see Resources).

4.1.4 Life Cycle Management Theory

The teacher brings something difficult to assemble/put together. The students try to assemble the item. The first time it happens the teacher coaches the students; the students then try the second and third time. Each time students improve on their ability to assemble the item. This highlights the way one's successful experience with a task makes one more independent. The teacher draws from the students' employment experiences and prompts the class to share job-training experiences. From the discussion, the teacher directs students to the way one develops expertise on the job over time in order to work independently while acquiring task experience, competence, and job maturity thus requiring less direction from their supervisor/manager. The teacher provides a handout on Life Cycle Management Theory and builds on student experiences to explain the theory.

4.1.5 Leadership, Power, and Life Cycle Management Scenario

Students create a role-play scenario to demonstrate their understanding of leadership and power. The teacher writes down the five leadership styles and the six types of power on pieces of paper to pull out of a hat. Students form groups of two or three and then select the type of leadership/power they have to role-play. Students develop a scenario (in any setting, e.g., school, retail business, office, or sport scenarios) that they believe best demonstrates the leadership style/power selected. Each group performs the dramatization in front of the class, and at the end of the scenario, the observing student groups collectively discuss the type of leadership/power demonstrated. Students in their groups may look at their notes to make a selection. Students use

the *Role-Play Assessment Chart*, BBB4E Public at www.curriculum.org, as a formative assessment. Once the groups correctly guess the scenario, the presenting group leads a brief discussion highlighting the clues/characteristics of the scenario.

4.1.6 Reflection on the Business Leader

Students reflect on their initial Business Leader or they may select a new leader. Students analyse the leadership style (using Blake and Mouton’s Managerial Grid) and type of power he/she utilizes (six types of power) and identify the type of workplace condition/situation(s) he/she manages (e.g., implementing change, managing conflict, managing stress, managing team dynamics) and why this leader is either successful or unsuccessful. Students record their information on a table.

Business Leader	Job	Managerial Style	Types of Power	Workplace Conditions	Why is this leader (un)successful

The teacher prompts students to give a Business Leader for each type of Managerial Style on the Managerial Grid and the six types of power. Students record this information on the board and the teacher leads a class discussion to verify the information. At the end students will have recorded a Business Leader for each type of Managerial style and type of power. Alternatively, the teacher provides case studies and students analyse the managerial style and type of power the leader utilizes.

Assessment & Evaluation of Student Achievement

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

Formative

- Self-assessment with time allowed for revisions before teacher assessment
- Oral Presentation Checklist for description of a leader in Strategy 4.1.1 focuses on Knowledge/Understanding and Communication
- Role Play Evaluation Chart focuses on all four Achievement Chart categories or Strategy 4.1.5

Summative

- Unit Test created by the teacher, covers all four Achievement Chart categories (See Resources.)

Accommodations

- The teacher should take into consideration the student’s Individual Education Plan (IEP) for specific accommodations and suggestions that address the student’s learning needs.
- Extensive suggestions for accommodations are in the *Ontario Curriculum Unit Planner K-12*, Special Education Companion

Resources

The teacher presents examples of possible community-based enterprising opportunities by using their community newspaper, school website, newsletter, and yearbook. Overview Resources provide students with examples of opportunities to look for in their community.

Leadership, Power and Authority – www.busn.ucok.edu/mdubray/class/Slides/ch10Leading/index.htm
 Online slide presentation on power, leadership, delegation and responsibility and situational leadership

Outward Bound Canada – www.outwardbound.ca/

Leadership programs for students

R. Griffin and J. Singh. *Management*, Canadian Edition. Toronto, Ontario: Houghton Mifflin Company, 1999. Chapter 17: Leadership and Influence Process

Schermerhorn, *Management*, 7th ed. Toronto, Ontario: John Wiley & Sons, Inc., 2002. Chapter 13: Leading to Inspire

Schermerhorn, *Management*, 6th ed. Toronto, Ontario: John Wiley & Sons, Inc., 2001. Chapter 13: Leading to Inspire

The Conference Board of Canada – www.conferenceboard.ca/knowledge.htm

Knowledge Areas: Leadership Development

The Conference Board of Canada – www.conferenceboard.ca/education/best-practices/default.htm
Leadership case studies.

