

*Catholic District School Board Writing Partnership*

# Course Profile

## **The Enterprising Person**

Grade 11

Open

BDP30

• *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 Profiles are professional development materials designed to help teachers implement the new Grade 11 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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### **Acknowledgments**

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## Course Overview

### The Enterprising Person, Grade 11, Open, BDP30

#### Course Description

This course examines the significance of the enterprising employee to organizations in Canada's economy. Rapid changes in an increasingly competitive and global marketplace have meant that those organizations that foster this spirit of enterprise in their employees increase their rate of success. Students will learn about the characteristics and skills demonstrated by the enterprising person and understand how these attributes contribute positively to the achievement of organizational goals. The evolutionary nature of the workplace is examined to determine why recent trends in the labour market have occurred in the manner they have. The course culminates with the opportunity for students to participate in the entrepreneurial process. Students will learn the importance of recognizing opportunities, generating ideas, demonstrating creative problem-solving skills, and ultimately how to develop a venture plan that is built upon the identification of an opportunity.

#### How This Course Supports the Ontario Catholic School Graduate Expectations

The Enterprising Person course is a program of study that focuses on the changing world of work. Work, and by extension the work environment, is central to our humanity and integral to who we are as Catholics. We believe that God created humans to be stewards over the bountiful resources of the Earth. Our creativity, work ethic, and problem-solving abilities are gifts given to us from God so that we can perform this stewardship role in a competent, responsible, caring, and loving manner.

Pope John Paul II writes, "New conditions and demands will require a re-ordering and adjustment of the structures of the modern economy and the redistribution of work... there must be continued study of the subject of work and the subject's living conditions. In order to achieve social justice in various parts of the world, in the various countries, and in the relationships between them, there is a need for ever new movements of the workers and with the workers." (J.P.II, *Laborem Exercens*)

With this in mind, this course will teach that human beings are not merely another factor of production, used to efficiently produce goods and services, but rather, the most essential component required by organizations to serve the needs of their community. The workplace must become more cognizant that human beings require physical, intellectual, emotional, and spiritual growth opportunities, and strive to encourage this growth in their employees. As Catholics, one of our primary goals is to fully develop our God-given potential, and to use this potential to contribute positively to the society within which we live. The enterprising employee finds meaning, dignity, and fulfillment in work activities that advance the common good of the organization within which they work, and the common good of their community within which they live. This course will teach students that the enterprising employee fulfils their Catholic mandate to generously share their unique gifts from God for the betterment of the world around them.

Additionally, this course outlines to students why business leaders, managers, entrepreneurs, and other persons in position of authority should adopt a leadership style that fosters the enterprising spirit among personnel. Vatican II gives strong and unambiguous support to the principle of co-management. "In economic undertakings, it is persons who join together, that is, free and responsible human beings, created in God's image. Therefore, active participation of all in the operation of the enterprise should be promoted." (*Laborem Exercens*) This course will strive to teach those beliefs.

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## Course Notes

While this course is not a prerequisite for any Grade 12 level business course, it is ideally suited to prepare students for successful achievement in the present day world of work. Units 1 – 4 deal specifically with the changing workplace and how the employee can improve their probability for success in this dynamic workplace. Unit 5 provides students with the opportunity to apply previously learned knowledge about the enterprising workplace into the broader context of the entrepreneurial venture. Additionally, a culminating activity involves students in the process of creating a small business venture, operating it for a day, dissolving it, examining what went right and what went wrong, and finally, reporting on the entire process. Units 1 – 4 are clustered such that each unit builds upon the learning from the previous unit. Unit 5 examines the world of the entrepreneur and the process of venture planning, and as such, takes the learning from the first four units, and puts it into the context of now operating their own entrepreneurial venture.

Use of relevant videos, newspapers, and guest speakers from the local labour unions and entrepreneurial community should be used whenever it is workable. Making connections between the curriculum and what is really happening in our labour market should be done as often as possible. An enterprising activity for the class to organize would be to plan and host a business lunch (students can book the facilities, hire a caterer, entrepreneurs, enterprising individuals, and government personnel to join students for this occasion). If the lunch is planned toward the middle to end of the course, it could provide students with the opportunity to share what they have learned about the enterprising work environment with their guests. A business lunch setting could provide the perfect opportunity for mentoring relationships to begin.

Teachers should be prepared to work with their local business community. Guest speakers, environmental scans, and evaluation of the local work environment cannot be adequately done without the cooperation of the business community. Make ties with businesses who have accepted the role of mentor, and who have proven themselves to be interested in helping their local school community.

Students will require access to computer technology. Ideally, the course should be scheduled in a computer lab if at all possible. It is essential to the success of the course that students are able to use word-processing software, create spreadsheets and databases, conduct secondary market research on the Internet, and have e-mail capabilities.

Teachers should access the resources available with regard to career options in their local community. Cooperative Education programs should be explored by students, and a database of local enterprising organizations should be maintained.

## Units: Titles and Time

Unit 1	Skills of the Enterprising Employee	19.5 hours
Unit 2	The Enterprising Employee	22.0 hours
Unit 3	The Changing Nature of the Workplace	21.0 hours
Unit 4	The Enterprising Work Environment	19.5 hours
*Unit 5	The Entrepreneurial Experience	28.0 hours

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

## Unit Overview

The following unit overview charts provide an outline of the course by major topic. For each activity in a major topic, the expectations to be achieved, the assessment categories that are applicable, and a focus activity are provided.

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## Unit 1: The Skills of the Enterprising Employee

### Unit Description

This unit examines the skills of an enterprising employee in today's competitive work environment. Students look at what skills an enterprising employee needs to be successful in business. Students identify and assess enterprising activities and opportunities in their own community. Students evaluate their enterprising skills through tests and self-assessments. Students demonstrate their enterprising skills in the community. The development of a career plan focuses students' learning about how to be an enterprising employee.

### Unit 1 Overview Chart

Cluster	Expectations	Assessment	Focus
1	CGE5c, CGE4a, CGE3e, SEV.01, SEV.02, SE1.01, SE1.02, SE1.03, SE1.04, SE2.01, SE2.02	Knowledge/ Understanding Thinking/Inquiry	Skills of the Enterprising Person (e.g., Identify and develop enterprising skills)
2	CGE5f, CGE5a, CGE4a, CGE5b, CGE7e, CGE7f, SEV.03, SE3.01, SE3.02, SE3.04, SE4.02	Thinking/Inquiry Application Making Connections	Opportunities in the Community (e.g., Examine curricular, and community opportunities to develop enterprising skills, attitudes, and attributes)
3	CGE4h, CGE5d, CGE5c, CGE4f, CGE4e, SEV.02, SEV.03, SE2.01, SE2.02, SE3.03, SE3.05, SE4.02	Thinking/Inquiry Communication Application Making Connections	Skill and Portfolio Building (e.g., Log personal progress by demonstrating enterprising skill development through the participation/application of skill building activities)
4	CGE5h, CGE5c, CGE4g, CGE7h, CGE7j, SEV.04, SE4.01, SE4.03, SE4.04	Thinking/Inquiry Communication Application Making Connections	Developing a Career Plan (e.g., Develop a plan to market specific skill sets and unique abilities to employers in related career/work areas)

## Unit 2: The Enterprising Employee

### Unit Description

This unit focuses on what makes an enterprising employee. It examines what characteristics set an enterprising employee apart from other workers in her/his workplace. Students will look at how successful business people look at change and risk in their work environment as opportunities not threats. Examples of enterprising employees in the "real world" will be discussed and investigated. Through tests and self-assessment activities students will develop a portfolio that highlights their enterprising spirit.

## Unit 2 Overview Chart

Cluster	Expectations	Assessment	Focus
1	CGE1d, CGE3a, CGE3b, CGE3b, CGE3c, CGE4c, CGE5g, CGE5c, CGE5b, CGE.7h, CGE7j, EEV.01, EEV.02, EE1.01, EE1.02, EE2.01, EE2.02, EE2.03, EE2.04, EE4.01, EE4.03	Knowledge/ Understanding Thinking/Inquiry	Understanding Work and Workers (e.g., Compare and contrast the attributes/attitudes of enterprising and non-enterprising employees)
2	CGE2c, CGE3a, CGE3a, CGE3e, CGE3f, CGE4g, CGE4d, CGE4b, CGE7j, EEV.03, EE2.05, EE3.01, EE3.02, EE3.03, EE3.04	Thinking/Inquiry	Success in a Changing Workplace (e.g., Develop positive strategies to manage workplace uncertainty and risk)
3	CGE2a, CGE1g, CGE2b, CGE3a, CGE5b, CGE3d, CGE5e, CGE5f, CGE7a, CGE7b, CGE7d, CGE7e, EEV.04, EE1.03, EE4.04, EE4.02	Knowledge/ Understanding Thinking/Inquiry Applications Making Connections	Working Models for Success in Business (e.g., Illustrate the risk/benefits/contributions of enterprising individuals and enterprising businesses)
4	CGE1g, CGE1i, CGE4a, CGE3e, CGE4b, CGE5c, CGE5h, EEV.05, EE5.01, EE5.02, EE5.03, EE5.04	Thinking/Inquiry Communication Applications Making Connections	Skill and Portfolio Building (e.g., Self-development of enterprising characteristics and the development of enterprising attributes and attitudes)

## Unit 3: The Changing Nature of the Workplace

### Unit Description

Unit 3 focuses on how changes in technology, increased competition, the globalization of trade, and electronic commerce have become more important in the workplace of our mixed economy. The significance of the labour market to the Canadian economy is investigated, and the forces of labour supply and demand are studied to draw relationships between such factors as level of sales, production methods, technology, cost of labour substitutes, and the type of product produced. Students will inquire about how changes in law, corporate values, and human rights legislation have contributed to the birth of the new work environment. Students will examine how the current trend of converging work at home, contract work, part-time work, and self-employment has transformed the old “9-to-5” model of work. Opportunities will be provided for students to evaluate how all of these changes affect the employee, employee organizations, and management personnel.