Activity 4.2: Group Dynamics

Time: 12 hours

Description

Students demonstrate an understanding of why group cohesiveness and cooperation is essential for an organization to run effectively. This relationship is not only important within an immediate group, but stresses the interdependence of other groups/departments within the organization. Students investigate conflict resolution as it plays a major role in a group setting. Hands on activities and teacher-led note making help the students master these tasks.

Strand(s) & Learning Expectations

Strand(s): Human Resource Management

Overall Expectations

HRV.01 - analyse the nature and the importance of effective leadership in a small business environment;

HRV.02 - analyse the mechanics and processes of group dynamics.

Specific Expectations

HR2.01 - demonstrate an understanding of the stages of group development and the roles that individuals assume within a group structure;

HR2.02 - explain the positive relationship between teamwork and the success of an organization (e.g., the effects of empowerment, synergy);

HR2.03 - compare formal and informal group structures by considering channels of communication and relationships with other departments and organizations;

HR2.04 - identify the factors that contribute to the success or failure of a group (e.g., shared norms, cohesiveness, task definition);

HR2.05 - evaluate individual conflict-management styles and their effect on the conflict (e.g., evasive, accommodating, authoritative, compromise-seeking).

Planning Notes

The teacher:

- collects mini-marshmallows, uncooked spaghetti, and newspaper for building of Free Standing Structure, Teaching/Learning Strategy 4.2.1. (For quick, clean up lay newspapers on the desks before starting.);
- prepares class handouts on definitions pertaining to group dynamics;
- provides 4-6 jigsaw puzzles (15-20 pieces);
- prepares class handouts on conflict management styles;
- prepares scenario assessment Appendix 4.2.1.

Teaching/Learning Strategies

4.2.1 Free Standing Structure

Students investigate how group dynamics work by completing a series of tasks. The teacher supplies each group with a bag of mini-marshmallows and uncooked spaghetti. Students are to build a tower, using the spaghetti and marshmallows. The tallest freestanding structure completed after 30 minutes wins. This is a good motivational activity that introduces students to the stages of group development. The teacher can define *group process* as ‘how members of a group work effectively to get tasks completed’. There are important considerations: how they make a decision, and how they handle conflict, and the breakdown of these considerations can lead to negative consequences. This exercise can also lead to a class discussion on how individuals take on different roles when solving a problem. Some people take a more aggressive role, while others tend to be more submissive.

4.2.2 Survival Game

The class plays a “Survival Game.” Students receive the survival scenario and work individually ranking their survival items. Students are placed in groups and designated roles for each of their members; specifically, a spokesperson, timer, observer of the group dynamics, a secretary, and a person to make sure the group is on task. As a timed activity, students work in groups to arrive at a team ranking. All groups then record their rankings on the board or answer sheet to share with the class. The spokesperson of each team presents his/her team ranking and the observer shares the way the team arrived at its decision and selects one of the five leadership styles that best represent his/her team. At the end of the activity, the teacher then gives the “technically” correct answer and the team with the lowest point differentiation wins. Websites listed in Resources outline the process. As a debriefing, class discussion should focus on the influences of a dominant person on a group decision and the benefits of a group process in making a decision. See Appendix 4.2.1.

4.2.3 Jigsaw Puzzle

Students are divided into groups and each group receives a jigsaw puzzle. Before giving the students the puzzle box, the teacher removes one piece from each of the boxes and puts it in another group’s puzzle box. The task is for the group to put the puzzle together without speaking to immediate group members, but students can speak to other groups. (A variation of this task is for the teacher to hold a piece from each of the puzzle to see how the dynamics evolve). This demonstrates the importance of communication in your immediate departments, communication with other departments, and that departments are interdependent within the company. The teacher stresses the importance of this communication and can use the relationship between sales and production to illustrate. When the sales department acquires an order, notification to the production department is essential for the company to operate effectively. This activity provides a segue into a discussion on barriers to communication that includes semantic barriers, absence of feedback, physical distractions, stereotypes, poor choice of media, and cultural differences.

4.2.4 Conflict Resolution

This task teaches students how to deal with conflict situations. The teacher should stress the fact that substantive conflict can be good for organizations. The teacher makes a note explaining the five types of conflict management styles (avoidance, accommodation, authoritative, compromise and collaboration). Students role-play a situation in which two employees have a disagreement and work it through to a mutually satisfactory conclusion (see Resources). The teacher could also supply a case study – perhaps linked to the human resource cluster or the labour law cluster for the students to solve and present. See BOH4M Public for conflict scenarios.

Assessment & Evaluation of Student Achievement

Involving students in the assessment process is one way to encourage group members' involvement. Assign individual grades. Give students the assessment tools and rubrics at the start of the activity.

Formative

Students:

- *Role-Play Assessment Chart* from BTX4E Public and *Role-Play Assessment Chart* from BBB4E Public – www.curriculum.org focus on all four Achievement Chart categories
- Scenario Assessment Sheet, Appendix 4.2.1 focuses on Thinking/Inquiry, Communication and Application
- It is important that the teams have an opportunity to fine-tune the product, after they have received the peer and group feedback, before submitting the product to the teacher for grading.

Summative

The teacher:

- Scenario Assessment, Appendix 4.2.1 focuses on Thinking/Inquiry, Communication and Application
- Unit Test, see Resources focuses on all four Achievement Chart categories

Resources

Print

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

This resource provides the Lost at Sea example on Page W-103.

Websites

The Association of Conflict Resolution – <http://www.crenet.org/>

The Association for Conflict Resolution is a professional organization dedicated to enhancing the practice and public understanding of Conflict Resolution.

The Conflict Resolution Education Network – http://www.crenet.org/What_is_CR/what_is_cr.htm

This is the Conflict Resolution Education Network site. It provides a listing of resources and contacts for information pertaining to Conflict Resolution. The site provides educational examples at different academic levels.

Conflict Resolution Page

– http://www.geocities.com/terrynwilliams/tutorials/presentations/audience_feedback.htm

This website gives a lot of information on conflict resolution pertaining to many countries worldwide that are in a state of distress. It provides an account of different relationships between war-torn countries.

Management Learning.com – <http://managementlearning.com/topi/mngtbarr.html>

Provides information on barriers to communication.

Overcoming Barriers to Communication – <http://www.extendyourhand.com/article1033.html>

This site provides information on barriers to communication and ways to avoid them.

Ridgewood – <http://www.ridgewood.ca/links.html>

There are a collection of role plays and other exercises dealing with conflict resolution. The culminating activity gives students the opportunity to experience the team process by presenting to the class.

Serious Comedy

– http://www.geocities.com/terrynwilliams/tutorials/presentations/audience_feedback.htm

Provides information on barriers to communication.

Appendix 4.2.1

Survival Game Scenario

Tasks:

Assign Group Roles

1. The youngest is the scout (gets the materials) and spokesperson (shares the team results).
2. The person who lives closest to the school is the scribe (records all information).
3. The person whose birthday is closest to today is the expeditor (keeps the group on task and maintains timelines).
4. The last person is the observer (responsible for group and individual ratings).

Timeline: You have one class period to solve the scenario, present your findings and complete the assessment.

Scenario Assessment Sheet				
Instructions				
<ul style="list-style-type: none"> • Each member of the group is an observer. Enter the team members' names. • When a team member demonstrates one of the interaction skills put a checkmark in their column. • Total the columns. • Share your data with the group. • Record your group's conclusion about participating. • Make sure each team member receives feedback on helpful behaviours. • Set a team goal for future improvement. 				
Observer:				
Date:				
Interaction Skill	Name	Name	Name	Name
Gives ideas				
Asks for ideas				
Compliments ideas				
Total checkmarks				
Leadership Style				
Group's Conclusion				
Team Goal (What would the team do differently?)				
Observer's Goal				
	How Did I Help My Group?			
	- poorly			
	- did just enough to get by			
	- put forth a solid effort			
	- could not reasonably expect more			
	- did it all while others watched			
What would I do differently?				

Activity 4.3: Hiring and Training

Time: 10 hours

Description

The teacher explains the six steps in the human resource process (human resource planning, recruitment, selection, orientation, training, and replacement). Students study the theoretical elements, supported by actual examples, and then create a human resource plan for a small business.

Strand(s) & Learning Expectations

Strand(s):

Overall Expectations

HRV.03 - demonstrate an understanding of procedures for hiring and training employees.

Specific Expectations

HR3.01 - identify the elements of human resource planning (e.g., job analysis, job description, job specification, identification of skill requirements);

HR3.02 - explain the recruiting process (e.g., advertisement, preliminary contact, screening, checking references);

HR3.03 - demonstrate an ability to use techniques related to the job-interview and job-selection process (e.g., question preparation, verbal and non-verbal communication);

HR3.04 - identify a variety of types of job training (e.g., orientation, on-the-job, off-the-job, apprenticeship, additional education).