### Unit 3 Overview Chart

Cluster	Expectations	Assessment	Focus
1	CGE1d, CGE1i, CGE1g, CGE2b, CGE3c, CGE3f, CGE5b, CGE5e, CGE7e, CNV.01, CN1.01, CN1.02, CN1.03, CN1.04, CN2.01, CN2.02	Knowledge/ Understanding	Major factors affecting the labour market. (e.g., scrapbook of related news articles)

2	CGE1g, CGE2e, CGE3f, CGE4d, CGE5e, CNV.02, CN2.01, CN2.02, CN2.03, CN2.04, CN4.04	Knowledge/ Understanding Thinking/Inquiry	Trends in the labour market. (e.g., Environmental scan of your local labour market)
3	CGE1d, CGE2e, CGE3f, CGE7g, CNV.03, CN3.01, CN3.02, CN3.03, CN3.04, CN2.02, CN4.05	Knowledge/ Understanding Thinking/Inquiry Communication	Relevant changes in the workplace. (e.g., Interview and profile report of a local labour leader)
4	CGE.2b, CGE.2c, CGE4g, CGE5d, CGE5h, CNV.04, CN4.01, CN4.02, CN4.03, CN4.05, CN1.04, CN2.01	Communication Application Making Connections	Workers' Employability (e.g., Draw relationships between good student skills and employability skills)

## Unit 4 – The Enterprising Work Environment

### Unit Description

Unit 4 analyses the enterprising work environment. Initial investigations are made into how an enterprising workplace benefits the employee, the organization, and their community at large. Students will study factors that influence or deter the creation of an enterprising work environment. In addition, students will determine what characteristics are inherent in fostering an enterprising climate by examining employers and managers who have been successful in building this enterprising culture in their own workplace.

### Unit 4 Overview Chart

Cluster	Expectations	Assessment	Focus
1	CGE3f, CGE4a, CGE4b, CGE4c, CGE4d, CGE4c, CGE4f, CGE5b, CGE5d, CGE5e, CGE5g, CGE5h, WEV.04, WE4.01, WE4.02, WE4.03, WE3.05, WE3.03, WE2.04	Communication Application Making Connections	Challenges and benefits of enterprising employees. (e.g., Examine case studies)
2	CGE1d, CGE2e, CGE3c, CGE3f, CGE4a, CGE4b, CGE5b, CGE5c, CGE5d, CGE5g, CGE5h, WEV.01, WE1.01, WE1.02, WE1.03, WE2.02	Knowledge/ Understanding Thinking/ Inquiry	General influences (e.g., Compare conditions where enterprising employees exist and where they do not)
3	CGE1d, CGE2e, CGE3b, CGE3f, CGE4a, CGE4b, CGE5b, CGE5c, CGE5d, CGE5g, CGE5h, CGE7e, CGE7i, CGE7j, WEV.02, WE2.01, WE2.02, WE2.03, WE2.04, WE4.02, WE4.01	Knowledge/ Understanding Thinking/ Inquiry	The role of the employer (e.g., Visiting guest speakers from business)
4	CGE3f, CGE4a, CGE4b, CGE4c, CGE4d, CGE4c, CGE4f, CGE5b, CGE5d, CGE5e, CGE5g, CGE5h, CGE7e, CGE7j, CGE7h, WEV.03, WE3.01, WE3.02, WE3.03, WE3.04, WE3.05, WE4.01	Knowledge/ Understanding Thinking/ Inquiry Applications Making Connections	The enterprising work environment (e.g., Write out job descriptions for a placement in an enterprising organization)

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## Unit 5: The Entrepreneurial Experience

### Unit Description

Unit 5 introduces the student to entrepreneurial experience. This unit examines the characteristics and skills that are desirable for entrepreneurs. Students can look back at their self-assessment to determine which skills and characteristics they currently have and which they need to develop. Students will learn to recognize entrepreneurial opportunities and develop ideas for those opportunities. Students are invited to recognize opportunities in their own school community, generate and evaluate ideas that are suited to that opportunity, and plan a related business venture that will be operated for one school day. All business planning will be done in preparation for the day of business, and after the activity, students will be required to report on their business venture.

### Unit 5 Overview Chart

Cluster	Expectations	Assessment	Focus
1	CGE2a, CGE2b, CGE2d, CGE4g, CGE5b, CGE5h, ENV.01, EN1.01, EN1.02, EN1.03, EN1.04	Knowledge/ Understanding Thinking/Inquiry Application Making Connections	Recognizing Entrepreneurial Characteristics & Skills. (e.g., Interview an Entrepreneur)
2	CGE1d, CGE2b, CGE3c, CGE4d, CGE5a, CGE5e, ENV.02, EN2.01, EN2.02, EN2.03	Knowledge/ Understanding Communication Thinking/Inquiry	Entrepreneurial Opportunities (e.g., Recognizing Opportunities, Current Changes and Trends)
3	CGE3b, CGE3c, CGE5a, CGE5e, ENV.03, EN3.01, EN3.02	Knowledge/ Understanding Communication Thinking/Inquiry	Generating and Evaluating Ideas (e.g., Video Analysis, Plus/Minus Evaluation)
4	CGE2b, CGE4d, CGE5b, CGE5h, ENV.03, EN3.03, EN3.04, EN3.05	Knowledge/ Understanding Application Making Connections Communication	Examining Entrepreneurs Who Have Taken Charge. (e.g., How did they solve problems?)
5	CGE3b, CGE3c, CGE3d, CGE4b, CGE4f, CGE5a, CGE5g, CGE7I, CGE7j, ENV.02, ENV.03, ENV.04, EN4.01, EN4.02, EN4.03, EN4.04, EN4.05, EN4.06	Application Making Connections Knowledge/ Understanding Thinking/Inquiry Communication	Planning, operating, and writing a business plan for a business that is open for one day “Today Only.”

### Teaching/Learning Strategies

The Enterprising Person course is a diverse, open level course that will require the teacher to be equipped with a wide variety of teaching/learning strategies. These strategies fall into three categories: teacher centred, learner centred, and self-directed. It is essential to the success of the course that a balance among the three-teaching/learning categories be achieved. Certain units and topics lend themselves to a particular method of teaching/learning. Additionally, culminating activities should often be designed so that the student assumes an increased role in directing the learning. One of the course goals is to put theory into practice, and students must be able to do this in a self-directed manner.

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### A) **Teacher-Centred Strategies**

Teacher-centred approaches have an important place in The Enterprising Person course. Often, new units of study, or new topics need to be introduced by the teacher. Bringing relevant issues from the current world of work into the classroom at timely intervals is integral to the success of this course. The teacher is required to be attentive to issues affecting the current work environment in their local/national communities, and to introduce these issues when it is appropriate.

### B) **Learner-Centred Strategies**

Learner-centred approaches, which are primarily activity-based, provide students with the opportunity to put into practice what they have learned. Learner-centred activities should often be used toward the end of a topic or unit as the culminating activity. However, learner-centred approaches should not be restricted for use in only culminating activities, for they can also be very effective when introducing new topics. In this manner, the teacher can scope out the class to determine how much knowledge and understanding students already possess in a certain topical area.

### C) **Self-Directed Strategies**

Self-directed approaches to learning are essential to The Enterprising Person course. In many respects, the enterprising person is someone who is self-reliant and independent. Course activities that encourage students to take responsibility for themselves, and direct their learning activity, meet the objective of the course to develop workers who are self-directed. The two components of the course whereby students plan and operate a business for a day and write a small business plan, are well suited to this type of learning strategy.

## **Teaching/Learning Strategies**

<b>Teacher-Centred</b>	<b>Learner-Centred</b>	<b>Self-Directed</b>
<ul style="list-style-type: none"><li>• Teacher-led review</li><li>• Work/Task sheets</li><li>• Board Work</li><li>• Note-taking</li><li>• Overhead use</li><li>• Socratic lessons</li><li>• Video</li><li>• Guest Speakers</li></ul>	<ul style="list-style-type: none"><li>• Text referencing</li><li>• Note making</li><li>• Collaborative technologies</li><li>• Demonstration</li><li>• Visual Organizers</li><li>• Group discussion</li><li>• Field Trips</li><li>• Group projects</li><li>• Role playing</li><li>• Peer helping</li><li>• Debates</li><li>• Jigsaw learning</li></ul>	<ul style="list-style-type: none"><li>• Creating visual displays</li><li>• Conducting primary market research</li><li>• Conducting secondary market research</li><li>• Interview managers</li><li>• Planning and operating business for a day</li><li>• Writing small business plan</li></ul>

## **Assessment & Evaluation of Student Achievement**

Student assessment and evaluation methods should be communicated to students of this course from the outset. Assessment should be ongoing, and assessment techniques should be varied. Descriptive feedback to students must occur in an expeditious manner so that students can incorporate teacher feedback into subsequent work. Teachers should be prepared to make appropriate adjustments to teaching/learning strategies as required, and accommodate the special needs of students. Student input to the assessment process should be welcomed and valued. Teachers must make use of assessment tools that are:

- Diagnostic in nature;
- Designed to be formative in nature;
- Summative in nature.

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## Student Achievement Methods

Diagnostic	Formative	Summative
<ul style="list-style-type: none"><li>• Informal Observation</li><li>• Quizzes</li><li>• Class discussions</li></ul>	<ul style="list-style-type: none"><li>• Informal and formal observations</li><li>• Conferences with students</li><li>• Written feedback</li><li>• Graphic Organizers</li><li>• Presentations</li></ul>	<ul style="list-style-type: none"><li>• Assignments</li><li>• Quizzes</li><li>• Tests</li><li>• Presentations</li></ul>

## Course Assessment & Evaluation

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a course. Evaluation refers to the process of judging the quality of student work on the basis of establishing criteria, and assigning a value to represent that quality.

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 and take place at, or near the end of the course.