Prior Knowledge & Skills

- Students have encountered these concepts from the perspective of a potential employee in the Grade 10 Career Studies course.
- Students may have had first-hand experience in previous and/or current part-time jobs.

Planning Notes

- Collect job advertisements and application forms from many different businesses to use as examples. The students often have access to many of these from their workplace.
- Book Internet access for research in online job recruitment postings.
- Prepare handouts and assessment materials

Teaching/Learning Strategies

4.3.1 Introduction and Human Resource Planning

The teacher should begin by providing a note on the six steps in the human resource process. Next, the teacher provides a note on human resource planning which includes a definition; the importance of attracting, developing, and maintaining a quality workforce; employment equity; and equal opportunity and the impact of labour contracts.

4.3.2 Recruitment and Selection

The next step in the human resource process is recruitment. The teacher explains the difference between internal (bulletin boards, promotions, newsletters, e-mail postings, etc.) and external recruitment (newspapers, online, acquaintances, headhunters, etc.), and provides a variety of examples. Students also could explore some of the online recruitment websites (www.monster.com, workopolis.com, www.mazemaster.com)

To teach the selection process the teacher provides a variety of job application forms from local businesses. Students could compare these applications in groups and present the similarities and differences to the class. Next, the students make a list of interview questions asked in their previous job interviews, if applicable. Students volunteer their questions and a teacher-led discussion explains whether the questions are appropriate and how students would answer them in an interview. Emphasis on the fact that past work behaviour indicates future work behaviour may help students understand good questioning techniques.

4.3.3 Orientation and Training

The teacher explains orientation by providing a note on the definition and its positive impact on job performance. The teacher asks students to explain the orientations that they have experienced.

Training is an important concept in successful companies. The teacher provides a note on the types of training including on-the-job, off-the job, apprenticeship, coaching, mentoring, simulation games, job rotation, and modelling. The teacher should provide real life examples of company's training programs.

4.3.4 Replacement

The last step in the human resource process is replacement. The teacher provides a note on the reasons why replacements are necessary (promotions, lateral moves, retirements, layoffs, dismissals). The class discusses the way businesses legally terminate employees.

4.3.5 Case Study

Students take the knowledge gained from the theory on human resource planning and apply it to a case study. See Appendix 4.3.1. Students complete this case study in pairs.

Assessment & Evaluation of Student Achievement

Diagnostic

- Pretest skills learned from Grade 10 Career Studies course

Formative

- Teacher observation during lessons and sharing sessions is assessed under learning skills
- Peer and self-assessment of group work (use or adapt Appendix 4.2.1) focuses on all four Achievement Chart categories
- *Written Report Rubric*, BTX4E Public at www.curriculum.org focuses on all four Achievement Chart categories

Summative

- Case Study, *Written Report Rubric*, BTX4E Public at www.curriculum.org focuses on all four Achievement Chart categories
- Teacher-prepared Unit Test (see Resources) focuses on all four Achievement Chart categories

Accommodations

- Instead of creating an advertisement or application, students could use an existing one.

Resources

Griffin, Ricky W. and Jang Singh. *Management*, Canadian Edition. Toronto: Houghton Mifflin, 1999. ISBN 0-17-607400-7. This resource has chapter on human resources—chapter 13.

Job Gym – www.jobgym.com

Schermerhorn, John R. *Management*, 7th ed. Toronto: John Wiley and Sons, Inc., 2002. ISBN 0-471-43570-8. This resource has chapter on human resources—chapter 12

Appendix 4.3.1

Human Resource Case Study

The Kids' Funhouse

You and your partner are co-managers of The Kids' Funhouse Restaurant. The target market of the restaurant is families that come for children's birthday parties and outings. It serves pizza, hot dogs, hamburgers, and sandwiches and has an ice cream buffet. The restaurant décor focuses on an amusement park theme. Clowns and magicians entertain the children at the tables. While waiting for their meals, kids can play games on the perimeter of the restaurant.

You are hoping to hire a new employee to wait on tables. Provide the following elements in your Human Resource Plan Report:

Human Resource Planning

- a) State the interpersonal skills needed in the employee.
- b) State the technical skills needed in the employee.

Recruitment

- a) Create a job posting.
- b) Create an inventive job application.

Selection

- a) Provide the interview questions.
- b) Three people have applied for the job. Their biographies are provided. State the strengths and weaknesses of each candidate. Which one would you hire and why?

Sally Mayfield is 16 years old and has had one job as a newspaper carrier. She is actively involved in school on the basketball and track and field teams. Last summer she volunteered at a local day camp.

Dave Owens, 18, has three years of experience in a restaurant as a busboy. He was well liked at his last job but was not promoted to wait staff because there were no opportunities. He likes kids, but has no experience working with them.

Luca Honad, 21, is a university student studying restaurant management. He has experience in the industry; however, has had seven jobs in the last five years. He worked with children in two of the jobs.

Orientation

- a) Create the orientation program.

Training

- a) Three of the current wait staff want to move into management positions. Explain in detail how you will train them for this position.

Activity 4.4: Motivating and Evaluating

Time: 4 hours

Description

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

Strand(s) & Learning Expectations

Strand(s): Human Resource Management

Overall Expectations

HRV.04 - assess the role of the manager in motivating and evaluating employees.

Specific Expectations

HR4.01 - demonstrate an understanding of the relationship between motivating factors and job performance in a small business environment (e.g., psychological contract, quality of work life, job satisfaction);

HR4.02 - explain how individual needs relate to theories of motivation (e.g., the theories of Maslow, Herzberg, Alderfer);

HR4.03 - demonstrate an understanding of the relationship between evaluation procedures, disciplinary policies, and the corporate culture of a small business (e.g., consistency of procedures and policies with organizational objectives);

HR4.04 - explain a variety of incentives and rewards that can be used to motivate individuals and groups (e.g., monetary, non-monetary, psychological);

HR4.05 - assess motivational strategies used by specific businesses (e.g., employee needs-assessment theories, compensation and benefits systems, intrinsic and extrinsic rewards).

Prior Knowledge & Skills

- Students' experiences from their part-time jobs could be a source of examples of motivational practices.

Planning Notes

- Prepare class handouts on motivational theories.
- Collect examples of current companies' motivational practices.
- Prepare assessment materials.

Teaching/Learning Strategies

4.4.1 Motivating Employees

Start by asking students what motivates them to work harder on a sports team, a part-time job, or in school. Define intrinsic and extrinsic rewards. Ask the students for examples from their work experience or that of their parents. Through a variety of teaching techniques (board notes, overheads, handouts, readings), the teacher presents a variety of motivational theories. These theories could include the psychological contract, theories of Maslow, Herzberg, Alderfer; goal setting; and compensation systems. In groups, have students brainstorm ways to reward employees. See Appendix 4.4.1 for the directed worksheet. Have the students share their ideas with the class. The teacher provides examples from actual companies.

4.4.2 Performance Appraisal Systems

The teacher explains the various types of performance appraisal systems. These could include graphic rating scales, BARS (Behaviourally-Anchored Rating Scales), critical-incident techniques, multi-person comparisons, and 360° feedbacks. Students could explain the types of performance appraisals they have experienced and assess each one's effectiveness. The teacher provides examples from companies or provides one for each student on their performance in the class.

4.4.3 Progressive Discipline Systems

The teacher explains progressive discipline systems. Students work through a series of examples found in Resources. See Appendix 4.4.2.

Assessment & Evaluation of Student Achievement

Formative

- Teacher observation of group work is assessed under learning skills.

Summative

- Teacher-prepared Unit Test. (See Resources.) focuses on all four Achievement Chart categories.

Accommodations

- Gifted students could research actual companies.

Resources

Print

Canfield, J., M.V. Hansen, M. Rogerson, M. Rutte, and T. Clauss. *Chicken Soup for the Soul at Work*. Florida: Heath Communications, 1996. ISBN 1-55874-424-X. This resource has stories about motivation in the workplace.

Griffin, Ricky W. and Jang Singh. *Management*, Canadian Edition. Toronto: Houghton Mifflin, 1999. ISBN 0-17-607400-7. This resource has theoretical information on motivational techniques and performance appraisals—chapters 13 and 16.

Lundin, S., H. Paul, and J. Christensen. *Fish*. New York: Hyperion, 2000. ISBN 0-7868-6602-0. This resource is an example of the fish philosophy. See the website and the video.