## Accommodations

Teachers must be aware of the diverse learning styles and needs of students in their Enterprising Person classroom. Teachers should address exceptional students' Individual Educational Plans (IEPs) and consult with the appropriate support staff. The following are some suggested strategies based on different exceptionalities that could be applied throughout the various activities:

### Reading Difficulties

- read questions first
- modify reading requirements
- use reading partners
- pre-teach concepts/vocabulary
- highlight notes
- use visual aids and videos
- read instructions

### Memory Difficulties

- teach students to verbalize concepts
- check that daily assignments are recorded in planner
- avoid recall questions
- insist student write things down
- provide lists and/or flow charts
- give visual clues
- give demonstrations
- teach mnemonics

### Math Difficulties

- check work after each example
- modify complexity of examples
- review concepts daily
- teach use of diagrams
- encourage use of calculator
- use hands-on manipulatives
- adjust number of problems

### Oral Language Difficulties

- provide non-threatening environments
- do not ask the students to respond to questions without forewarning
- use cooperative learning
- work one-to-one
- have realistic expectations
- provide choices
- use electronic medium
- permit small groups
- practice "wait time"

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### **Motivation Difficulties**

- provide a variety of types of assignments
- create personalized assignments
- set realistic goals and expectations
- avoid public confrontation
- provide praise and positive feedback
- be flexible with timelines
- conference on a one-to-one basis
- maintain contact with home

### **Attention Difficulties**

- provide a variety of activities and teaching techniques
- use co-operative learning
- ask students to repeat instructions
- provide immediate feedback
- move around room
- use visual aids
- ensure students see an end in sight

### **Written Language Difficulties**

- vary assignments
- give explicit instructions
- allow more time
- provide photocopied notes
- allow point-form notes
- use peer editing and teach spell check

### **ESL**

- pair or group students with English speakers
- provide note making guide
- encourage use of first language English dictionaries for assignments and assessment, and allow extra time for reading and writing assignments
- pair written instructions with verbal instructions
- provide visual and auditory clues
- ask an ESL/ELD teacher to review questions, assignments, or assessment instruments

## **Resources**

There is an almost limitless number of general business resources available. The list below is intended to facilitate the productivity of both the student and teacher, but it is not a definitive list. Resources required for specific unit activities are provided but are presented in generic subcategories to encourage the teacher and students to creatively pursue additional resources when appropriate. Every effort has been made to check the currency of Internet sites, but teachers are advised to check addresses prior to use as they change from time to time. Very brief annotated descriptions are included for some resources, but teachers should check all of the information to determine what resources are most appropriate for their students.

### **Workplace related Websites**

Aboriginal Youth Business Council – <http://www.aybc.org>

Airline Pilots Association – <http://www.alpa.org/>

Alberta Centre on Entrepreneurship & Disabilities – <http://www.acs.ucalgary.ca/~aced>

The Association of Collegiate Entrepreneurs – <http://www.acecanada.ca>

Better Business Bureau – <http://www.bbb.org>

Canadian Auto Workers – <http://www.caw.ca>

Canadian Banker's Association – <http://www.cba.ca>

Canadian Community Newspaper Association – <http://www.ccna.ca>

Canadian Foundation for Economic Education – <http://www.cfee.org/en/>

The Canadian Industrial Innovation Centre – <http://www.innovationcentre.ca>

Canadian Internet Handbook – <http://www.handbook.com>

Canadian Labour Congress – <http://www.clc-ctc.ca>

Canadian Management Association – <http://www.cma-canada.org/>

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Canadian Media Guild – <http://www.cmg.ca>  
Canadian Nurses Association – <http://www.cna-nurses.ca>  
Canada-Ontario Business Service Centre – <http://www.cbsc.org/ontario>  
Canadian Shareowners' Association – <http://www.shareowner.ca>  
Canadian Union of Public Employees – <http://www.cupe.ca>  
Canadian Venture Capital Association – <http://www.cvca.ca>  
Canadian Youth Business Foundation – <http://www.cybf.ca>  
CBRC - Community Business Resource Centre – <http://www.cbrc.com>  
The Centre for Entrepreneurship Education and Development – <http://www.ceed.ednet.ns.ca>  
Communications, Energy and Paperworkers Union of Canada – <http://www.cep.ca/en/>  
Credit Counselling Service of Toronto – <http://www.creditcanada.com>  
Credit Union Central of Ontario – <http://www.cuco.on.ca>  
EMG - Entrepreneurial Manufacturing Generator – <http://www.emgweb.com>  
The Entrepreneur Institute of Canada – <http://www.entinst.inter.net>  
The Entrepreneurship Centre – <http://www.entrepreneurship.com>  
Industrial, Wood & Allied Workers of Canada – <http://www.iwa.ca>  
Int. Assoc. of Machinists and Aerospace Workers of Canada – <http://www.iamaw.org>  
Investor Learning Centre of Canada – <http://www.investorlearning.ca>  
Junior Achievement of Canada – <http://www.jacan.org>  
KidsNRG – <http://www.kidsNRG.com>  
MLS (Multiple Listing Service) Online – <http://www.MLS.ca>  
National Union of Public and General Employees – <http://www.nupge.ca>  
Northern Light – <http://www.nlsearch.com>  
The Ontario Federation of Labour – <http://www.ofl-fto.on.ca>  
Ontario Women's Directorate – <http://www.gov.on.ca/owd>  
Sample Business Plans – <http://www.bplans.com>  
Schoolnet – <http://www.schoolnet.ca>  
Service Employees International Union – <http://www.seiu.org/>  
United Steelworkers of America - Canada – <http://www.uswa.ca/>  
Women Entrepreneurs of Canada – <http://www.wec.ca>  
Yellowhead East Business Development Corporation – <http://www.yebdc.ab.ca>  
Young Biz.com – <http://www.youngbiz.com>  
The Young Entrepreneurs Network – <http://www.idye.com>  
Young Entrepreneurs Association – <http://www.yea.ca>

### **Business Books, Guidebooks, and Textbooks**

Beckhard, Richard, Frances Hesselbein, and Marshall Goldsmith, eds. *The Organization of the Future*. San Francisco, California: Jossey-Bass Publishers, 1997.

Brand, Margaret and Ann Sparks. *Success in the Workplace*. Mississauga, Ontario: Copp Clark Pitman Ltd., 1990.

Caetano, R., J. Schermerhorn, and A. Templer. *Management For Productivity*. Toronto, Ontario: John Wiley & Sons, 1995.

The Centre for Entrepreneurship Education and Development. *Break Into Business Camp*. Halifax, Nova Scotia, 2000.

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Di Norcia, Vincent. *Hard Like Water: Ethics in Business*. Toronto, ON: Oxford University Press, 1998.

Doman, Don, Dell Dennison, and Margaret Doman. *Look Before You Leap: Market Research Made Easy*. North Vancouver, B.C.: International Self-Counsel Press Ltd., 1993.

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Lang, Jim. *Making Your Own Breaks*. Toronto, Ontario: Trifolium Books, Inc., 1994

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

McLean, J.W. and William Weitzel. *Leadership: Magic, Myth, or Method?* New York, NY: American Management Association AMACOM, 1992.

Popcorn, Faith and Lys Marigold. *Clicking 16 Trends to Future Fit Your Life, Your Work and Your Business*. New York, NY: Harper Collins Publisher, 1996.

Popcorn, Faith and Lys Marigold. *Clicking: 17 Trends that Drive Your Business and Your Life*. New York, NY: Harper Collins, 1997.

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

Rovet, Ernest. *Employee/Employer Rights, A Guide for the Ontario Work Force*. North Vancouver, Self-Counsel Press Ltd., 1997.

Ryan, Michael. *Solidarity*. London, Ontario: Guided Study Programs in Catholic Faith (Divine Word Centre), 1986.

Schincariol, David. *Start and Run a Profitable Student Business*. Vancouver, British Columbia: Self-Counsel Press, 1995.

Secretan, Lance H.K. *Reclaiming Higher Ground: Creating Organizations that Inspire the Soul*. Toronto, Ontario: MacMillan Canada, 1996.

Timmons, Jeffrey Aj. *New Venture Creation Revised*, 4th ed. Boston, Massachusetts: Irwin McGraw-Hill, 1994.

Vesper, Karl H. *New Venture Strategies Revised*, ed., Englewoods Cliffs, New Jersey, Prentice Hall, 1990.

### **Textbooks**

No single textbook is recommended for this course.

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

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

### **Banks, Trusts, and Credit Unions**

Representatives from the financial institutions are excellent resources when working on business plans. Most of these institutions have venture capital programs for youth who engage in entrepreneurial activity.

Bank of Montreal – <http://www.bmo.com/>

Bank of Nova Scotia – <http://www.scotiabank.com/>

Canadian Imperial Bank of Commerce – <http://www.cibc.com>

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Canada Trust – <http://www.canadatrust.com>  
Royal Bank of Canada – <http://www.royalbank.ca/>  
TD Bank – <http://www.tdbank.ca/>

## **Corporations**

The companies listed below are not all Canadian companies. The list does include a good representation of Canada's best known companies and have been selected from a variety of industries. Students could select a company to investigate in order to determine how it encourages, promotes, and creates an enterprising work environment.

Abitibi-Consolidated – <http://www.abicon.com/domino/acweb2.nsf>  
Alcan Aluminum Limited – <http://www.alcan.com/>  
Air Canada – <http://www.aircanada.ca/>  
Bata Limited – <http://www.bata.com>  
Bell Canada Enterprises – <http://www.bce.ca/>  
Bombardier Inc. – <http://www.bombardier.ca/>  
Canadian Airlines – <http://www.cdnair.ca/>  
Canadian National – <http://www.cn.ca/cnwebsite/cnwebsite.nsf/public/splashC>  
Canadian Tire – <http://www.canadiantire.ca/>  
Coca-Cola Corporation – <http://www.coke.com/>  
Corel Corporation – <http://www.corel.ca/>  
DaimlerChrysler Canada – <http://www.chryslercanada.ca/English/AboutChryslerCanada/>  
Dofasco Inc. – <https://www.dofasco.ca/>  
Fiat Group – <http://www.fiat.com/>  
Ford of Canada – <http://www.ford.ca/fordFlash.html>  
Four Seasons Hotels and Resorts – <http://www.fourseasons.com/index.html>  
Gap – <http://www.gapinc.com/>  
George Weston – <http://www.weston.ca/>  
GM Canada – <http://www.gmcanada.com/english/home/home.html>  
Hudson's Bay Company – <http://www.hbc.com/language.asp>  
IBM Canada Limited – <http://www.ibm.ca/>  
Imperial Oil Company – <http://www.imperialoil.ca/>  
Inco – <http://www.inco.com/>  
Indigo – <http://www.indigo.ca/>  
Irving Oil Company – <http://www.irvingoil.ca/>  
Irwin Toys – <http://www.irwin-toy.com/>  
Kodak Canada – <http://www.kodak.ca/>  
Lego Group – <http://www.lego.com/>  
MacMillan Bloedel Ltd. – <http://www.mbltd.com/>  
Magna International Inc. – <http://www.magna.ca/>  
Manulife Insurance – <http://www.manulife.com/corporate1.nsf/public/index.html>  
McDonald's Corporation – <http://www.mcdonalds.com/>