Moorhead, G., R. Griffin, G. Irving, and D. Coleman. *Organizational Behaviour: Managing People and Organizations*, Canadian Edition. Scarborough: Nelson Thomson Learning, 2000. ISBN 0-17-616662-9. This resource has theoretical information on motivation—chapters 4 and 15.

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

Nelson, Rob. *1001 Ways to Reward Employees*. New York: Workman Publishing, 1994. ISBN 1-5605-339-X. This resource has examples of how companies motivate employees.

Schermerhorn, John R. *Management*, 7th ed. Toronto: John Wiley and Sons, Inc., 2002. ISBN 0-471-43570-8. This resource has theoretical information on motivation, performance appraisals and progressive discipline—chapters 7, 12, and 14.

Yerema, Richard. *Canada's Top 100 Employers* 2001 Edition. Toronto: Mediacorp Canada Inc. 2000. ISBN 0-9681447-9-9. This resource has examples of the ways companies motivate employees. A new version is published each year.

Websites

Fish – www.fishphilosophy.com

This website allows you to order the books and video from this motivational workplace site.

Appendix 4.4.1

Employee Reward Systems

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

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

Teacher notes/possible answers

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

Appendix 4.4.1 (Continued)

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

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

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

Appendix 4.4.2

Discipline Procedures

Explain what you would do in the following situations:

1. You are the owner of a small craft store. When doing the scheduling, you put Judi on the Friday shift. On Tuesday, Judi comes to you and says that she cannot work. You remind Judi that she needs to tell you of the days you are unavailable at least one week in advance. You insist that she work on Friday. At 7:00 a.m. on Friday, Judi calls in sick. You have to take Judi's shift—giving up your only day off. When making deliveries for the store on Friday, you see Judi eating lunch in a local restaurant.
2. You have just received an e-mail from one of your best workers with whom you thought you had a good working relationship. She is very upset at a decision you made to promote another worker over her. She feels that she was the best qualified and that you chose the other person because he was a close friend of yours. You believe that you hired the best person because he had more experience and had demonstrated leadership abilities. The e-mail is derogatory and insulting, and insinuates that you play favourites.
3. You have a worker who, after repeated warnings, still refuses to clean up his work area. He says that that is why the company is paying the custodians. His job description clearly states that he is responsible for the cleanliness of his area for safety reasons. You believe that he is undermining your authority.
4. You manage a catalogue phone centre where each of your 20 workers answers phones all day in one of four cubicles. You have just received another complaint from one of the women in the department. She is disturbed because one of the workers in her cubicle has put pictures of women in bathing suits up all over his workspace. She finds this offensive. She had asked him to remove the pictures but he refused. This is the second time a complaint of this nature has taken place. Last time you switched him to another cubicle.
5. You are the coach of a successful hockey team, considered one of the best in the league. Practices are twice per week: on Monday evenings and on Saturday mornings. One of your best players has been showing up late for practices consistently in the past three weeks, with no explanation. His lateness seems to be distracting the other players while they are practising.
6. You manage a small restaurant. You have been hearing about two particular employees that have not been getting along very well. On the shifts when these two are working together, they have argued about duties, responsibilities, and other issues. Both employees have approached you recently, and have complained about working with one another. You are concerned about these employees since this situation could interfere with their work and may become evident to the restaurant's customers.

Activity 4.5: Legal Considerations

Time: 8 hours

Description

Students investigate various legal practices that affect a small business. In small groups, students research the laws pertaining to pay, hours of work, human rights, forming a union, and safety laws. The teacher could also provide the actual legislation to each group. Students present the topics to the class as a dramatization or scenario.

Strand(s) & Learning Expectations

Strand(s): Human Resource Management

Overall Expectations

HRV.05 - demonstrate an understanding of the laws and regulations that govern working conditions.

Specific Expectations

HR5.01 - identify the legal requirements regarding employment practices (e.g., pay, hours);

HR5.02 - demonstrate an understanding of the legal requirements related to employee health and safety in a variety of workplaces;

HR5.03 - compare the legal, financial, and other consequences of unionized and non-unionized business environments;

HR5.04 - describe the legal and ethical implications for business of equity and human rights policies.

Prior Knowledge & Skills

- Students may have general knowledge about work environments from part-time or summer jobs.
- Students should have some knowledge regarding researching on the Internet.

Planning Notes

- Arrange for videos about unions, work place regulations, and occupational health and safety. (See Resources.)
- The teacher provides a list of Canadian governmental agencies for students to use when looking at employment standards, health and safety concerns, human rights commissions in Canada and Ontario, and unions.
- Arrange Internet access for the class to research Canadian employment standards, unions, and government agencies. See Resources for online government sites, Canadian Unions, as well as newspapers.
- There are Internet resources available for most of the material covered in this activity. The resources listed are to help students learn about the formation and advantages of having a union in your workplace. The teacher should also make sure to present the disadvantages.
- Prepare handouts and assessment materials

Teaching/Learning Strategies

4.5.1 Employment Standards Act

The teacher refers to the Employment Standards Act (www.gov.on.ca/lab/esa/esa_e/fs_wage_e.htm), to find the facts directly related to student employment situations and facts that may link to the students' Small Business Management Projects. Students learn what the legal requirements are for minimum wage and other pay scales depending on the nature of the job and other rules that employers are legally bound to observe.

Students record their findings on a table: example – job/rules are “three-hour rule,” general employment, home workers, and other jobs in various settings/conditions. Students also calculate a sample wage earned based on the hours they worked and the job.

Job/Rule	Conditions	Minimum Wage	Calculation Example
<i>e.g., “three-hour rule”</i>	<i>General employment</i>	<i>list wage</i>	<i>\$ per hr. × hrs. worked</i>

The teacher refers to Resources to give a variety of learning materials and encourage students to relate their job earnings experiences if they worked in a small business setting.

4.5.2 Workplace Safety

Students investigate issues regarding workplace safety. Students fill out an online health and safety quiz such as one at www.yworker.com/english/quiz.htm to assess their opinions on workplace safety. The teachers outline the “7 Things You’d Better Know” about workplace safety provided by the Young Workers Awareness Program (www.yworker.com/english/seven.htm) that address the laws, expectations and reports on workplace safety. The teacher can also book a speaker from the Young Workers Awareness Program of the Ministry of Labour who can share his/her expertise with the class. The teacher may show a video to illustrate the importance of workplace safety (suggested videos listed in Resources).

The teacher links workplace safety issues with the students’ Small Business Management Project by involving workplace safety directly related to their business such as restaurant/food services (www.ossa.com) or workplace environment (www.ccohs.ca), ergonomics issues (www.livesafeworksmart.net) and the Workplace Hazardous Materials Information System (WHMIS).

4.5.3 Labour Unions

The teacher introduces the concept of negotiation to achieve a mutual agreement by two parties using a role-play scenario. One example is a consumer buying a car and the negotiation with the salesperson at the car dealership. In this case, you have the consumer who has budget restrictions and desired car features/accessories (CD player, automatic lock/start/alarm system) and the dealer representative who has basic cost recovery and profit margin objectives and a sales manager gives a final decision. The teacher selects three students (customer, salesperson, and manager) to role-play this scenario and negotiate the purchase/terms of a contract (collective agreement). Four different scenarios could occur during the negotiation. The consumer buys the car (collective agreement); consumer does not buy the car (quit), the customer leaves with some commitment to come back (strike/lock out), or a third party intermediates as the sales manager is brought in to help negotiate the purchase price of the car to achieve a sale (arbitration). The teacher notes that this type of arbitrator is not objective; in the real world, an objective arbitrator is used. This process should reflect on the key concepts of labour unions: the collective bargaining/negotiation process: Labour Relations Board (mediation, arbitration or binding arbitration); union concerns (wages, health/dental and other benefits, vacations/over time, hours of work, employee training, grievance procedures, dismissal, contracting out, bereavement time, dental plan, medical plan, health and safety rules and working conditions); and management concerns (company stability, profit margin). The teacher may complement the focus on labour unions with the Ontario Federation of Labour video listed in Resources to highlight the impact/significance of unions in society. The students take an online awareness quiz such as *Know Your Rights...the Quiz* (www.ofl-fto.on.ca/youth/rights/quiz.html) that focuses on the direct impact of unions on students as employees and the protection under the labour law. Students can refer to www.ofl-fto.on.ca/youth/ to clarify misunderstandings in employment standards, health and safety, anti-discrimination/harassment, and other issues. A class discussion on student/student’s family workplace experiences with unions helps draw out what the role of unions is for employees and society.