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Nestle – <http://www.nestle.com/>  
Newbridge Networks – <http://www.newbridge.com/>  
Nortel Networks Inc. – <http://www.nortel.ca/>  
Novopharm Biotech – <http://www.novopharmbiotech.ca/>  
Onex Corporation – <http://www.onexcorp.com/>  
Petro-Canada – <http://www.petro-canada.ca/>  
Petroleum Company of Mexico – <http://www.pemex.com/>  
Qantas Airlines – <http://www.qantas.com/>  
Research in Motion Limited – <http://www.rim.net/>  
Seagram Company – <http://www.seagram.com/>  
Sears Canada – <http://www.sears.ca/>  
Sony Corporation – <http://www.sony.com/>  
Stelco Inc. – <http://www.stelco.ca/>  
Teleglobe Canada – <http://www.teleglobe.ca/>  
Toyota Canada – <http://www.toyota.ca/>

### **Government**

Human Resources Development Canada – <http://www.hrdc-drhc.gc.ca/>  
Industry Canada – [http://strategis.ic.gc.ca/sc\\_economy/engdoc/homepage.html](http://strategis.ic.gc.ca/sc_economy/engdoc/homepage.html)  
Revenue Canada – <http://www.statcan.ca/start.html>  
Youth Resource Network of Canada – <http://www.youth.gc.ca/>  
Canada/Ontario Business Services – <http://www.cbcs.org/ontario/index.html>  
Business Development Bank – <http://www.bdc.ca>  
Team Canada Inc. – [www.exportsource.gc.ca](http://www.exportsource.gc.ca)

### **Online Magazines**

Teachers can become familiar with the sites listed below prior to the course and then before the start of each new unit to get ideas for lesson planning. There is a great deal of current information, analysis, archival material, and other relevant links. You may want to assign students the task of summarizing or annotating these publications as one method to cover the vast amount of material available.

Canadian Business Magazine – <http://www.canbus.ca>  
E-Business Magazine – <http://www.hp.com/Ebusiness>  
Entrepreneur Magazine – <http://www.entrepreneurmag.com>  
Fast Company Magazine – <http://www.fastcompany.com>  
Inc. Magazine – <http://www.inc.com/incmagazine>  
MacLean's Magazine – <http://www.macleans.ca>  
Marketing Magazine – <http://www.marketingmag.ca>  
Planning for Profits Magazine – <http://www.planningforprofits.com>  
Profit Magazine – <http://www.profitguide.com>  
Strategy Magazine – <http://www.strategymag.com>

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## **Online Newspapers**

Catholic New Times

Catholic Register – <http://www.catholicregister.org/>

Le Droit d'Ottawa – [http://www.ledroit.com/encours/01\\_actualites/accueil\\_\\_self.stm](http://www.ledroit.com/encours/01_actualites/accueil__self.stm)

The Globe and Mail – <http://www.globeandmail.ca>

The Hamilton Spectator – <http://www.hamiltonspectator.com/>

The Kingston Whig-Standard – <http://www.kingstonwhigstandard.com/>

The London Free Press – <http://www.canoe.ca/LondonFreePress/home.html>

National Post – <http://www.nationalpost.com>

The Ottawa Citizen – <http://www.ottawacitizen.com/>

The Sault Star – <http://www.saultstar.com/>

Torstar Corp – <http://www.torstar.com>

The Windsor Star – <http://www.southam.com/windsorstar/>

## **Church Organizations**

Ont. Conference of Catholic Bishops <http://www.occb.on.ca>

## **Church Documents**

- Laborem Exercens (On Human Work) J.P.II

- Documents of Vatican II (The Pastoral Constitution of the Church in the Modern World)

- 100 Years of Catholic Social Teaching (The Ontario Conference Of Catholic Bishops)

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

### The Changing Nature of the Workplace

#### Overall Expectations

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

#### Specific Expectations

##### Major Factors Affecting the Labour Market

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

##### Labour-Market Trends

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

##### Changes in the Workplace

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

##### Workers' Employability

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

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## The Enterprising Employee

### Overall Expectations

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

### Specific Expectations

#### Distinguishing Features

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

#### Attitudes and Attributes

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

#### Reactions to Uncertainty and Risk

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

#### The Contributions of Enterprising Employees

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

#### Self-assessment

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

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## Skills of the Enterprising Employee

### Overall Expectations

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

### Specific Expectations

#### Analysing Skills

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

#### Assessing Personal Progress

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

#### Identifying Opportunities for Developing Enterprising Skills

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

#### Developing a Career Plan

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

## The Enterprising Work Environment

### Overall Expectations

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

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## **Specific Expectations**

### **General Influences**

**WE1.01** – describe factors beyond the control of the employer that limit the degree to which a workplace and its employees can be enterprising (e.g., type of industry, type of product or service, stage in the business life cycle);

**WE1.02** – assess the factors within the control of an employer or manager that encourage an enterprising spirit in employees (e.g., method of planning and organizing work, leadership style);

**WE1.03** – analyse economic conditions that encourage the development of an enterprising workplace (e.g., nature and degree of competition, pressures for increased productivity and innovation).

### **The Employer**

**WE2.01** – describe the personal attitudes and attributes of an employer who values enterprising employees;

**WE2.02** – describe management styles, leadership qualities, and methods of employee recognition that contribute to the development of enterprising employees;

**WE2.03** – explain the characteristics of an organization that encourages an enterprising spirit in employees (e.g., emphasis on team and network structures, decentralized control, delegation of power);

**WE2.04** – describe ways an employer can respond effectively to an employee's failed attempt to be enterprising.

### **The Work Environment**

**WE3.01** – analyse job descriptions to identify those that provide opportunities to be enterprising (e.g., look for references to job enrichment, variety, self-management);

**WE3.02** – describe ways in which alternative work schedules (e.g., compressed work weeks, flexible hours, job sharing, working at home, part-time work) can provide opportunities to be an enterprising employee;

**WE3.03** – describe job features that would attract enterprising employees (e.g., promotion practices and a management structure that encourage and reward individual initiative);

**WE3.04** – compare various methods of remuneration to determine those that most enterprising employees would favour;

**WE3.05** – analyse various forms of compensation or incentives in terms of their effectiveness in motivating enterprising employees (e.g., dental plan, expense account, use of company vehicle).

### **Challenges and Benefits**

**WE4.01** – explain the relationship between a working environment that promotes an enterprising spirit and employee productivity and efficiency;

**WE4.02** – describe the challenges to an employer of recruiting and retaining enterprising employees;

**WE4.03** – describe the challenges faced by enterprising employees in a workplace that is not enterprise-oriented.

## **The Entrepreneurial Experience**

### **Overall Expectations**

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

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

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

**ENV.04** · demonstrate entrepreneurial skills by creating a venture plan.

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## **Specific Expectations**

### **Entrepreneurial Characteristics**

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

### **Entrepreneurial Opportunities**

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

### **Entrepreneurial Skills**

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

### **The Venture Plan**

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

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## Ontario Catholic School Graduate Expectations

The graduate is expected to be:

**A Discerning Believer Formed in the Catholic Faith Community** who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

**An Effective Communicator** who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

**A Reflective and Creative Thinker** who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

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**A Self-Directed, Responsible, Life Long Learner** who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

**A Collaborative Contributor** who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

**A Caring Family Member** who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

**A Responsible Citizen** who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

## Unit 5: The Entrepreneurial Experience

**Time:** 28 hours

### Description

Unit 5 introduces the student to the entrepreneurial experience. This unit examines the characteristics and skills that are desirable for entrepreneurs. Students can look back at their self-assessment to determine which skills and characteristics they currently have and which they need to develop. Students will learn to recognize entrepreneurial opportunities and develop ideas for those opportunities. Students are provided with the opportunity to recognize a business need in their own school communities, plan a business venture around that need, and operate that business venture for a single school day.

### Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
1. Recognizing Entrepreneurial Characteristics And Skills	4 hours	ENV.01, EN1.01, EN1.02, EN1.03, EN1.04, CGE2a, CGE2b, CGE2d, CGE4g, CGE5b, CGE5h	Knowledge/ Understanding Thinking/Inquiry Applications Making Connections	a) Difference between characteristics/ skills. b) Recognizing characteristics and skills. c) Interview with an entrepreneur
2. When Opportunity Knocks!	3.75 hours	ENV.02, EN2.01, EN2.02, EN2.03, CGE1d, CGE2b, CGE3c, CGE4d, CGE5a, CGE5e	Knowledge/ Understanding Communication Thinking/Inquiry	a) Problems/Solutions b) Recognizing Opportunities c) Current Changes and Trends
3. Generating and Evaluating Ideas	5 hours	ENV.03, EN3.01, EN3.02, CGE3b, CGE3c, CGE5a, CGE5e	Knowledge/ Understanding Thinking/Inquiry Communication	a) Video analysis b) Plus, Minus, Interesting
4. Entrepreneurs Who have Taken Charge	3.75 hours	ENV.03, EN3.03, EN3.04, EN3.05, CGE2b, CGE4d, CGE5b, CGE5h	Knowledge/ Understanding Application Making Connections Communication	a) Creating an entrepreneurial scrapbook. b) Developing a problem-solving model.
5. "Today Only"	11.5 hours	ENV.02, ENV.03, ENV.04, EN4.01, EN4.02, EN4.03, EN4.04, EN4.05, EN4.06, CGE3b, CGE3c, CGE3d, CGE4b, CGE4f, CGE5a, CGE5g, CGE7I, CGE7j	Application Making Connections Knowledge/ Understanding Thinking/Inquiry Communication	a) Planning to operate a business for one day. b) Operating the business. c) Dissolving the business and writing final report.

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## **Activity 1: Recognizing Entrepreneurial Characteristics and Skills**

**Time:** 4 hours

### **Description**

This activity is designed to help students recognize the attitudes, attributes and skills shared by entrepreneurs. By studying the individual stories of entrepreneurs, through interviews and case studies, students will identify the common and unique characteristics of entrepreneurs, and how these qualities lead entrepreneurs to be agents of change in their communities by creating better products and services, new jobs and other benefits to society. Students will compare these characteristics of the entrepreneur with those of the enterprising person. Students will also be encouraged to use self-assessment tools to explore personal capacities for entrepreneurship relative to Christian vocation and consistent with Catholic Social Teachings (The Common Good, The Primacy of the Human Person, Preferential Option For The Poor). Students will understand that it is not realistic for entrepreneurs to possess all personal characteristics and skills. Forming partnerships is an alternative, whereby a team made up of individuals with complementary characteristics and skills is formed.

### **Strand(s) & Learning Expectations**

**Strand(s):** Entrepreneurial Characteristics

#### **Overall Expectations**

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

#### **Specific Expectations**

EN1.01 - identify the attitude, attributes, and skills common to many entrepreneurs;

EN1.02 - compare the characteristics of a number of entrepreneurs to see how they vary;

EN1.03 - compare the characteristics of an entrepreneur with those of an enterprising employee;

EN1.04 - describe the characteristics of entrepreneurs that benefit communities and society (e.g. they are agents of change, creators of jobs and wealth).

#### **Ontario Catholic School Graduate Expectations**

CGE2a - listens actively and critically to understand and learn in light of the gospel values;

CGE2b - reads, understands and uses written materials effectively;

CGE2d - writes and speaks fluently in one or both of Canada's official languages;

CGE4g - examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;

CGE5b - thinks critically about the meaning and purpose of work;

CGE5h - applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

### **Prior Knowledge & Skills**

Students should have previous knowledge of the attitudes and attributes of an enterprising person to be able to compare these characteristics with the qualities of the entrepreneur.

### **Planning Notes**

In advance of this unit, ask students to look for an entrepreneur who would be willing to be interviewed. Students contact the entrepreneur to arrange a meeting at the convenience of the entrepreneur. Students discuss the answers to approximately 10 questions about the characteristics and skills of the entrepreneur.

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## Teaching/Learning Strategies

1. Define the difference between personal characteristics (attitudes, attributes, and personality) and skills (characteristics are innate and skills can be developed).
2. Using a blank overhead sheet, encourage the class to brainstorm to determine examples of attitudes, attributes, and skills required by an entrepreneur. Compare the class's findings to a master list of attitudes, attributes and skills of the entrepreneur (Appendix 5.1a – This list represents an “idealized version” of an entrepreneur. Very few successful entrepreneurs can possess all of this. To compensate for this, many entrepreneurs form partnerships, whereby one partner supplies the character and skills that the other lacks.)
3. Ask students to complete a self-assessment and rank their top three personal characteristics, and top three skills from the list provided.
4. Students are to interview other students in the class to find people with different and complementary skills/personal characteristics. The challenge is for the students to find others with different personal attitudes, attributes and skills that would add to their own to form a good working partnership (no more than three or four people). Each group will briefly explain to the class their team's extensive list of characteristics/skills, and outline why they feel they complement each other and would form a good team.
5. Separate the class into groups and have each group make a bulletin board to summarize either the attitudes, attributes or skills of entrepreneurs. Provide the students with coloured paper, markers, scissors, glue and old magazines to find and label examples of characteristics and skills. An alternate activity could have small groups of students generate names of people who exhibit the characteristics and skills of entrepreneurs. Lists will probably include a few entrepreneurs but also sports and music heroes (some may also be entrepreneurs). This can then lead to a discussion of how many people have some or many of the characteristics of entrepreneurs, but are not entrepreneurs in the common sense of the word. Conclude with a debate of the different definitions of an entrepreneur and Push and Pull entrepreneurship.
6. The teacher will use video tapes one and two of the “Spirit of Adventure” to identify the attitudes, attributes, and skills possessed by the entrepreneurs profiled. Students should record the name and business of each entrepreneur and briefly jot down the personal characteristics and skills exhibited by the entrepreneurs. If the “Spirit of Adventure” video series is not available at your high school, a collection of entrepreneurial profiles may be used to analyse the characteristics and skills. See Appendix 5.1b. for a worksheet.
7. Have the students interview an entrepreneur who has displayed innovation and creative problem solving in their ventures. Record responses in Appendix 5.1c.
8. As a class, discuss the results of the interviews to discover the various ways entrepreneurs and entrepreneurial ventures benefit the community (Question 6). Discuss how the benefits of starting a venture reflect a person's call to apply entrepreneurial skills to promote the “Common Good” of the community (Gaudium Et Spes). An expansion of the previous definition of entrepreneurship can be explored here that examines the notion that “social entrepreneurship” is just as valid as “for profit” entrepreneurship.
9. Have students compare the characteristics of an entrepreneur with an enterprising person.
10. Students will investigate their own propensity for entrepreneurship by taking a number of self-assessment tests. Here are two websites (teachers may add their own favourites) with entrepreneurial self-assessment tests:  
The Keirsey Temperament Sorter – <http://www.keirsey.com/>  
Canada Prospects 1999 – [http://www.careerccc.org/products/cp\\_99\\_e/index.html](http://www.careerccc.org/products/cp_99_e/index.html)

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**Note to Teachers:** Just because a student scores poorly on a self-assessment test does not mean that the student should rule out entrepreneurship. Sometimes the tests are not reliable measurements of a student's propensity for entrepreneurship. Additionally, there is continuous ongoing debate regarding the relationship between characteristics and skills and success in entrepreneurship.

### **Assessment & Evaluation of Student Achievement**

Formative assessment in the Knowledge/Understanding, Communication and Thinking/Inquiry areas through the observation of group work, class discussion, and evaluation of their entrepreneurial interview assignment and self and peer assessment.

### **Accommodations**

Pair strong computer students with those that are not as strong. Contact the school resource staff to assist students with special needs to find an entrepreneur and conduct a face-to-face or telephone interview.

### **Resources**

Need old magazines and newspapers, scissors, glue, markers and construction paper for bulletin boards

### **Appendices**

Appendix 5.1a – Entrepreneurial Characteristics and Skills

Appendix 5.1b – Recognizing Entrepreneurial Characteristics and Skills

Appendix 5.1c – Interview with an Entrepreneur

## **Activity 2: When Opportunity Knocks!**

**Time:** 3.75 hours

### **Description**

This activity is designed to encourage students to recognize opportunities through unsolved problems, unsatisfied needs and wants, and as a result of change. Students understand the relationship between an opportunity and an idea. Students study and identify change by researching major trends and areas of flux like social trends and lifestyle changes, technology and information changes, demographics, and economic and global trends. Students recognize problems as opportunities to find solutions or ideas for new ventures. Students are encouraged to solve problems and come up with ideas that will benefit society.

### **Strand(s) & Learning Expectations**

**Strand(s):** Entrepreneurial Opportunities

#### **Overall Expectations**

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

#### **Specific Expectations**

EN2.01 - explain why entrepreneurs view problems as opportunities;

EN2.02 - identify unsatisfied needs and wants, as well as problems and challenges, that present possibilities for new ventures;

EN2.03 - examine current changes and trends in demographics and lifestyles that might provide entrepreneurial opportunities (e.g., the aging of the population, the growth of e-commerce);

#### **Ontario Catholic School Graduate Expectations**

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;

CGE2b - reads, understands and uses written materials effectively;

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CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;  
CGE4d - responds to, manages and constructively influences change in a constructive manner;  
CGE5a - works effectively as an interdependent team member;  
CGE5e - respects the rights, responsibilities and contributions of self and others.

### **Prior Knowledge & Skills**

Students should be able to use the Internet to do research.

### **Planning Notes**

- Book a VCR and TV for one day during this activity.
- If you have access to the video called “Future Work” by One-Step Marketing, HRDC, locate it and preview.
- Book a computer room with Internet access for the research activity.
- Ask the librarian to reserve all books dealing with the aforementioned trends. A suggested list includes the following books: “The Third Wave” by Alvin Toffler, “Megatrends” by John Naisbett, “The Popcorn Effect” by Faith Popcorn, “The Bagel Effect” by Paul Hoffert, “The End of Work” and “The Biotech Century” by Jeremy Rifkin, “Excelerate. Growing in the New Economy” by Nuala Beck, “Sex in the Snow” by Michael Adams, “The Next 20 Years of Your Life” by Richard Worzel, “Job Shift: How to Prosper In A Workplace Without Jobs” and “Creating YOU, Inc” by William Bridges, “Boom, Bust & Echo 2000” by David Foot & Daniel Stoffman, “Chips and Pop” by Robert Barnard, Dave Cosgrave, Jennifer Welsh, and “Tomorrow’s Customers” by The Marketing and Economics Group of Clarkson/Gordon/Woods Gordon.
- The teacher should save old copies of newspapers and magazines for the students to use. Try to start a newspaper file of pertinent articles as well.

### **Teaching/Learning Strategies**

1. As a class, discuss the relationship between problems and opportunities, solutions and ideas. Hand out Appendix 5.2a – Problems (Opportunities) and Solutions (Ideas). Ask students to use personal observation to note changes that have occurred in society, and the problems (opportunities) and subsequent solutions (ideas) that have resulted because of those changes. Give students enough time to complete the sheet and take up their answers. Apply the knowledge by completing Appendix 5.2b – Recognizing Opportunities.
2. Show video Future Work One-Step Marketing, HRDC and ask students to note six major trends. If the video is not available at your public library or local HRDC, find a suitable newspaper or magazine article on anticipated changes and trends.  
Place students into groups to research the major changes in each of the following areas and report to the class the opportunities and ideas for new ventures associated with the changes:
  - Social Trends and Lifestyle
  - Technological Change
  - Information and Communication Change
  - Demographic Changes
  - Economic and Global TrendsUsing a variety of media (chart paper, overhead sheets, bulletin board, presentation software), each group will report to the class the major changes associated with their topic. (See Appendix 5.2c).

### **Assessment & Evaluation of Student Achievement**

Formative assessment in the Knowledge/Understanding, Communication and Thinking/Inquiry areas through the observation of group work, class discussions and notes following class presentations.

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## Accommodations

Pair strong students with those that are not as strong. Ensure that students with special needs are in groups with students willing to assist them.

## Resources

Video “Future Work” by One-Step Marketing, HRDC, London, ON. See Planning Notes for suggested book list to help students with research of changes.

## Appendices

Appendix 5.2a – Problems (Opportunities) and Solutions (Ideas)

Appendix 5.2b – Recognizing Opportunities

Appendix 5.2c – Current Changes and Trends

## Activity 3: Generating and Evaluating Ideas

**Time:** 5 hours

### Description

This activity introduces the concept of developing ideas from entrepreneurial opportunities. Students will recognize that opportunities are all around them, and good ideas can be developed from them. Using the video series, *The Spirit of Adventure*, students will examine how Canadian entrepreneurs have generated ideas from problems that they saw around them. Students will distinguish the difference between ideas that are more fad-like, and ideas that have staying power. Students will be encouraged to use their creativity to generate ideas. Afterwards a model for evaluating ideas will be presented, and students will go through the process of evaluating their own ideas.