The teacher can book a guest speaker from this sector for any/all of the five modules: What do Unions Do; Know Your Rights; Health and Safety; Unions and Social Reform; and Unions and Equity. Students should have viewpoints from both management and employee/union on labour relations.

The teacher provides students with an opportunity to practise a collective bargaining simulation that allows them to experience the labour, management, and arbitrator positions. The teacher divides the class into key players who negotiate a solution (see Resources). One example scenario is a postal union with working conditions/benefits objectives in the negotiation process with management with profit and productivity objectives resulting in a collective agreement. The students look at the impact of the settlement on the cost of mailing a letter.

To conclude, students find articles about fast food restaurants where the employees organized a union. Students may have worked in fast food restaurants or grocery stores or know someone who has and can discuss the pros and cons of a union at a fast food restaurant. A variety of articles on union organizing at these various fast food restaurants are available on the Internet. The teacher also outlines the implications of current labour legislation in Canada and Ontario. Students could go to the ministry of Labour website (www.gov.on.ca/lab) and find the most recent legislation. Students can analyse the most current legislation (e.g., Employment Standards Act) and make a list of advantages/disadvantages on the labour legislation, from both the employer and employee's point of view.

4.5.4 Human Rights Case Studies

The final task deals with The Canadian Human Rights Commission and the Ontario Human Rights Commission legislation that address the roles and obligations everyone must abide by in the work place, both as employers and employees (see Resources). The Human Rights commission also sends guest speakers out to schools as part of their educational mandate to teach the specifics of Human Rights and share their expertise. The students should analyse the Human Rights legislation with regard to discrimination, harassment, termination, and dismissal.

The teacher can use various law textbooks and teachers guides (see Resources) that have a variety of cases on employment law and human rights violations.

Assessment & Evaluation of Student Achievement

Diagnostic

- Online quiz

Formative

- Collective bargaining simulation focuses on all four Achievement Chart categories
- Human Rights case study focuses on all four Achievement Chart categories

Summative

- Unit test (see Resources) focuses on all four Achievement Chart categories

Resources

Print

Live Safe! Work Smart! Government of Ontario and Canadian Centre for Occupational Health and Safety, Ontario Ministry of Labour, 2000 ISBN 0-7794-0226-X Binder format (also available on CD-Rom for PC, Website) Free to Ontario Secondary School teachers through their schools and boards

Teaching Human Rights in Ontario. Toronto, ON: Human Rights Commission, 400 University Avenue, M7A 2R9, 416-314-4500. ISBN 0-7778-3773-0

Thinking About Law: An Issues Approach Law and the Economy – Chapter 4, Collective Bargaining Process

Videos

Kells: Workplace Health & Safety Public Safety Awareness. Toronto ON: Magnetic North 70 Richmond Street East, Suite 100 (416) 365-7622 30 min.

Look Around: You have Rights. Workplace Health and Safety Agency, 121 Bloor Street E., Suite 900, Toronto 1-800-268-2378 29 min.

CFRA: HACCP: *Your Safe Food System* Toronto. 14 min.

Websites

Client Services www.ccohs.ca/youngworkers/CCOHS

Client Services Team is dedicated to supporting all your environmental, health and safety needs. All client and technical support is included free with every CCOHS electronic subscription you purchase.

SMARTRISK (FAX) – www.smartrisk.ca

Helps people see the risks in their everyday lives and shows them how to take those risks in the smartest way possible so that they can enjoy life to the fullest

The Canadian Life Quilt – www.youngworkersquilt.ca

A unique and permanent memorial dedicated to the thousands of young women and men between the ages of 15 and 24, who have been killed or injured on the job.

The National Institute for Occupational Safety and Health (NIOSH) – www.cdc.gov/niosh/adolespg.html

The Federal agency responsible for conducting research and making recommendations for the prevention of work-related disease and injury. U.S based for an international flavour.

Tradesway – www.tradesway.com

Assists individuals who may be considering a career in a skilled trade and to provide an effective means of communication in information: the purpose of this site is to assist individuals who may be considering a career in a skilled trade and to provide an effective means of communication in information sharing to stakeholders in Peel Region.

Young Workers Awareness Program – <http://www.yworker.com/english/index.htm>

Youth@wsib.on.ca or at 1-800-663-6639.

Canadian Youth and Work Unions – <http://www.clc-ctc.ca/youth/unions.html>

WHMIS – <http://www.wsib.on.ca/wsib/wsibsite.nsf/public/homepage>