### Strand(s) & Learning Expectations

**Strand(s):** Entrepreneurial Skills

#### Overall Expectations

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

#### Specific Expectations

EN3.01 - demonstrate how skills of observation can be used to identify needs and wants as entrepreneurial opportunities;

EN3.02 - demonstrate ways in which creative thinking techniques (e.g., brainstorming, mind mapping) can be applied to generate new ideas.

#### Ontario Catholic School Graduate Expectations

CGE3b - creates, adapts, and evaluates new ideas in light of the common good;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE5a - works effectively as an interdependent team member;

CGE5e - respects the rights, responsibilities and contributions of self and others.

### Prior Knowledge & Skills

- Students must know what an opportunity is and how to recognize it.
- Students must know the relationship between opportunities and ideas.

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## Planning Notes

Creativity is a huge topic that could have weeks dedicated to it. Below is just one exercise dedicated to creative thinking (divergent thinking) and one dedicated to evaluation of ideas (PMI). Teachers and students should look around the school or in their home for items that could be used in this divergent thinking activity. This activity has students take an everyday item and find new uses for it. For all of the sections of this activity, students should be encouraged to participate in a freewheeling manner in discussions and group work.

## Teaching/Learning Strategies

1. Pick an appropriate news story from the local newspaper and read it to the class. When done, ask the students if there are any opportunities arising from this story. For example, a story about senior in the community would create an opportunity for services to respond to their unique needs.
2. Show video 3 of the Spirit of Adventure series entitled Recognizing the Opportunities. Hand out Appendix 5.3a and have them complete it during the video. Take up Appendix 5.3a with the students discussing each venture with the students. Have the students explain why they thought each venture was successful or unsuccessful.
3. Introduce the concept of brainstorming. Go over the guidelines with the class. Divide the class into four or five groups. Give each group some common household article (e.g. toilet paper roll, empty pill bottle, a piece of foam insulation, etc.) and have them:
  - generate a list of at least 10 different uses for that article;
  - decide on the best new product use;
  - create a 1-minute advertising commercial in the form of a skit promoting the new product. Ask the students how they came up with their ideas. Place their responses on the board in the form of a list. Most of the entrepreneurial textbooks have techniques for idea generation as well. A partial list of ways to generate ideas is: copy other ideas; combine ideas; substitute ideas; adapt; modify; try other uses; daydream, etc. Encourage students to be freewheeling when they are brainstorming new ideas. At this stage there are no wrong ideas.
4. Evaluating ideas. Introduce the concept of De Bono's PMI (Plus, Minus, Interesting). Have the students get into groups and work on Appendix 5.3b. Take up Appendix 5.3b noting that what some groups find as a plus, others will find the same thing as a minus. Students should note that just because an idea has more pluses than minuses, it is not automatically a good idea. The quality of the points must be taken into account. As a class, discuss the ideas to determine if each is a good idea or a bad idea (if possible).

## Assessment & Evaluation of Student Achievement

Formative assessment in the Knowledge/Understanding, Communication and Thinking/Inquiry areas through the observation of group work, class discussions, commercial skits and a check of their video observation and PMI worksheet.

## Accommodations

Pair strong students with those that are not as strong. Ensure that students with special needs are in groups with students willing to assist them. Teachers should be particularly conscious of the introverted and extraverted students and try to pair them in exercises which require presentations.

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## Resources

Spirit of Adventure Video series (Recognizing the Opportunities – Program 3)  
DeBono, E. *DeBono Thinking Course*, Revised ed. BBC Books, 1994.

## Appendices

Appendix 5.3a – Observation Sheet For Video (Spirit of Adventure)  
Appendix 5.3b – PMI Worksheet.

## Activity 4: Entrepreneurs Who Have Taken Charge

**Time:** 3.75 hours

### Description

This activity invites students to examine a variety of entrepreneurs in order to understand how they deal with problems as they arise. After students have reviewed the activities of a number of entrepreneurs, they will study a variety of problems that are common to numerous entrepreneurs, and develop possible solutions to these problems. Based on their own problem-solving experience, students will develop a problem-solving and decision-making model that can be applied to many situations. This activity is almost entirely student driven with students working in groups and independently.

### Strand(s) & Learning Expectations

**Strand(s):** Entrepreneurial Skills

#### Overall Expectations

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

#### Specific Expectations

EN3.03 - apply research and critical-thinking skills to evaluate ideas;

EN3.04 - compare various entrepreneurs to identify examples of problem-solving and decision-making;

EN3.05 - demonstrate an understanding of problem-solving skills through entrepreneurial case studies.

#### Ontario Catholic School Graduate Expectations

CGE2b - reads, understands and uses written materials effectively;

CGE4d - responds to, manages and constructively influences change in a constructive manner;

CGE5b - thinks critically about the meaning and purpose of work;

CGE5h - applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

### Prior Knowledge & Skills

- Students must have an understanding of the definition of an entrepreneur.
- Students must have a basic understanding of word processing software.

### Planning Notes

- Teachers will need blank overhead sheets and markers for each of the groups in the class.
- Teachers should save old copies of newspapers and magazines for the scrap book assignment.
- Teachers may want to book a computer lab so students can key in their assignments.

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## Teaching/Learning Strategies

1. Entrepreneurial scrap book. Have the students prepare a scrap book with at least five news articles on entrepreneurs. Students may use local newspapers, magazines, and the Internet as a source of information about entrepreneurs. Encourage students to look for entrepreneurs who have made valuable contributions to their community. The students should prepare a brief summary of each which includes:
  - the name of the entrepreneur and venture;
  - how the entrepreneur got started in the venture;
  - any obstacles the entrepreneur had to overcome;
  - what characteristics does the entrepreneur possess.Each student will make a two-minute presentation about one of the entrepreneurs in their scrapbook.
2. Discuss as a class some possible problems entrepreneurs may have when starting up their ventures. Problems could range from lack of money, lack of expertise, conflict with partners, problems with suppliers, etc. Place these problems on the board. Break the students into groups of three to five and assign each group a problem and have each come up with a series of steps they would follow to solve the problem. They may comment that they know nothing about the problem (e.g. zoning regulations). Tell the students that you do not want them to solve the problem, but rather, outline the steps required to solve the problem. Finding information is part of the problem-solving process. Have each group prepare an overhead outlining the steps they would follow and present it to the class. When all of the groups have presented, sum up the common steps on the board.

## Assessment & Evaluation of Student Achievement

Formative assessment in the Knowledge/Understanding, Communication and Application/Making Connections areas through the observation of group work, class discussions, evaluation of their Entrepreneurial scrap book and presentation.

## Accommodations

Ensure that students with special needs are in groups with students willing to assist them. Some students may find the entrepreneurial scrap book assignment a large task. Allow one class for the students to go through newspapers and magazines to find articles. It may also be useful to schedule time in the library or a computer lab so students can have access to the Internet. During this class, circulate around to ensure that all students have found appropriate articles and understand what is expected in the analysis of the article.

## Activity 5: Today Only – Planning and Operating a Business Venture

**Time:** 11.5 hours

### Description

“Today Only” is a culminating activity that brings closure to the final unit of study, and in essence, to the overall course. “Today Only” provides students with the opportunity to work in small groups of 3-4 to plan a mini-business venture, and operate that venture for one school day. Students will plan all aspects of their small business venture including; creating an effective business name, determining product lines, setting pricing strategies, creating an appropriate site, applying for a start-up loan, preparing a cashflow forecast, and learning the importance of personal selling. At the end of the day of operations, the business venture and partnership is dissolved. As part of the planning process for the day of business, a small business plan will be prepared. At the end of the activity, all venture groups will present a summary report.

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## **Strand(s) & Learning Expectations**

**Strand(s):** The Venture Plan

### **Overall Expectations**

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

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

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

### **Specific Expectations**

EN4.01 - describe the nature and objectives of their proposed venture;

EN4.02 - identify the size and characteristics of the venture's target market;

EN4.03 - describe the ways in which resources can be organized in the most effective, cost-efficient way;

EN4.04 - demonstrate the financial objectives of the proposed venture through a financial plan that includes a cash-flow projection, projected sales revenues and expenses, start-up and operating costs, and the total capital required for the venture;

EN4.05 - demonstrate the financial objectives of the proposed venture throughout a financial plan that includes a cash-flow projection, projected sales revenues and expenses, start-up and operating costs, and the total capital required for the venture

EN4.06 - investigate the various sources of the capital required.

### **Ontario Catholic School Graduate Expectations**

CGE3b - creates, adapts, and evaluates new ideas in light of the common good;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE3d - makes decisions in light of gospel values with an informed moral conscience;

CGE4b - demonstrates flexibility and adaptability;

CGE4f - applies effective communication, decision-making, problem-solving, time and resource management skills;

CGE5a - works effectively as an interdependent team member;

CGE5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;

CGE7i - respects the environment and uses resources wisely;

CGE7j - contributes to the common good.

### **Prior Knowledge & Skills**

As a culminating activity, "Today Only" is designed to bring together many of the concepts taught in earlier segments of the Entrepreneurial Experience Unit, and in fact, it provides students with the opportunity to apply concepts taught throughout the entire course of study.

In order to be successful in "Today Only", students must:

- know what an "enterprising employee" is;
- know what kind of workplace behaviour is considered enterprising;
- understand why enterprising persons are willing to accept the risks associated with enterprising behaviour in the workplace;
- be creative and innovative in their problem solving to make their business venture more competitive;
- understand how their productiveness will benefit the business;
- be able to use a variety of media to communicate effectively;
- be able to work one-to-one with individuals in a customer/salesperson relationship;
- be able to identify a business opportunity in their school or their community;
- generate ideas that are well-suited to a business opportunity;
- evaluate those ideas using a specific set of criteria, and select the best one;
- be able to prepare projected financial statements to use as tools for planning.

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## Planning Notes

In addition to “Today Only” being a large planning project for the students, it is a large planning project for the teacher. The classroom teacher should do whatever they can prior to “Today Only” to increase their students’ chances of entrepreneurial success. Some pre-planning considerations and preparations that could be made by the classroom teacher ahead of time are as follows.

- Select a suitable date where no other major functions are going on in the school. Book your date with the school administration and have it included in the school calendar.
- Early communication is required. The school administration, cafeteria staff, custodians, school advisory council, and other teachers need to know exactly when “Today Only” is going to occur.
- Include a very brief description of the project in the course outline that is given to students on the first day of the course.
- Prepare a news story about the project and include it in your school’s parent newsletter prior to the event happening.
- During the actual day of operating their businesses, students will require some set-up time, some operational time, and some clean-up time. Teachers should make arrangements with attendance for students to be absent from their other classes. This day should be treated in the same manner as a field trip.
- The class should keep a list of all those personnel, both in school and out, who contributed to the success of the event. Thank-you cards written by the students after the project would be appropriate.
- Teachers may want to provide a small venture loan to students groups to assist with start-up costs (i.e., \$20-\$30.00). Arrangements need to be made to ensure that these funds are included in the appropriate budget.
- Teachers may want to capture the activities of the day of business on video. Book any video equipment, cameras, etc. early. If your school has a media club or Audio/Visual Club, it is possible that one of those students can record the event for you.
- Make early arrangements with the staff member or school organization responsible for daily announcements. Advise them that your students will be approaching them about making promotional broadcasts.
- The overall goal of “Today Only” is to provide an opportunity for students to experience entrepreneurial success. One measure of success would be the amount of profit generated from their entrepreneurial endeavour. The option for the use of these profits should be examined including the idea of giving the profits (or a portion of the profits) to any one of the Catholic Charities that exist in their community. Local Food Banks, Be An Angel Campaign, Peace and Development, the Bishop’s Campaign, Share Lent, and many other organizations are just a few of the charities that these profits could be directed toward.
- Access to a computer lab is required for the success of “Today Only”. Book a lab early.
- At the end of the project, students will be given special achievement certificates. Make sure special card stock for such a certificate is ordered and printed using the software of your choice.

## Teaching/Learning Strategies

This unit of study will be approached in three phases. The first phase (six periods) is the planning and preparation for the mini business venture. The second phase (one period) is the actual day of operations. The third phase (three periods) involves sharing comments in a class discussion, dissolving the venture, putting the finishing touches on the business plan/summary report, and awarding achievement certificates.

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## Phase 1

### Lesson 1 - Introduction of “Today Only” and Idea Brainstorming

Introduce the concept of “Today Only”. Information provided by the teacher to the class during this first lesson should include:

- a) A general description of what “Today Only” is.
- b) The date of the event.
- c) A list of topics students will be required to include in their small business plan (i.e., What is the nature and objectives of their proposed venture? Who is their target market? What resources are needed to operate for the day? How will resources and labour be organized in order for the business to operate smoothly? How much capital is needed to get started? What financial forecasting tools need to be included? What promotional activities are required?);
- d) How venture groups will be selected. Teachers will need to decide if they are going to set up the groups ahead of time, or let students form their own groups based on similar interests/ideas. An ideal number of ventures for the teacher to manage is six to seven. Any more becomes very difficult for the teacher to monitor and evaluate.
- e) Explain to students that each group will have the opportunity to apply for a \$20 - \$30 start-up loan. During Lesson 5, groups will have the chance to meet with the teacher to formally ask for the loan.

In the second half of the first lesson, invite students to brainstorm ideas for business ventures that could be operated for one day in their school communities. By the end of the class, students should know who the partners are in their group, and have a general idea of what their business idea is. For homework students should think about a good business name, and begin finding any of the resources they will need to open their businesses.

### Lesson 2 - What’s In a Business Name & Resource Analysis

Begin lesson 2 by instructing each venture group to generate a list of the top ten business names from their surrounding entrepreneurial community. After 10 minutes, ask each group to submit their top 3 names to a class list on the board or overhead transparency. In the format of a class discussion examine the list of names and determine why they have are so popular/effective. Develop a set of guidelines that could be used when an entrepreneur is naming a venture (e.g., The name should be memorable, mellow, have mass appeal, be easy to pronounce, be short and sweet, reflect the product or service being offered.). Venture groups can use these guidelines to create their own business name. In the second half of the class, teachers should introduce the importance of conducting an extensive resource analysis. Distinguish the difference between capital goods, expense goods, and human resources. Explain that capital goods are primarily used for business start-up and expansion, while expense goods and human resources are primarily used for operations. It might be useful to have students determine what resources are needed for a specific business example that the teacher provides (i.e., what are all of the resources needed to start up and operate a school store?). Venture groups can begin formally determining what resources are needed to operate their business ventures. By the end of this class, each group should submit an early planning worksheet to the teacher. (see Appendix 5.5a) This planning worksheet includes what the business name is, who the partners are, a short description of the business idea, and an explanation as to why the students feel this venture would be successful.. The homework assignment is to begin finding the necessary equipment and resources for their ventures (see Appendix 5.5b).

### Lesson 3 - Financial Analysis: Becoming familiar with the Vocabulary

- a) The teacher should introduce students to a variety of vocabulary related to business finance. Some of these terms include (market share, profit margin, return on investment, equity, capital-gain, dividend, liability, asset, account receivable, account payable, liquidity, fixed costs, variable costs)

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- b) Students should examine problems that involve:
- calculating accounting profit/economic profit;
  - using mark-up pricing;
  - calculating return on investment;
  - calculating the break-even point (when fixed and variable costs are separated).
- c) If there is time remaining toward the end of class, venture groups should work on broadcast announcements, and any promotional posters that need to be created. The cost of promotional materials should be considered part of the resources needed for start-up. Promotional posters and advertisements should be finished at home. The teacher could put together promotional material kits (i.e., poster paper, markers, masking tape, pencil crayons, etc.), and sell them to students at a minimal cost.

#### **Lesson 4 - Financial Analysis: Working With Financial Forecasting Tools**

Introduce students to the Income Statement. Use examples of a service business and a retail business income statement. Point out the differences (namely The Cost of Goods Sold Section present in a retail venture). If a group is involved in small scale manufacturing, introduce the proper accounting procedures. Follow all Generally Accepted Accounting Principles. Students should complete an example of a Cashflow Forecast planning tool (See Appendix 5.5c). Teachers should outline the importance of this tool when planning ventures. Illustrate how a business venture could show a profit at the end of a fiscal year of operations, but still have a negative cash flow. This could result in financial problems with bankers and creditors. Student venture groups need to begin preparing a cashflow forecast for their business ideas (Appendix 5.5d), and ensure that any and all resources needed for “Today Only” are acquired.

#### **Lessons 5 and 6 – Business Planning and Conferences with Teacher**

Planning should be well underway. Promotional materials should be visible in the school, cashflow forecasts should be near complete, and all resources needed should be recorded and cost prices listed in the business plan. Students groups need to know who their suppliers are, and what price their products or services are going to be listed at. During Period 5, the teacher should conference with each group to make sure all details are being covered. This meeting should be approached in the same manner that an entrepreneur and banker might meet to discuss business planning details. If student groups require the business start-up loan of \$20.00 - \$30.00, this is an appropriate time for the teacher to extend that loan. The remainder of this time is for group planning. While groups are planning, the teacher should map out where each venture will locate for the day. A central forum type site in the school is an ideal place for set-up. If groups are near one another, it creates a market type environment.

Toward the end of lesson 6, teachers may want to review the following items with their class:

- The importance of creating a site that is visibly pleasing;
- That all safety precautions for operators and patrons have been taken;
- The characteristics of a good salesperson;
- The importance of presenting themselves in a neat and clean manner;
- The importance of maintaining a clean work environment.
- When the day is done, leave their site in a cleaner state than they found it.
- Do they have a cash float prepared?

#### **Phase 2**

#### **Lesson 7 – “Today Only” in Operation**

Teachers should try to be available during set-up. Enjoy “Today Only”. At the end of the day, the teacher may want to lock up each venture group’s cash box. Students count cash sales and complete all financial calculations in the next class.

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### **Phase 3**

#### **Lesson 8 – Post “Today Only” Discussion and Count Up The Earnings**

In a discussion format, have students share their experience from the day before. Students can share what they liked or disliked about the day, what things went well, what things went wrong, or what they would change if they were to do it all over again. Every student should be encouraged to speak at least once. Students should record what went well and what did not. After the discussion, groups can begin the task of counting the cash, and completing the 2nd column (Actual) in their Cashflow Forecast. It should be left to each group to decide whether or not their profits are going to be donated to a charitable cause, or divided among themselves. Loan repayments can be made at this time. If a venture group did not make a profit, and the loan cannot be repaid, the school’s business department will have to absorb that cost as part of their department’s budget. An additional option for dealing with any venture that loses money, would be to have those groups who earned a profit absorb any losses. This is consistent with the notion of promoting “The Common Good”. In addition, the class should create a list of all school and community people who assisted them in this endeavour. Thank-you cards need to be written out and delivered immediately.

#### **Lesson 9 – Putting Final touches on Business Plan**

Student groups are to finish their venture plans. All plans must be computer generated and include:

- a) a title page; b) a table of contents; c) a business venture description;
- d) a description of the target market; e) a comprehensive list of all resources needed and their costs;
- f) a description of how operations were organized.
- g) a financial analysis section that includes the completion of a forecasted cashflow, and an actual income statement; h) a conclusion

#### **Lesson 10 – In Class Presentations**

Each group is to make a venture plan presentation to the class. Students should make use of various media for this activity. Although an electronic presentation is not necessary, if a school has the resources and software, it might be beneficial to students to create such a presentation. It may be worthwhile to invite special guests for this portion of the project (i.e., school administration, parents, business studies teachers, community entrepreneurs, etc.). At the end of the presentations, certificates of successful completion can be awarded to all students. As an extension of this, the class may wish to plan a culminating mass celebration. The theme for this mass could be the celebration of enterprising individuals who have used God’s gifts to help make their communities better places. Students must reflect on our Catholic Social Teaching that reminds us that because our community benefits us, we must benefit our communities.

#### **Assessment & Evaluation of Student Achievement**

This activity is a comprehensive learning experience that touches on all four assessment categories from the Achievement Chart. Early in the instructional process, the focus is on Knowledge/Understanding. As students begin exploring and planning their ventures, the shift is toward Thinking/Inquiry. When students are engaged in the process of operating their ventures, the focus is on Application/Making Connections, and when they present their business plans to the class, their communication skills can be evaluated. The venture plan written assignment and oral presentation which will include descriptions of the student’s individual role and accountability and detail their experiences during the project should be part of the final evaluation of the course, while the actual operation of the business ventures is ideally suited as an assignment under the assessment category of Application/Making Connections. Key concepts taught can be included in the comprehensive final examination. Each of the individual evaluation criteria is awarded a grade out of four.

## Today Only - Day of Operation - Evaluation Rubric

Proprietors' Names: \_\_\_\_\_

a) <b>Level of preparation</b> (Business partners arrive on day business of with all necessary equipment, materials, etc.)	1	2	3	4	/4
b) <b>Quality of promotional materials</b> (Evidence of a diverse manner of promotional strategies.)	1	2	3	4	/4
c) <b>Quality of site set-up</b> (Evidence of a site that reflects the theme of the product/service being sold.)	1	2	3	4	/4
d) <b>Personal selling abilities</b> (Do business partners effectively sell their product or service?)	1	2	3	4	/4
e) <b>Overall organization of operation</b>	1	2	3	4	/4
<b>Total</b>					<b>/20</b>

## Today Only – Business Plan - Evaluation Rubric

Proprietors' Names: \_\_\_\_\_

a) <b>Originality of business idea</b>	1	2	3	4	/4
b) <b>Effectiveness/Creativity of Business Name</b> Does the name follow established guidelines?	1	2	3	4	/4
c) <b>Comprehensive list of Resources</b> (All required resources were thought of during the planning process, and included in business plan.)	1	2	3	4	/4
d) <b>Description of Day of Operations</b> (Operational activities were properly planned for.)	1	2	3	4	/4
e) <b>Accuracy of Cashflow Forecast</b>	1	2	3	4	/4
<b>Total</b>					<b>/20</b>

### Accommodations

Exceptional students should be placed in groups with positive peer mentors. Realistic expectations should be expressed to the student early in the project. Students should be assigned manageable tasks, and their work monitored daily to ensure completion

### Resources

Classroom texts - The Entrepreneurial Spirit. Toronto & Entrepreneurship Creating A Venture Break Into Business Camp –The Centre For Entrepreneurship Education and Development  
<http://www.ceed.ednet.ns.ca>

### Appendices

Appendix 5.5a – Initial Planning Worksheet  
 Appendix 5.5c – Cashflow Forecast Problem  
 Appendix 5.5b – Resource Analysis  
 Appendix 5.5d – Today Only Cashflow Forecast

## Appendix 5.1a

### Entrepreneurial Characteristics and Skills

\*no entrepreneur is alike, but many share the same qualities

**What is the difference between entrepreneurial characteristics (attitudes and attributes) and skills?**

Personal Characteristics – Attitudes and Attributes		Skills
hardworking/achievement oriented	Self-confident	creative thinking
optimistic	Perceptive	practical problem solving
self-reliant	Motivated	strong interpersonal skills
open to new ideas	Resourceful	strategic planning
sees problems as challenges	Creative	effective decision making skills
committed to goals	Independent	good listening skills
embraces change	Calculated risk taker	team building skills
committed to life-long learning	Resourceful	selling and marketing skills
enjoy freedom to decide how to do work	enjoys variety of tasks	specific business skills
challenges are adventures	Empathetic	strong research skills
feels it is important to follow through on promises	can manage stress effectively	good record-keeping skills
see the positive side of people	Energetic	computer literacy skills
rewards are intrinsic	Visionary	can teach and give instruction
stress is okay	Flexible	strong organizational & negotiating skills

## Appendix 5.1b

### Recognizing Entrepreneurial Characteristics and Skills

Entrepreneurs have some common characteristics (attitudes and attributes) and skills that they may naturally exhibit or may have had to develop in order to be able to continue with their venture. From the entrepreneurs profiled (videos or articles), a) list the name and business of each entrepreneur, b) list the personal characteristics exhibited by the entrepreneur, and; c) list the skills required by the entrepreneur to successfully operate his/her venture.

Entrepreneur's Name and Venture Name	Personal Characteristics of Entrepreneur	Skills Previously Acquired or Developed

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## Appendix 5.1c

### Interview with an Entrepreneur

Date: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Entrepreneur's Name: \_\_\_\_\_

Business Name: \_\_\_\_\_

Business' Address: \_\_\_\_\_

Business e-mail or telephone \_\_\_\_\_

What good(s) or service(s) does your business provide?

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When (in your life) did you start the business? What are some of the reasons for starting a business?

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What personal attitudes and attributes (characteristics) do you think are essential for an entrepreneur? Do you have these personal characteristics? Have you always had them?

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Indicate which skills you had before you started your business (mark with a "B" for Before) and mark the skills you had to develop since starting the business (mark with "D" for Developed).

_____ marketing/selling skills	_____ computer skills	_____ creative thinking
_____ problem solving	_____ record keeping	_____ organizational skills
_____ research skills	_____ decision-making	_____ interpersonal skills
_____ teaching/instructional	_____ team-building skills	_____ listening skills
_____ strategic planning	_____ repair skills	_____ specific skills (venture)

What is the most difficult part of being an entrepreneur? The most rewarding?

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How does the community benefit from your business' existence?

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## Appendix 5.2a

### Problems (Opportunities) and Solutions (Ideas) - Worksheet

An opportunity is created by the changes that are taking place in today's society. Changes in attitudes, social trends and lifestyles, technology, globalization, personal income, etc. all result in new opportunities for entrepreneurs

Identify from personal observation, examples of attitude changes:

- Increased concern for the environment
- What are the problems (opportunities) associated with this change?
- What are some solutions (ideas)?

Identify examples of demographic changes:

- Growing senior population
- What are the problems (opportunities) associated with this change?
- What are some solutions (ideas)?

An idea is not the same thing as an opportunity. A problem is created by changes in society and an idea is the solution to the problem.

**The Problem is the Opportunity, The Solution is the Idea**

## Appendix 5.2b

### Recognizing Opportunities

Complete the chart below, filling possible problems (opportunities) arising from the area of change and some possible solutions (ideas) to the problems. Come up with two more areas of change in society and fill in the opportunities and ideas for those.

<b>Area of Change</b>	<b>Possible Problems (Opportunities)</b>	<b>Possible Solutions (Ideas)</b>
More homes have the Internet		
More schools opting for school uniforms		
Technology for organ transplant has improved		
E-commerce is more readily used in business to business dealings, and in business to consumer dealings.		

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## Appendix 5.2c

### Current Changes and Trends

Topic of Research	Description of Major Change Trend and Problems related to this change	Possible Solutions (Ideas) for New Ventures
Social and Lifestyle Trends		
Technological Changes		
Impact of Major demographic Groups		
Changes in the Information Age		
Economic and Global Trends		

## Appendix 5.3a

### Video 3 The Spirit of Adventure- Recognizing the Opportunities

1. For each of the following, list the opportunity, the idea and any characteristics and skills shown by the entrepreneur.

Name	Opportunity and Idea	Characteristics and Skills
Tom Droog	Opportunity _____ Idea _____	
Dan Sitnam	Opportunity _____ Idea _____	
M. Johnston	Opportunity _____ Idea _____	
J. Van Auken	Opportunity _____ Idea _____	
Russ Parker	Opportunity _____ Idea _____	
C. Livingstone	Opportunity _____ Idea _____	

2. What is a **window** of opportunity?

## Appendix 5.3b

### PMI - Plus, Minus, Interesting

For each of the following ideas, give at least 4 PLUS points (things you think are good about the idea), 4 MINUS points (things you think are bad about the idea) and 4 INTERESTING points (things that are neither plus or minus but are interesting to you).

Idea	Plus	Minus	Interesting
Our school should have uniforms.	<i>e.g., We could identify outside students.</i>	<i>e.g., No way to express individuality.</i>	<i>e.g., It would be interesting to see if other schools followed.</i>
Taco Bell should operate our cafeteria.			
All high school students should have a 10:00 p.m. curfew by law.			
Since Coke and Pepsi taste the same, there should only be one cola available for sale.			

## Appendix 5.5a

### Today Only – Initial Planning Worksheet

Name of Business Venture: _____	
Name of Partners: _____ _____ _____ _____ _____	Brief Description of Venture: _____ _____ _____ _____ _____
Why does your group feel that this idea would be successful in our school? _____ _____ _____ _____	

## Appendix 5.5b

### Today Only Business Venture \_\_\_\_\_

#### Resource Analysis

Equip. Needs	\$	Raw Materials	\$	Promotion Materials	\$	Other	\$
Total	\$ _____	Total	\$ _____	Total	\$ _____	Total	\$ _____
Total Start-up Costs: \$ _____							

## Appendix 5.5c

Scrub and Shine Cleaning Inc. – Cashflow Forecast - For the first 5 months of operation in 2001						
	Jan.	Feb.	March	April	May	Total
<b>CASH IN</b>						
Estimated Sales	\$1300	\$3650	\$4950	\$3800	\$1350	\$ _____
<b>CASH OUT</b>						
Equipment	\$2040					\$2040
Rental	\$80	\$80	\$80	\$80	\$80	\$ _____
Labour	\$250	\$1650	\$2400	\$2400	\$600	\$ _____
Drawings	\$45	\$225	\$250	\$150	\$150	\$ _____
Raw Materials	\$150	\$440	\$590	\$330	\$100	\$ _____
Business Licenses	\$20					\$ _____
Advertising	\$200	\$100	\$100	\$150	\$125	\$ _____
Supplies	\$250	\$50	\$50	\$50	\$50	\$ _____
Gas & Auto	\$125	\$125	\$245	\$245	\$100	\$ _____
Total	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
<b>NET CASH:</b>						
Monthly Surplus	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
Monthly Deficit	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
Cumulative	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____

What are total start-up costs? \_\_\_\_\_

What are the venture's operating costs for the 5 months? \_\_\_\_\_

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## Appendix 5.5d

### Today Only

Student Business Name: \_\_\_\_\_

Cashflow Forecast

Date: \_\_\_\_\_

	<b>Estimated</b>	<b>Actual</b>
<b>CASH IN</b>		
Loan Extended	\$ _____	\$ _____
Capital From Partners	\$ _____	\$ _____
Revenue From Sales	\$ _____	\$ _____
<b>Total Cash Receipts</b>	\$ _____	\$ _____
<b>CASH OUT</b>		
Loan Repayment	\$ _____	\$ _____
Group Repayment	\$ _____	\$ _____
Promotional Materials	\$ _____	\$ _____
Merchandise	\$ _____	\$ _____
Equipment	\$ _____	\$ _____
Other Supplies	\$ _____	\$ _____
Total Cash Disbursements	\$ _____	\$ _____
<b>Net Cash Generated</b>	\$ _____	\$ _____